

**THE USE OF MIND MAPPING TECHNIQUE IN TEACHING  
WRITING AT 10<sup>th</sup> GRADE OF SMK ASY-SYIFA  
PADAHERANG PANGANDARAN**



**THESIS**

**Submitted to Faculty of Tarbiya and Teaching Training of UIN Prof. K.H. Saifuddin Zuhri as a Partial Fulfillment of the Requirements of Achieving the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education.**

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**2021**

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This thesis, entitled:

**THE USE OF MIND MAPPING TECHNIQUE IN TEACHING WRITING  
AT 10<sup>th</sup> GRADE OF SMK ASY-SYIFA PADAHERANG PANGANDARAN**

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**MOTTO**

*Do your best at any moment that you have*



## **DEDICATION**

This thesis is dedicated to:

- 1. My beloved parents, Mahmudin and Komariyah*
- 2. My beloved brother and sister*
- 3. My Almamater, State Islamic University of Prof.K.H. Saifuddin Zuhri  
Purwokerto*
- 4. All of people whom always give support and their prayer.*



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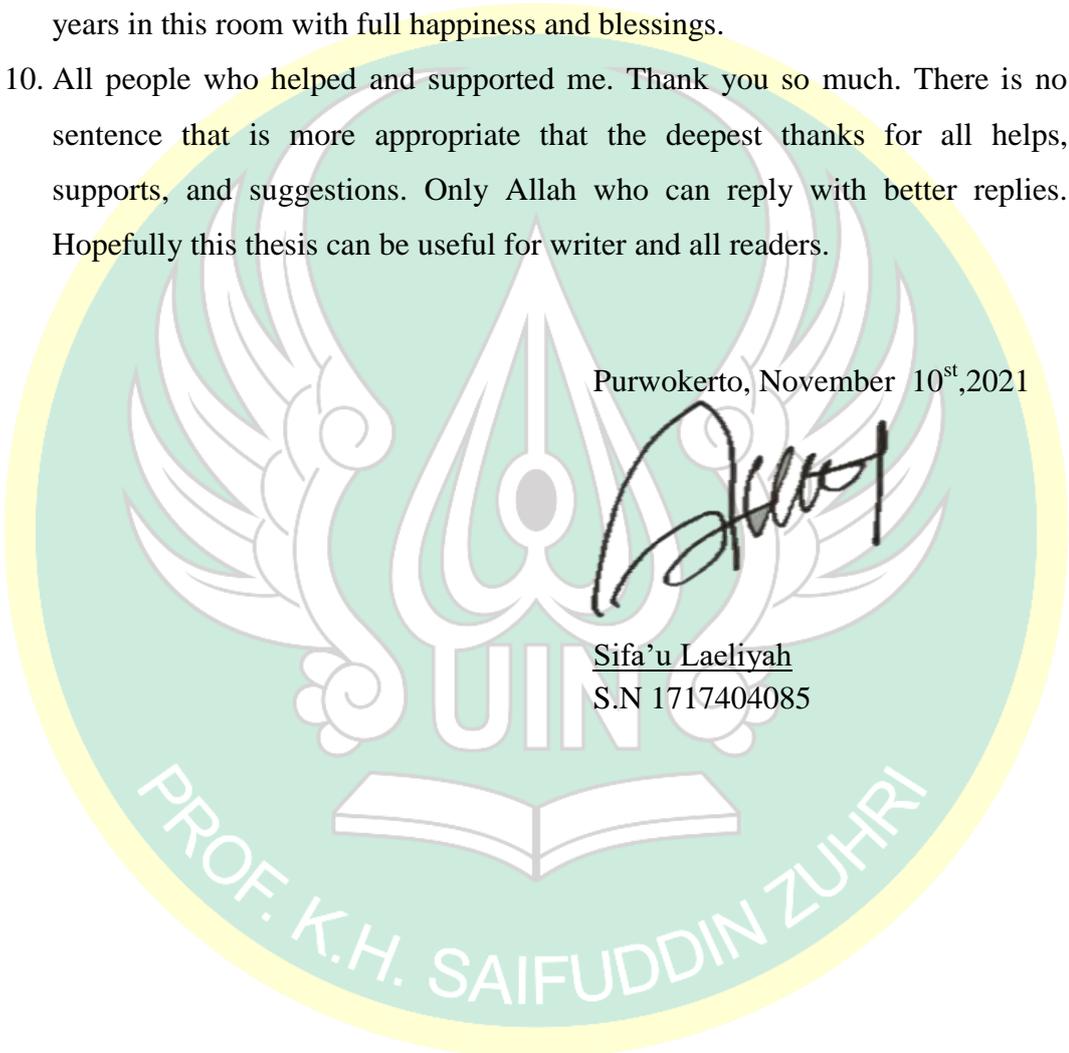
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Purwokerto, November 10<sup>st</sup>,2021



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PROF. K.H. SAIFUDDIN ZUHRI

**THE USE OF MIND MAPPING TECHNIQUES IN TEACHING WRITING  
AT 10<sup>th</sup> GRADE OF SMK ASY-SYIFA PADAHERANG PANGANDARAN**

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**ABSTRACT**

One of the efforts to improve the quality of human resources starts from education. The problem of students in learning English, especially writing is a complex subject that requires an appropriate technique, because if students do not use the right technique, it will be difficult to understand the material. Therefore the teacher looks for ways to convey the material briefly so that it can help students understand, namely the mind mapping technique.

This research aimed to find out how English teachers at Asy-Syifa Vocational School in Padaherang, Pangandaran use mind mapping techniques in teaching writing, identify the difficulties in implementing mind mapping, and how students responded to the use of mind mapping techniques. This research is qualitative descriptive. The prominent resource of data was an English teacher and 10<sup>th</sup> grade students of the school. The data collection techniques used in this study are observation, interviews, and documentation. The data analysis techniques in this study are data reduction, data presentation, and verification.

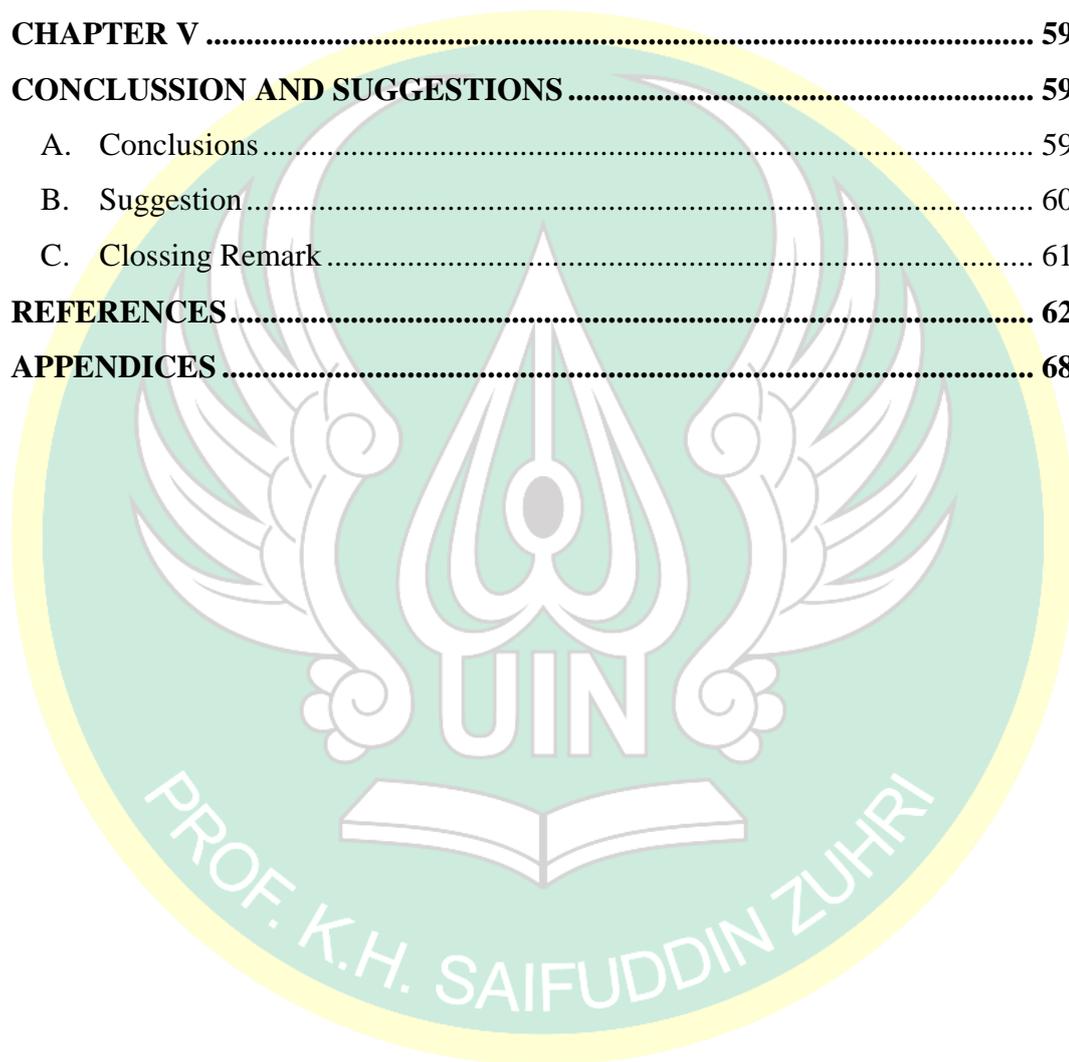
This research results showed that in the teaching sessions, the teacher used mind mapping technique in teaching writing, but the teacher did not provide writing training because the time was limited. Due to the covid-19 pandemic, the teaching duration is reduced. The difficulty in applying mind mapping technique is the limited time in teaching, lack of creativity, and lack of facilities. Furthermore, students' responses to mind mapping techniques are they get excited in learning, it helped them to understand the material and remember vocabulary better.

**Keyword:** *Mind mapping Techniques, Teaching Writing*

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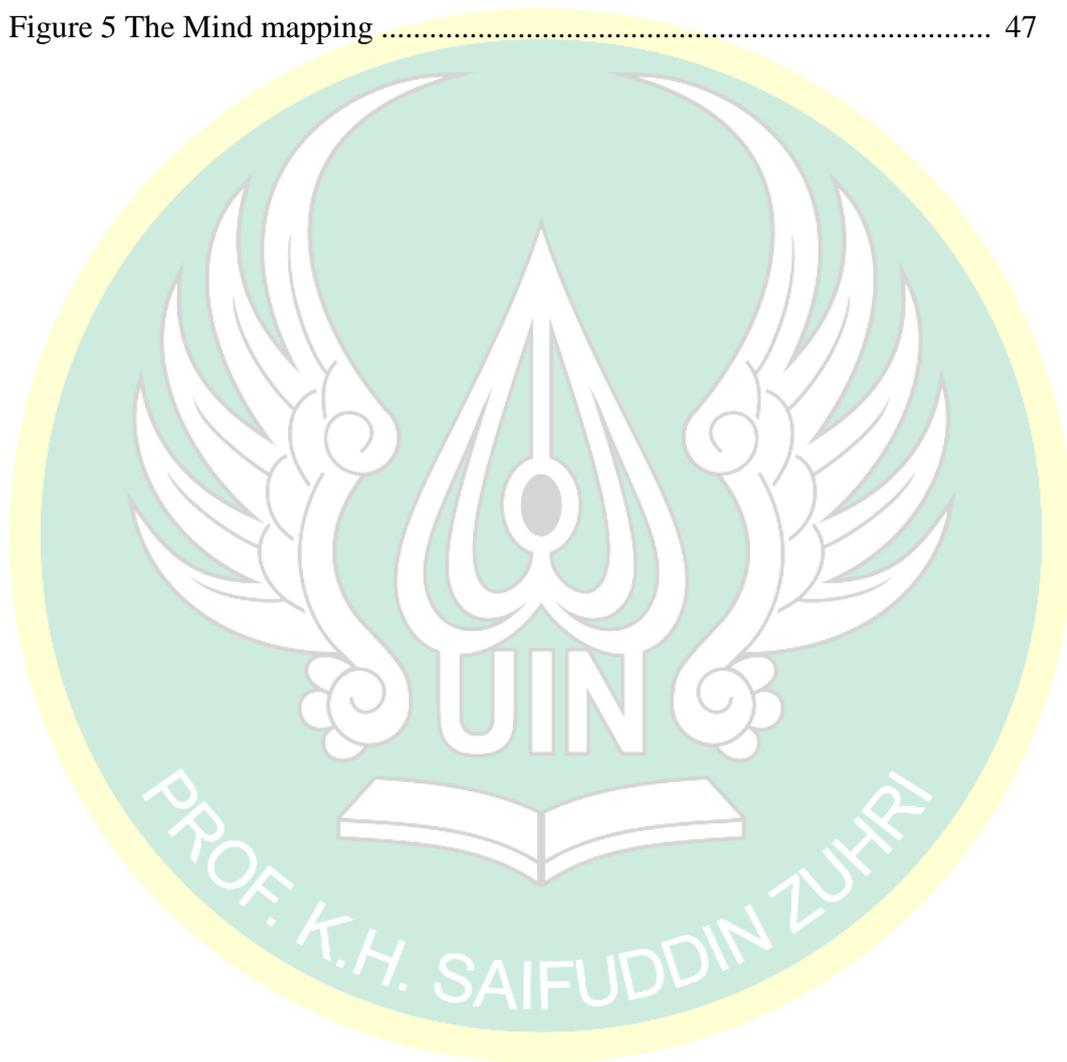
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## CHAPTER 1

### INTRODUCTION

#### A. Background of the problem

Problems in writing are usually found in the writing subject. Writing a subject is an activity in the form of ideas with complex abilities through productive activities in the form of letters systematically so that others can understand it. According Flower and Hayes, writing is a complex and creative process that are an essential skill for effective communication consisting of refining ideas and their expression, coupled with presentation and editing.<sup>1</sup>

The number of students who have difficulty in writing is greater than the other skills. Meanwhile not only students found difficulties in writing but teachers also got it.<sup>2</sup> Teacher needs a technique to help students' writing skill, one of the techniques available is mind mapping. In addition, as evidenced by Alma Prima Nurlaila, she found that mind mapping techniques were effective to help students enjoyably writing Descriptive texts. The gap of this research with previous research is the subject of this research which concern with the difficulties in the implementation of mind mapping in teaching writing faced by the teacher and how do students respond to the use of mind mapping techniques so mind mapping could help students improve their writing skills in writing descriptive texts to enrich vocabulary, increase creativity, compose sentences, and organize ideas.<sup>3</sup> The urgency of this research is that during the COVID-19 pandemic, most schools were conducted with online learning. In contrast, in this school, they carried out offline learning because it was based on Islamic boarding schools, and they were not allowed to carry smartphones, so that learning was carried out offline. Researchers think that this is very important to explore English learning applied by teachers.

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<sup>1</sup> Flower, L. S., & Hayes, J. R. "A cognitive process theory of writing", *College Composition and Communication*, 32, 1981,p. 365-387.

<sup>2</sup> Puput septiani, "Improving students' writing skill by using four square writing technique (a collaborative classroom action research)" *A Thesis*, Lampung: Universitas Raden Intan Lampung, 2018 p.2.

<sup>3</sup> Alma Prima Nurlaila, "The use of Mind Mapping Technique in Writing Descriptive Text. English Education Study of Indonesia University", *In Journal of English and Education*, Vol 1 No. 2, 2013, p. 9-15.

Based on the description above, the writer is interested to find out how mind mapping techniques are used by the teacher and students in learning writing skill, especially in writing narrative text; besides that, the researcher also looks for the difficulties faced by the teacher in implementation mind mapping and how students respond to the use of mind mapping techniques.

## B. Conceptual Definition

To give more understanding and to avoid misconception, the researcher explains the definition of the terms used in this research are:

### 1. Mind mapping Techniques

Mind mapping is a technique for recording and organizing information and for the development of new ideas with special types of document called “mind maps”. The structure of mind maps is similar to outlines and consists of three elements : *nodes, connections, and visual clues*. When users create a new mind map, they are start with a *rote node*, which they are write the central concept about the mind map. To detail the central concept, users create sub nodes, i.e. child nodes, branching from the root node. To detail the child nodes, users create further sub node and so on. This process is similar to creating an outline with a title, chapters, paragraph and sentences.<sup>4</sup>

Through mind map 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.<sup>5</sup> Mind Mapping was made popular by Buzan, a British popular psychology writer, in the 1970s. He developed modern mind mapping which is simpler than the mind mapping that the traditional outline forces the reader to scan to the left right or top to bottom. Whereas the brain tends to scan the whole information at once a non linear way. In developing mind mapping, there are several aspects of mind mapping that can help people

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<sup>4</sup> Zur Erlangung des akademischen Grades Doktoringenieur, “Towards Effective Research- Paper Recommender Systems and user modeling based on mind maps” Magdeburg, Universitat Magdeburg, 2015, p. 9.

<sup>5</sup> Adi suyanto, “The Effectiveness of Mind Mapping to teach writing skill viewed from their IQ”, Surakarta, Sebelas Maret University, 2010, p 32.

make their notes. These aspects relate to the use of landscape paper, branches, images, colors, keywords and central images. Mind mapping itself means a creative note taking or note making techniques in visualization and graphic.<sup>6</sup>

## 2. Teaching writing

Teaching is showing or helping someone to learn how to do something providing with knowledge and causing understand.<sup>7</sup> It means that when we give an instruction to someone about something it is hope that teaching English as foreign language activities he/she will understand the subject that we taught. Furthermore Harmer states that teaching means to give someone knowledge or to instruct or to train someone.<sup>8</sup> Raymond as cited in Bida explains that writing is more than just media communication. It is a way of remembering as well as a way of thinking. Writing is also a way of learning. Nothing can write much interest without think first, investigate, observe, ask questions, experiment and reading.<sup>9</sup>

## C. Research Question

Based on the background that has been explained above, the research questions are formulated as follow:

1. How is the mind mapping technique used in teaching writing narrative text at 10<sup>th</sup> grade of SMK Asy-Syifa Padaherang, Pangandaran?
2. What are the difficulties in the implementation of mind mapping in teaching writing faced by the teacher?
3. How do students respond to the use of mind mapping techniques?

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<sup>6</sup> Lismawati, "Thesis using mind mapping to improve the writing ability Of grade viii students at SMPN 2 Depok In the academic year of 2012/2013", Yogyakarta, Universitas Negeri Yogyakarta, 2012, p. 18-27.

<sup>7</sup> Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice hall, 1994), p.6.

<sup>8</sup> jeremy Harmer, *How to Teach English* (London: Longman, 2002), p.56

<sup>9</sup> Bida laelatul hidayah, "An error analysis in writing recount text Of the 10th grade students of sma nasional 3 bahasa Putera harapan purwokerto", Purwokerto, IAIN Purwokerto, 2019 p, 27.

## **D. Objectives and Significances of the Research**

### 1. Objectives of this research are:

- a. To find out the use of mind mapping technique used by teacher in teaching writing.
- b. To find out the difficulties that hinders the implementation of mind mapping techniques.
- c. To find out how students respond to the use of the mind mapping techniques.

### 2. Significances

#### a. Theoretical significances

The Researcher hopes that the results of this research could develop new knowledge and insights.

- 1) Knowledge for researchers and readers on teaching writing utilizing mind mapping techniques.
- 2) This research is expected to provide new knowledge and information for future researchers to conduct better research in teaching and learning.

#### b. Practical significances

##### 1) For teachers

Through this research, teachers can find out and implement mind mapping techniques in order to help students in writing.

##### 2) For school

Through this research, it is hoped that schools assist teachers in the learning process and support them to improve their quality in teaching

##### 3) For researchers

Through this research, it is hoped that researchers can broaden their horizons about teaching English in general, especially in teaching writing with Mind Mapping technique.

## **E. Structure of the research**

The researcher discusses the research into the structure as bellow:

Chapter I presents the introduction, which are consists of background of the problem, operational definition, research questions, objectives and significance of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II contains literature review about the use of mind mapping techniques for teaching writing.

Chapter III present the research method which consists of type of research, sources of data, technique of collecting data and technique of analyzing data.

Chapter IV contains results of this research which is consist of Three-sub chapters consist of: the first how do the teacher use mind mapping technique for teaching writing at 10<sup>th</sup> grade of SMK Asy-Syifa Padaherang

The second is discuss there any difficulties in the implementation of mind mapping techniques in teaching writing

The third is discusses how do students respond to the use of the mind mapping techniques and finding of the research.

Chapter V presents the closing of the research which contains conclusion, suggestion and closing remarks.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Mind Mapping Techniques

##### 1. Definition of Mind Mapping

Mind maps were made famous by writer and consultant Tony Buzan. It uses a two-dimensional structure, not the list format that is usually used for taking notes. According to Alamsyah, Mind mapping is a graphical representation of an idea (usually generated through a brainstorming session). It shows the ideas generated around a central theme and how they are interrelated. It is a tool mainly used to stimulate the mind. He realized that the education system mainly focuses on the power of the brain and left, which includes the use of language, logic, numbers, sequence, see details, linear, symbolic representation, and judgmental characteristics. Mind mapping is a useful technique that helps students learn more effectively, improves the way they record information, and supports and enhances creative problem solving.<sup>10</sup>

Then, According Muelle as cited by Amudha mind mapping is used by student nurses for planing patient care to encourage critical, whole-brained thinking when applying the nursing process. It means that mind mapping can encourage critical thinking.<sup>11</sup>

Meanwhile, according to Holland as cited by Chusnul found Mind Mapping to be a valuable technique for helping students plan and structure their writing and project more effectively. Students were able to improve the structure, coherence, and consequently, the quality of their written work and draw value from the technique for project managing

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<sup>10</sup> Alamsyah, Maurizal, *KiatJituMeningkatkanPrestasiDengan Mind Mapping*, Yogyakarta : MitraPelajar.2009, p. 12.

<sup>11</sup> R. Amudha et.al, "Perception of Employes' Toward Motivation Using Mind Mapping Technique", *The International Journal Of Hummanities & Social Studies* (ISSN 2321-9203), India, Vol. 3 Issue 5 May, 2015, p.20.

practical work.<sup>12</sup> According to Harmer, as cited by Rekolina Mind mapping is a technique of teaching writing in which students create their diagrams by using lines, arrows, and encircles to show the relationship between ideas and details. The diagrams' purpose is to aid students in their examination of the words provided. Students gain a thorough understanding of the words provided by looking for related words and identifying the characters.<sup>13</sup> Mind Mapping is a learning technique designed to develop students' knowledge through creative activities that arrange the main ideas into an easy-to-understand mind map. According Keles also claimed that mind mapping could help with learning by allowing for visual stimuli, assessment, checking understanding, elaboration, note-taking, summarizing, illustrating a sequence of events, and other creative ways of teaching.<sup>14</sup> Then according to Bharambe mind mapping provides a valuable focus for students to organize their thoughts and ideas so that they can present information clearly and attractively.<sup>15</sup> Prastyo state that mind mapping emphasizes the combination of colors and shapes that will make students more interested and excited in the learning process so that the material absorbed can be easily understood.<sup>16</sup>

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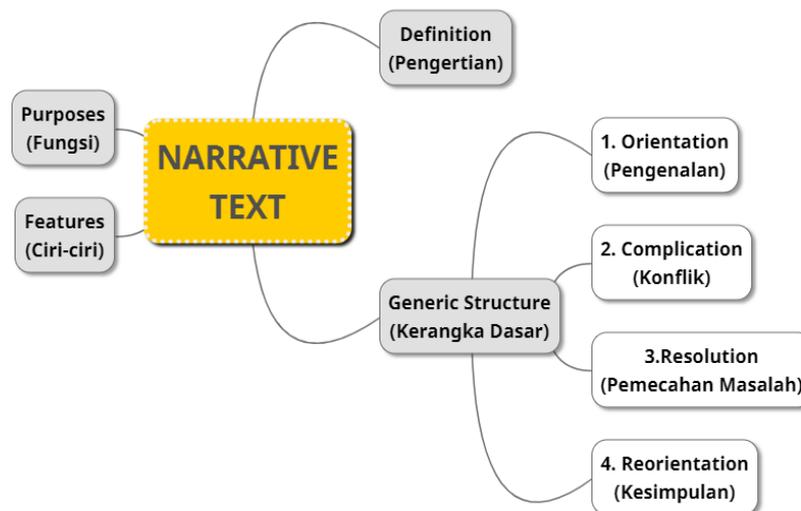
<sup>12</sup> Chusnul khotimah, "Increasing Descriptive Writing ability by using Mind Mapping Technique among the eighth graders of Mts N I Lampung Timur", Lampung, IAIN Metro, 2020, p. 36.

<sup>13</sup> Rekolina Siahaan, "The Effect Of Mapping Technique On Students' Achievement In Writing Narrative Text," *Tapanuli Journals*, Vol.1, No. 1 (September 6, 2018), p. 87–91.

<sup>14</sup> Keles, O, "Elementary teachers' views on Mind Mapping", *International Journal of Education*, 4(1), 2012, p. 93-100.

<sup>15</sup> Bharambe, M. I, "Effectiveness of Mind Mapping in educational psychology", *Journal of Biological Chemistry*, 2, 2012, p. 10-18.

<sup>16</sup> Prastyo, A. "Pengaruh Metode Mind Mapping Terhadap Kreativitas Belajar Siswa Kelas V Pada Mata Pelajaran Matematika Di Sd Negeri Banyuanyar 1 Surakarta Tahun Pelajaran 2016/2017". *Jurnal PGSD*. Universitas Slamet Riyadi, 2016.



*Figur 1 The Mind Mapping*

## 2. Steps to make a mind mapping

According to Tony Buzan's suggestion, which says that making mind mapping requires materials such as

- a. Blank unlined paper
- b. Marker or colored pencils
- c. Brain
- d. Imagination<sup>17</sup>

According to Buzan there are four steps in creating mind mapping.

- a. The first is drawing a picture a central image in the middle of the paper. It aims at describing the main idea.
- b. Second is drawing curve lines which are also known as branches. Branches around the central image are called the main branches or *Basic Ordering Ideas*. The aim of the branches is to radiate ideas that have tight relationship with the main idea.
- c. Third is drawing pictures or symbols in every tip of the branches to strengthen the writing of key words and to make them easy to understand.

<sup>17</sup> Tony Buzan, *Buku Pintar Mind Map*, Jakarta: PT Gramedia, 2008, p.14.

- d. Fourth is creating the next branches that radiate from the main branches. It is to present ideas that are related to the ideas presented in the main branches. At the tips of the second branches, pictures and symbols must be drawn. Then, the next branches can be created and images/symbols can be drawn over and over again.<sup>18</sup>

According Bobbi De Porter & Mike Hernacki stated that the steps of the mind mapping techniques.

- a. Start drawing a circle from the main idea in the middle of the carton or paper.
- b. Add branches to each center with a color marker that suits your imagination.
- c. Write keywords on each branch, expand it to add details using attractive colors.
- d. Connect one image with another branch image
- e. Add an interesting and appropriate symbol or image
- f. Write in capital letters and write neatly g) write important ideas in bigger letters.
- g. Describe a mind map in accordance with the wishes of students.
- h. Underline the words in bold.
- i. Use random shapes to show the form of points or ideas.
- j. Create a mind map horizontally.<sup>19</sup>

### 3. Definition of technique

A technique is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom.<sup>20</sup> In the other word, a technique is specific activities in the language classroom to help language learners learn the language.

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<sup>18</sup> Lismawati, *Thesis using mind mapping to improve the writing ability*....p. 26.

<sup>19</sup> Bobbi DePorter dan Mike Hernacki. ). *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. Bandung: Kaifa. 2006, p.40.

<sup>20</sup> Ag. Bambang Setiadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.8.

Brown cited by Lani defines technique as specific activities manifested in the classroom that was consistent with a method and therefore was in harmony with an approach. These activities can be doing tasks or exercises to realize lesson objectives. The activities can help teachers and students in many subjects in the classroom, such as English. In the English issue, the teacher can also use the teaching and learning process activities to improve four skills in English subjects; listening, writing, speaking, and reading.<sup>21</sup> By technique, the students will interest in learning so, the students will think studying is very nice and interesting moment. If the students enjoy the process of teaching, the process of transfer knowledge will run efficiently and effectively.<sup>22</sup>

#### 4. Basic Principles of Mind Mapping

The mind mapping is radiating out from a central concept. Furthermore, it can be applied to every aspect of life where it can be improved learning and clearer thinking which will enhance human performance. Mind mapping has four essential characteristics:

- a. The main topic of the mind mapping is summarized as a central image, word or phrase.
- b. The main themes of the subject radiate from the central image as branches
- c. Branches comprise of key word, image or topic presented on an associated line they divide out into further higher level sub branches.
- d. Branches from a connected structure.<sup>23</sup>

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<sup>21</sup> Lani Suryani, "Improving Students' Reading Skills By Using The Mind Mp Tchnique at SMA N 1 Krettek In The Academic Year of 2013/2014", *Thesis Pesented as Partial Fulfillment to the Requiremets for the Attainment of Sarjana Pendidikan Degree in English Language Education*, Yogyakarta, English Education Department Faculty of Languages and Arts State University of Yogyakarta, 2015, p. 13.

<sup>22</sup> Riski Rismawati. "Using Mind Mapping Technique To Increase The Students' Writing Skill In Descriptive Text At The Eighth Grader of SMP Negeri 1 metro Kibang East Lampung In Academic nYear 2017/2018", Lampung, Institut Islamic Studies, 2018, p. 20.

<sup>23</sup> Tony Buzan, *The mind map Book: How To Use Radiant Thinking to Maximize Your Brain's Untapped Potential*, (New York: Plume, 1993), p.59.

In case of teaching and learning process, mind mapping is a technique that can be used by teacher in teaching writing in order to make students to be able generate their ideas into the picture of diagram.

Furthermore, there are several principles in making mind mapping, as states below:<sup>24</sup>

1) Use emphasis

Thinking refers to associative thought processes that proceed from or connect to central point: burst of thought.

2) Always use a central image.

3) Use image throughout personal mind map

4) Use three or more colours per central image

5) Use dimension in images and around words.

6) Use synaesthesia (the blending of the physical senses).

7) Use variations of size of printing, line, and image.

8) Use organized spacing

9) Use appropriate spacing.

10) Use association

11) Use arrows when want to make connections within and across the branch pattern.

12) Use colors

13) Use codes

a. Be clear

1) Use only one key word per line

2) Print all words.

3) Print key words.

4) Make line length equal to word length.

5) Make major branches connect to central image.

6) Connect lines to other lines.

7) Make the central lines thicker.

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<sup>24</sup> Tony Buzan and Bary Buzan, *The Mind Map Book*, (London: BBC Worldwide Limited, 2000), p.87-88.

- 8) Make the boundaries “embrace” the branch outline.
  - 9) Make the images as clear as possible.
  - 10) Keep the paper placed horizontally.
  - 11) Keep the printing as upright as possible.
- b. Develop a personal style

In summary, mind mapping can be maximized in using through colors, pictures, and connections. These terms will be more useful when the students also use their creativity lets the students to think free in mapping their minds about the reading materials. Hence, the students can comprehend the reading materials much easier.<sup>25</sup>

1) The function of mind mapping techniques

According to Hedge cited by Widya explains the function of the mind mapping technique, which can be used to investigate almost any topic. The mind mapping technique's function is also acknowledged as a draft of writing before it is revised and edited and becomes the final project.

Aside from that, it is a good idea to get rid of any unnecessary information. Mind mapping is also used to refer to ideas that come to mind but are difficult to express directly in a sentence. The function of mind mapping is not only for writing but also for a specific purpose. For example, suppose we want to write some ideas about things or topics. In that case, we can use this technique to find critical vocabularies written in our writing about general things or topics. Based on the importance of writing, it is expected that it will assist us in writing sufficiently.

According to Buzan, we can used mind mapping for planning, communication, being more creative, saving time, problem- solving, remembering, and faster learning, among other things. Anyone who wants to remember things more efficienctly and in a more organized manner, and anyone who wants to simplify a complicated concept can

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<sup>25</sup> Tony Buzan, *Buku Pintar Mind Map, terj.* Susi Purwoko, (Jakarta:Gramedia Pustaka Utama, 2013), p.6.

benefit from mind mapping. Using mind mapping, note-taking can be transformed into a more enjoyable activity.<sup>26</sup>

#### 5. Teacher Skills in Managing Learning with Mind Mapping Techniques

The teacher is a very dominant and most important factor in formal education in general. For students, teachers are often used as role models and even become self-identity figures. Therefore, teachers must have acceptable behavior and abilities to develop their students as a whole. To carry out their duties properly following their profession, teachers need to master various sciences as their competencies.

According to the explanation of Government Regulation No. 19 of 2005 concerning National Education Standards, there are four competencies that must be possessed by a teacher, namely:

- a. Pedagogic competence is the ability to manage students, including understanding educational insights or foundations, understanding students, developing curriculum/syllabus, designing learning, implementing educational and dialogical learning, evaluating learning outcomes, and developing students to actualize various potentials. It has. Actualize its various potentials.
- b. Personal competence is a steady, mature, stable, wise, authoritative, has a noble character, becomes an example for students and the community, evaluates one's performance, and sustainably develops oneself.
- c. Social competence is the ability of educators as part of the community to communicate orally and in writing, used communication and information technology functionally, interact effectively with students, fellow educators, education staff, parents, or guardians of students and get along politely with the surrounding community.
- d. Professional competence is the ability to master learning materials broadly and deeply, including concepts, structures, scientific or artistic methods that are coherent with teaching materials, teaching materials in the school curriculum, conceptual relationships between related

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<sup>26</sup> Buzan, T, *Mind map The ultimate thinking tool*, London: Thorsons, 2005, p.44.

subjects, application of scientific concepts in everyday life. -day and professional competence in a global context while preserving national values and culture.

According to Hasibun and Moedjiono cited by Muhammad, eight teaching skills must be possessed by a teacher as a teacher in order to encourage student achievement. The eight skills are:

1) Reinforcement skills

Providing reinforcement is defined by the teacher's behavior in responding positively to specific student behavior that allows the behavior to reoccur.

2) Questioning skills

Asking is a verbal utterance that asks for a response from someone who is being subjected to it. The response given can be in the form of knowledge to things that are the result of consideration. So asking is an effective stimulus that encourages thinking skills.

3) Skills using variations

The use of variations aims to overcome student boredom so that in the learning process, students always show perseverance, enthusiasm and play an active role. The use of variation is a teacher's skill in using various abilities to realize student learning goals while at the same time overcoming boredom and generating interest, passion, and practical learning activities.

4) Explaining skill

Explaining means presenting verbal information that is systematically organized to show relationships. The emphasis on providing explanations is student reasoning.

5) Skills of opening and closing lessons

Opening the lesson is defined by the teacher's actions to create a mentally prepared atmosphere and cause students' attention to focus on what will be learned. Closing the lesson is the teacher's activity to end the core activities of the lesson.

6) Individual small group teaching skills

Small group teaching skills are defined as the teacher's actions in the context of teaching and learning that only serve three to eight students for small groups and only one for individuals. In comparison, individual teaching skills are the teacher's ability to determine goals, teaching materials, procedures, and time used in teaching by taking into account the demands or differences of students.

7). Class management skills

Class management skills are the skills of teachers to create and maintain optimal learning conditions and return them to optimal conditions in the event of a disturbance, either by disciplinary or remedial activities.

8). Skills for guiding small group discussions

*Small group discussion* is an orderly process involving a group of students in optimal cooperative face-to-face interactions to share information or experiences, making decisions, or solving a problem.<sup>27</sup>

Abu Ahmadi and Widodo Supriyono, said that teachers act as mentors in the teaching and learning process, so they are expected to be able to: a) provide various information in the teaching and learning process b) assist each student in overcoming personal problems, c) evaluate each step of the activity d) provide adequate opportunities so that each student can learn according to his characteristics, and e) know and understand each student both individually and in groups. The abilities possessed by the teacher are expected when the learning process takes place. The teacher can understand the characteristics of each student. A teacher must pay

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<sup>27</sup>Muhammad Arif Ikhwanuddin, "Penerapan Metode Mind Mapping Untuk Meningkatkan Keterampilan Menulis Karangan Narasi Pada Siswa Kelas IV A SDN Wonosari 02 Semarang", Semarang, Fakultas Ilmu Pendidikan Universitas Negeri Semarang, 2013. p.30.

attention to the differences that exist in each individual before carrying out the learning process.<sup>28</sup>

#### 6. The Benefit of Mind Mapping in writing

Some people realize that a specific chart or diagram can help them rearrange and visualize the ideas that bear on their minds. That chart usually helps them remember well by using symbols or pictures representing words and ideas. Mind mapping has many benefits in daily life. According to Murley, D there are some advantages of the mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its significant sub-topics close to it.

Similarly, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Besides, mind mapping makes relationships and connectors easier to see, and it is more flexible than outlining. In addition, it encourages creativity and improves memory retention, and it is also easier to understand, saves time, and increases productivity. The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial awareness, a sense of wholeness, imagination, daydreaming, and color, and the left side, which is the more analytical, logical side.<sup>29</sup>

According to De Porter and Mike the mind mapping has four benefits. They are as follows.

##### a. It is flexible

Flexible in case that missing idea can be added in every place in mind mapping.

##### b. It focuses attention

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<sup>28</sup> Abu Ahmadi, & Widodo Supriyono, *Psikologi Belajar*. Jakarta: Rineka Cipta. 2003,p.116-117.

<sup>29</sup> Murley, D, *Mind Mapping Complex Information*, Retrieved from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=958633](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=958633). Accessed on 26th Desember 2011, 2007, p.176.

In mind mapping, we do not pay attention to every word. We only mention such words, which become ideas. Thus, we can concentrate more on ideas.

c. It increases understanding

Mind mapping will improve the comprehension and produce valuable frequent note later.

d. It is fun

The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.<sup>30</sup>

According to Cleford as cited by Kori, disadvantages of using mind mapping, they are as follow.

- 1) Students are required to draw mind mapping this may be a burden for students
- 2) Someone's map may be difficult for others to understand. Mind maps are a great help when preparing writing and preparations, but they may be inappropriate as the final piece of work. From that explanation above, it can be concluded that mind mapping is naturally just a technique that has both positive and negative things inside. Often, the learners can take advantage of this technique. Meanwhile, the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using mind mapping.<sup>31</sup>

## B. Teaching writing

### 3. Definition Teaching Writing

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<sup>30</sup> DePorter, B., and Mike, H, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. Jakarta: Kaifa, 2008,p. 172.

<sup>31</sup> Kori Raudatul Janah, "The Influence Of Using Mind Mapping Technique Towards Students' Descriptive Text Writing Ability At The First Semester Of The Eighth Grade Of Mtsn 2 Bandar Lampung In The Academic Year Of 2016/2017", (Undergraduate, UIN Raden Intan Lampung, 2018), <http://repository.radenintan.ac.id/4615/>, 2018, p.41.

Teaching is a general term for causing a person to acquire knowledge or skills, usually by imparting incidental information needed to provide unexpected help and encouragement. “Many different aspects of teaching are emphasized in everyday use: the behaviors shown by the teacher, guiding, or instructing students. Teaching takes place utilizing teachings, examples, or experiences. Furthermore, the pupil becomes aware of a subject, becomes accustomed to some actions or attitudes, or knows the unpleasant or unpleasant consequences of some actions resulting from of instruction. In everyday <sup>32</sup> use, there is no discussion of teachers modulating their behavior for the benefit of pupils, nor is there an acknowledgment of pupils' ignorance, although this is arguably implicit. Besides, the problem of deliberation on the part of the teacher is not discussed explicitly. It is unclear what the meaning of putative instructor is assumed to be present, given the anthropocentric of dictionaries or irrelevant to the definition. According to Harmer teaching means giving someone knowledge or to instructing or to training someone.<sup>33</sup>

Writing is a process, not product. It can be said that writing is the process of gathering ideas through thinking which makes the readers get the points of the paragraph. The writer has to arrange the sentences smoothly. Get the best arrangement and to help the readers are easy to understand the content of the paragraph. Hedge mentioned that writing was the result of employing strategies to manage the composing process which was one of gradually developing a text. It is clear that in the writing activity needs strict attention and good strategies to create valuable text. The strategies which appropriate students' need will help them to organize their idea and guide their thought in the process of constructing a paragraph.<sup>34</sup>

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<sup>33</sup> Jeremy Harmer, *How to Teach English*, London: Longman, 2002, p.56.

<sup>34</sup> Hedge, T, *Teaching Learning in Language Classroom*, New York: Oxford University Press, 2002, p.302.

Furthermore, Harmer as cited by Leni contends that writing is a complex metacognitive activity that refers to an individual's knowledge, fundamental skills, strategies, and ability to coordinate multiple processes.<sup>35</sup>

Writing is a complex skill which involves many aspects. However, mastering writing skill becomes essential since writing facilitates students' transfer knowledge. Through writing, students can express feelings, describe something, discuss an idea, present a point of view, and share experience they have in a written product. Writing is becoming a difficult skill to master since it has many indicators or aspects in it. At least there are five main indicators that need to be considered by the students when they learn to write.

State the five indicators of writing as follow:

- a. Content the paragraph contains complete sentences and correct use of tenses, degree of comparison and adjectives,
  - b. Organization the major points of the text are supported by relevant orientation events and reorientation in detail of content
  - c. Vocabulary he paragraph shows that personal pronoun, linking verb and adjective are used appropriately,
  - d. Language use effective complex constructions, few errors of agreement word order/ function and good meaning
  - e. Mechanics Spelling punctuation and capitalization are correct.<sup>36</sup>
4. Purpose of writing

According to Granville as cited by Uriva, writing serves three purposes: to entertain, to inform, and to persuade.

- a. To entertain

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<sup>35</sup> Leni Sapitri, Etika Rachmawati, and A M Surachmat, "The Use of Mind Mapping Technique to Increase EFL Students' Motivation in Writing (A Case Study at the Eighth Grade of A Junior High School in Brebes)", *Journal of English Education and Teaching* Vol. 3, No. 3 (September 1, 2019): 392–402, <https://doi.org/10.33369/jeet.3.3.392-402>.

<sup>36</sup> Ratih Inayah. *Cooperative vs project based learning in teaching writing narrative text*.

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his / her creativity. It must not make the readers laugh, but engage their feeling in some ways.

b. To inform

Writing to inform has meaning to tell the reader about something. It can focus on object, places, events, and procedures. It can be seen in magazines or newspapers, articles, scientific or business reports, etc.

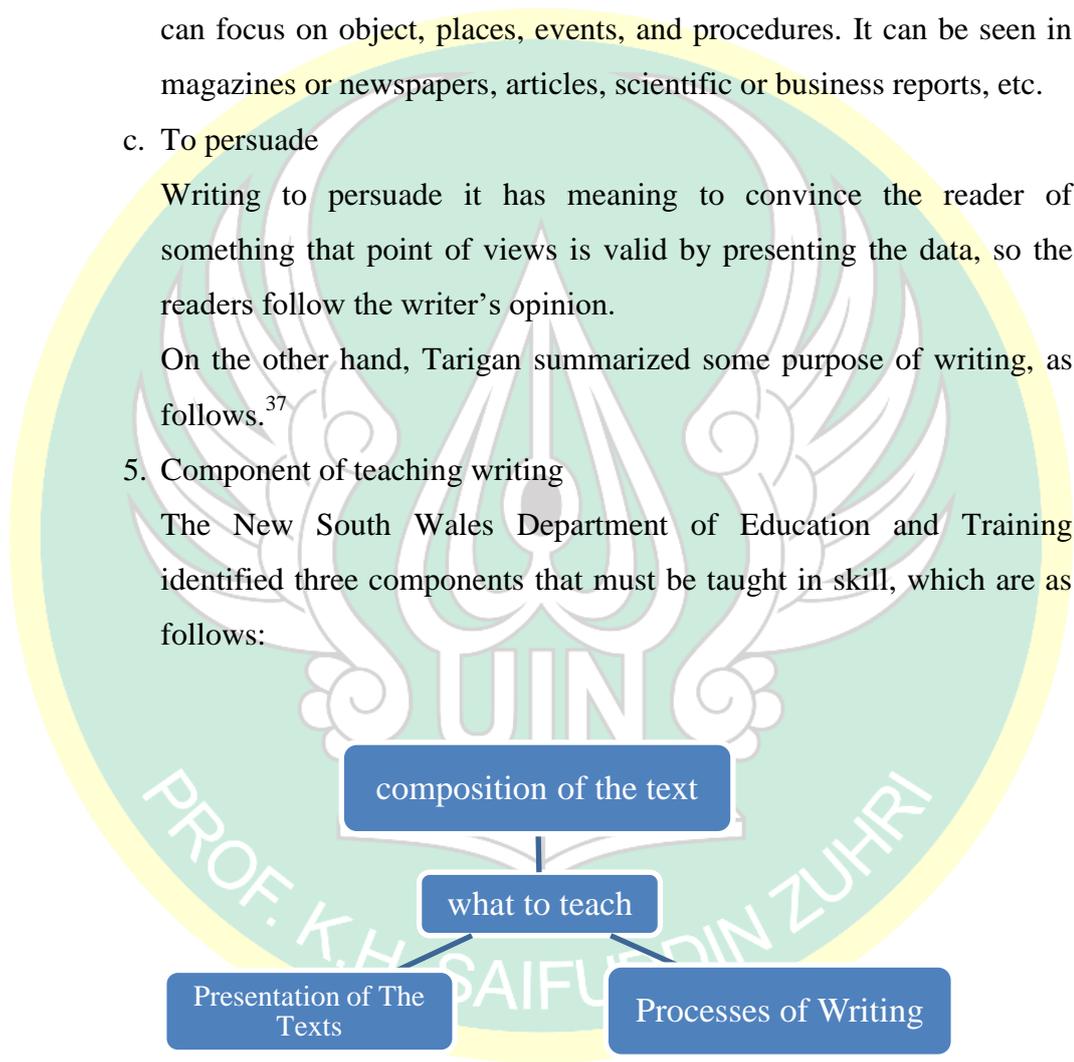
c. To persuade

Writing to persuade it has meaning to convince the reader of something that point of views is valid by presenting the data, so the readers follow the writer’s opinion.

On the other hand, Tarigan summarized some purpose of writing, as follows.<sup>37</sup>

5. Component of teaching writing

The New South Wales Department of Education and Training identified three components that must be taught in skill, which are as follows:



*Figure 2 Component in teaching writing*

a. Composition of text

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<sup>37</sup> Khasanah Uriva, “Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto as a Partial Fulfillment of the Requirements for Achieving the Degree of Sarjana Pendidikan (S.Pd) in English Education,” n.d., p. 14.

Writing training involves teaching students how to accept describe the purpose and context of the task. If the following assignments are assigned, the class should have an authentic purpose and context. Teaching students Writing involves teaching them to ponder the written language, how it works and what makes it effective. It also involves evaluating the effectiveness of writing in achieving the task.

Must be checked at all levels, including the entire text and its smaller components. Explicit writing teaching includes teach about:

- 1) The composition of whole texts, i.e. purpose, text structure, and cohesion
- 2) Sentences and words, i.e. syntax, grammar, vocabulary, and spelling
- 3) Surface features, i.e. punctuation, and layout.

According to the New South Wales cited in Ifana, Department of Education, Train students to reflect on how writing has changed a different situation and different from other cultures. Students must also be taught how to write changes over time and are influenced by technology changes. Above all, students must be taught to consider the impact of their writing on the intended audience.<sup>38</sup>

#### 6. Process of Writing

One of the productive skill requirements is the writing process. According to Harmer as cited by Jack, the writing process consists of a series of steps that must be completed to produce a finished piece of writing. There are four components.

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<sup>38</sup> Ifana kurniawati, "Teaching strategies in essay writing class in English education department of IAIN Purwokerto", *Thesis Submitted to Faculty of Education and Teaching Training of IAIN Purwokerto* as a Partial Fulfillment of the Requirements for Achieving the Degree of Sarjana Pendidikan (S.Pd) in English Education, Purwokerto, English Education Department Faculty of Education and Teacher Training State Institute on Islamic Studies Purwokerto, 2020, p.15.

a. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the purposes of writing. This may involve making detailed notes.

b. Drafting is the process of writing down all of one's ideas and thoughts on a piece of paper in very rough form. This stage requires editing to ensure that the text is correct. It is assumed to be the first draft of a piece of writing.

c. Editing

Editing is the process of revising and improving the first draft. Editing is a necessary step in preparing a piece of writing for public consumption or publication. The numerous drafts that have been written and are waiting to be edit or revised. When writer completes a draft, they usually read through what they have written to see if it is ambiguous or confusing. According to Richards and Willy, editors check grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual material such as quotations, examples, and the like.<sup>39</sup>

d. Final Draft

The final draft of a piece of writing is the finished product. Once the writer has edited their draft and made any necessary changes to produce the final draft. Because many things may have been changed during the editing process, this may look significantly different from the original plan and the first draft.<sup>40</sup>

According Brown develops some principles for designing interactive writing techniques. They are as follow.

1) Incorporating practices of “good” writer

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<sup>39</sup> Jack Croft Richards, Jack C. Richards, and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press, 2002).

<sup>40</sup> Puput Septiani, “Improving Students' writing skill by using.....p.17

To be good writer should fulfill some criteria. They are a) Focusing on goals or main ideas in writing, b) Gauging their audience perceptively, c) Spending some time (but not much) planning to write, d) Letting their first ideas flow onto the paper easily, e) Following the general organization plan as they write, f) Soliciting and utilizing feedback on their writing, g) are not weeded to certain surface structure, h) Revising their work willingly and efficiently, and i) Making as many revisions as needed patiently.

2) Balancing process of product

Because writing is composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation was worth the effort.

3) Accounting for cultural/literary backgrounds

Make sure that the techniques do not assume that our students know English rhetorical conventions. Suppose there are some apparent contrasts between students' native traditions and those trying to help students understand exactly, in that they case, they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

4) Connecting reading and writing

Students learn to write in part by carefully observing what is already written. They learn by observing, reading the written word. By reading and studying a various relevant types of text, students can get meaningful insights both about how they

should write and about how they should write and the subject matter that may become their writing topic.

5) Providing as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements—all these can be seen as authentic writing.

6) Framing the techniques in terms of prewriting, drafting and revising stages process writing approaches tend to be framed in these stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.<sup>41</sup>

7. Problems in Teaching Writing

Teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom. According to Alzubair, there are several problems faced by

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<sup>41</sup> Brown, H.D. *Principles of Language Learning and Teaching*, 3<sup>rd</sup> ed, New York: Prentice Hall, 2006 P.12-14.

teachers in teaching writing, namely: 1) grammar difficulties faced by the students, 2) lack of vocabulary, 3) the topic in the text books for writing skill are not attractive and persuasive enough which makes it quite discouraging, 4) the lack of motivation, and 5) the higher number of students in each class is a barrier for teachers to achieve their teaching goals for teaching writing skill.<sup>42</sup> Additionally, according to Dyan the problems in teaching writing are as follow: 1) students lack in vocabulary mastery, 2) students lack in punctuation mastery, 3) students lack in grammar and sentence structure mastery, 4) students cannot express their ideas in a good writing, 5) students lack in the content of the topic, and 6) students' attention to the lesson is low<sup>43</sup>. Based on the statement above, one of the problems in teaching writing is that the students feel difficult to arrange their ideas, which means they have ideas but they cannot choose what ideas should be chosen to develop.

#### 8. The Teacher Difficulties in Implementing Mind Mapping Techniques

According to Annisa and Sholeha statement, the government issued a limited face-to-face learning policy that is not the same as face-to-face learning as usual because the meeting time between teacher and students is minimal. To optimize limited face to face learning, learning must be carefully designed<sup>44</sup>. According to Awal, Limited time for face-to-face learning and uneven facilities make learning unbalanced between villages and cities. This environmental

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<sup>42</sup> Almubark, A.A. "Exploring the Problem Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia", Department of English Language Jazn University Saudi Arabia, *International Journal of English Language Teaching.*, 2016, Vol. 4, No. 10, p.14-17.

<sup>43</sup> Dyan, V.L. "Improving Writing Skill Through Guided Writing (A Classroom Action Research at the Third Year of SMU Negeri 1 Karanganyar in the Academic Year of 2009/2010)", Surakarta, Teacher Training and Education Faculty Sebelas Maret University Surakarta, 2010, p.15.

<sup>44</sup> Ucup Supriatna, "Metode Pelajaran Tatap Muka Terbatas pada Masa Pandemi Covid-19", Ketapang, STAI Al-Haudl, *Jurnal ideaspublishing*, Vol.7, No.3, 2021, p.58.

condition is also very influential in the continuity of the optimal learning process<sup>45</sup>

As for the difficulties in implementing mind mapping techniques, according Sunarto creativity is the basis of a person to cultivate himself constantly in a dynamic position. Therefore the touch of touch to grow new ideas and ideas is always used as the first step by motivating and stimulating<sup>46</sup>. And according Munandar operationally, the notion of creativity can be formulated as an ability that reflects fluency, flexibility, originality in thinking, and the ability to develop an idea<sup>47</sup> In addition according Bafadal theory's defines learning facilities or facilities as all equipment, materials, and furniture that are directly used in the learning process at school.<sup>48</sup>

## 9. Student Responses to The Use of Mind Mapping Techniques

### a) Vocabulary

According Hernawati, vocabulary is the word that people understand both their meaning and usage. Someone must have sufficient vocabulary to understand what is read and heard, to speak, and write the right words that could be understood by others. Vocabulary is "one of component that is very important in mastering English skill another speaking, reading, writing, and listening."<sup>49</sup> In addition this Following the theory of Rebecca M. Vallette, who said that understanding vocabulary is an essential

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<sup>45</sup> Awal Akbar J, "Model-model Pembelajaran Tatap muka", Malang: Universitas Negeri Malang, 2016, P.16.

<sup>46</sup> Sunarto, "Pengembangan kreativitas- inovatif dalam pendidikan seni melalui pembelajaran mukidi", *Jurnal Refleksi Edukatika* 8 (2), 2018, p.2.

<sup>47</sup> Munandar, U, *Mengembangkan bakat dan kreativitas anak sekolah: Petunjuk bagi para guru dan orang tua*, Jakarta: PT Gramedia, 1992, p. 109.

<sup>48</sup> Bafadal, Ibrahim, *Manajemen Perlengkapan Sekolah dan Aplikasinya*, Jakarta: Bumi Aksara, 2004, p. 9.

<sup>49</sup> Hernawati, "Building up the Student's English Vocabulary Through Fanny Stories at SMP Negeri 2Duampanua Kab. Pinrang." *Journal of English Language Teaching for EFL Learners* 1,(2), 2015.

component in reading, reading in one's language and reading in a foreign language.<sup>50</sup>

According to Nunan, vocabulary can be interpreted as a collection of words that are understood by someone, someone who understands vocabulary well will also have an impact on a good communication process<sup>51</sup>

b) Motivation

According to Mc Donald in Soemanto, motivation is a change in energy in a person's personality which is marked by the emergence of effective (feelings) and reactions to achieve goals. Thus the emergence of motivation is marked by a change in energy in a person that can be realized or not.<sup>52</sup> In addition according Koeswara Motivation is a concept used to explain the forces that exist and work on oneself or the individual who is the driving force and direction of the individual's behavior.<sup>53</sup> Then Smith and Sarason gives an understanding of motivation is the driving force from within a person to carry out activities in order to achieve a goal.<sup>54</sup>

**C. Narrative Text**

1. The definition of Narrative text

According to Anderson, narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.<sup>55</sup>

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<sup>50</sup> M. Subiyati, "Kemiskinan Kosa Kata :Penyabab Kelemahan Membaca", *Cakrawala Pendidikan*, Vol. IV, No.1, 1985, p.19

<sup>51</sup> Nunan, D. *Practical English language teaching young learners*. New:York McGrawHill Companies, Inc, 2006,p. 115.

<sup>52</sup> Maryam Muhammad, "Pengaruh Motivasi dalam Pembelajaran", Aceh, MTs Negeri Tungkob Darussalam Kabupaten Aceh Besar, *Lantanida Journal* Vol. 4, No. 2, 2016,p.90.

<sup>53</sup> Koeswara, *Motivasi Teori dan Penelitian*, Bandung: Penerbit Angkasa, 1995.

<sup>54</sup> Smith, Rolland E., Irwin G. Sarason, Barbara R. Sarason, *Psychology the Frontiers of Behavior*, New York: Harper & Row Publishes, 1982.

<sup>55</sup> Anderson, Mark and Anderson, Kathy, *Text Types in English 2*, South Yarra: Macmillan Education Australia PIY LTD, 1997, p.8.

According to Pardiyono, narrative text is narrating past activities or events ignite problematic experiences and resolutions to cheer up and often intended to provide moral lessons to the reader. For this research, what is meant by narration text is a text that aims to entertain and retell a short story in several genres, including legends and fairy tales.<sup>56</sup>

According to Meyers as cited by Addy, narration is one of the most powerful method of communicating with others. In this case, communication takes place between the writer and the reader. As a result, good narrative text helps readers understand the events in the text. Stories told. A good narrative text is also available such as entertainment or information to readers. Based on the explanation could be concluded that narrative text is a type of text that tells a story that allows the readers to understand the event in the story, provides information to the readers, and entertains the readers at the same time.<sup>57</sup>

According to Pradiyono, there are many genres of narrative text. Here are the examples of genres that fit the narrative text structures:

- a. *Folktale* is a very old traditional story from a particular place that is originally passed on people in a spoken form. The story consists of several aspects including settings, characters, and problems, e.g. *Malin Kundang, Batu Menangis*.
- b. *Fairy tale* is an old story about magic things intended for amusing and giving lessons, meanings, and moral values. In Fairy tales they usually have good characters and evil characters which later on they will be in conflict that result in resolution of both characters, e.g. *Cinderella, Pinocchio, Magic Mirror*.
- c. *Fable* is a traditional short story that teaches moral lessons, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g. *the Lion and the Mouse, the Smart Parrot*.

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<sup>56</sup> Pardiyono, *Bahasa Indonesia* :Bandung, CV Andi Offset, Company Inc, 2007, p. 8.

<sup>57</sup> Addy Utomo, "The Implementation of Mind Mapping on Narrative Writing Text in Engineering", Malang Dream Litera Buana, 2019, p. 9.

- d. *Myth* is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of places or people, e.g. *Tower of Babel, the Legend of Thor*.<sup>58</sup>

## 2. Generic Structure of Narrative text

As far as the structure is concerned, narrative text has some generic structures that need to be considered. The generic structures of narrative text are orientation, complication, and resolution. Derewianka states that the generic structure of narrative text are:

- a. Orientation

Orientation introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

- b. Complication

Complication is where the writer tells how the problem arises, sometimes something unexpected events will happen.

- c. Resolution

Resolution is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.<sup>59</sup>

## 3. The Language Elements of Narrative Text

According to Otong Setiawan as cited by Rayendriani, the language elements used in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb.<sup>60</sup>

- a. Noun is a word used as the name of a person, place or thing.

Budi is our teacher

There is a table in the class

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<sup>58</sup> Pradiyono, *Bahasa Indonesia*: Bandung.....p.9.

<sup>59</sup> Derewianka, Beverly, *Exploring How Texts Work*, London: Primary English Teaching Association, 1990, p.32.

<sup>60</sup> Rayendriani Fahmei Lubis, "Writing Narrative Text", *English Education Journal*, Vol. 02, No. 01, Januari, 2014, p. 72.

I saw a man in the market

b. Individual participant

Individual participant means that the subject who takes part in a situation or the story of specific subject. Such as story about Snow white, Prophet Muhammad, Malin Kundang.

c. Past Tense

The simple past is used of a complete action that happened at one specific time in the past. According to Betty Schramper Azar as cited by Rayendriani, "Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past."<sup>61</sup> Meanwhile, according to Jayanthi Dakshina Murthy as cited by Rayendriani, "Simple Pat Tense is when a verb is used to shown that an action was completed. So, Simple Past Tense is a sentence or story as do past thus, can see of used verb and adverb sentence."<sup>62</sup>

d. Conjunction

Conjunction is a word which used to join one word to another word, or one sentence. There are two types of conjunction subordinating conjunction. So, conjunction is the word as function combine a word or sentence.

e. Action verb

The action verb divided into two forms.

- 1) Regular verb is a verb which has a normal inflection or normally added by "ed" or "d" to the infinitive.
- 2) Irregular verb is a verb which does not have a normal inflection or normally added by "ed" "d" to the infinitive form.

According to Betty Schramper Azar as cited by Rayendriani, the action verb divided in two forms:<sup>63</sup>

- 1) Regular verb: the simple past and past participle and in-ed.

Example:

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<sup>61</sup> Rayendriani Fahmei Lubis, "Writing Narrative Text....., p. 72.

<sup>62</sup> Rayendriani Fahmei Lubis, "Writing Narrative Text....., p. 73.

<sup>63</sup> Rayendriani Fahmei Lubis, "Writing Narrative Text....., p. 73.

Listen	listened	listened
Study	studied	studied
Stop	stopped	stopped

- 2) Irregular verb : the simple past and past participle do not end in-ed

Example:

Swim	swam	swum
Find	found	found
Break	broke	broken

- 3) Saying verb

It is about verb which to show the report or say such as said, told promised, thought, understood. According to Jayanthi Dakshina Murthy as cited by Rayendriani, “Verb is described as a word which is used to indicate an actions, a state of being of existence or possession. “Example: *bought, save, handed lent, offered, paid, played, promised, showed, sang, made, told, sent, sold, got.*<sup>64</sup>

4. Example of Narrative text

### **Malin Kundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang’s father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang had to live hard with his mother. Malin Kundang was helty, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

#### **(Orientation)**

One day, when Malin Kundang was sailing, he saw a merchan’s ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin

<sup>64</sup> Rayendriani Fahmei Lubis, “Writing Narrative Text..... p. 74.

Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. **(Complication)**

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife to. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town. “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied and meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!”. After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger. **(Resolution)**

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he did not apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone. <sup>65</sup>  
**(Reorientation)**

#### **D. Review of relevant studies**

First, a research written by Dr. Hadeel Ali Saed in 2014 entitled “*The Effectiveness of a Proposed Program Based on a mind mapping strategy in Developing the writing Achievement of Eleventh Grade EFL Students in Jordan and their Attitudes Towards Writing.* This study

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<sup>65</sup> Rayendriani Fahmei Lubis, “Writing Narrative..... p.74.

discusses the effectiveness of mind mapping technique for developing junior high school student writing achievement. The results of the study show the mind mapping strategy improved students' writing achievement because it provided them with a plan to organize their thoughts and broaden their writing skills. In addition, it has led to much more significant improvement in students' attitudes towards writing skills.<sup>66</sup>

Second, a research written by Adi Suyanto in 2009/2010 entitled "*The Effectiveness of Mindmapping to Teach Writing Skill Viewed from Their IQ An Experimental Study on the Seventh Grade Students of SMPN 1 Prambon in the Academic Year 2009/2010*". Based on the research findings, the Mind mapping techniques is an effective teaching technique for teaching writing to the seventh-grade students of SMPN 1 Prambon Nganjuk. Since the Mind mapping techniques is simple, fun, and arousing students' creativity in generating and organizing their ideas, students are getting more active and more encouraged to study writing and improved their writing skills. As a result, the students' writing achievement is improved optimally.<sup>67</sup>

Third, Rafidah Abdul Karim's research in 2016 which discusses "*Brainstorming and Mind Mapping Approaches in Writing Activities*". This research explored the various values of brainstorming approach and mind mapping in writing activity. The reviewed research showed that brainstorming and mind mapping are very useful tool to help both teachers and students to overcome the complexity of writing and make it additional enjoyable. This research also explores the use of technology to facilitate brainstorming and mind mapping activities. The results of this research

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<sup>66</sup> Hadeel Ali Saed, "The Effectiveness of a Proposed Program Based on a Mind Mapping Strategy In Developing the Writing Achievement of Eleventh Grade EFL Students in Jordan and Their Attitudes Towards Writing", Jordan, Faculty of Educational Sceinces, Department of Curriculum and Instruction, Journal of Education and Practice ISSN 222-1735 (paper) ISSN 222-288x (Online) Vol 5, No.18, 2014, p. 107.

<sup>67</sup> Adi Suyanto, " The Effectiveness of Mind Mapping To Teach Writing Skill Viewed From Their IQ An Experimental Study on the Seventh Grade Students of SMPN 1 Prambon in the Academic Year 2009/2010", Surakarta, English Education Department Graduate School Sebelas Maret University Surakarta, 2010,p.78.

indicate that the use of mind mapping is effective for compiling and classifying ideas.<sup>68</sup>

The last, a research written by Siti Alisah Rahmawati in 2018 which discusses "*The implementation of Mind Mapping in Teaching Writing of Recount Text to eighth Graders of Junior High School*". This research describes and analyzes how the teacher applies the mind mapping strategy in teaching recount text for eighth-grade students and how to write the recount text writing after being implemented by mind mapping strategy. This research was conducted at SMP Negeri 2 Jetis with an English language teacher and one class of eighth-grade students as research subjects. The researcher followed descriptive qualitative. The results from this research it was found that the teacher had implemented mind mapping steps and provided examples of mind map appropriately with some modifications according to the needs of the class. In addition, it was found that Mind mapping techniques also helps students create their own personal recount text. Based on a rubric, the students' writing level is at a good to a very good level.<sup>69</sup>

There are similarities and differences between the previous studies above and this research. The similarity is in using mind mapping techniques to teach writing while the difference lies in the subject of this research, namely, whether there are difficulties when applying mind mapping in teaching writing and how students respond to the implementation of mind mapping techniques.

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<sup>68</sup> Karim, Abu, and Khaja, "Brainstorming Approach and Mind Mapping in Writing Activity.", Malaysia, Universiti Teknologi Mara, Tapah Campus Malaysia, 2016, p.423.

<sup>69</sup> Siti Alisah Rahmawati, "The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School", English Education, Language and Art Faculty, Surabaya State Univeristy, Vol. 6, N. 2, 2018, p. 204.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Types of Research

The type of this research is qualitative. According to Moleong, qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action etc., holistically, and in a way description in the form of words and language, in a special context natural and by utilizing various natural methods.<sup>70</sup> According to Bogdan “qualitative methodology” as a research procedure that produces descriptive data in the form of written or spoken words of people and behavior that can be observed.<sup>71</sup>

According to Ari, qualitative research is a research process that results descriptive within the sort of written or spoken words of individuals and behavior which can be observed, in qualitative research the instruments are people, namely the researcher himself. Researcher must be ready to ask, analyzing, photographing and constructing the social situation under study become clearer and more meaningful. The important meaning is data in fact the precise data may be a value behind the info looks.<sup>72</sup>

In conclusion, this research used the field research approach, because Field research can also be considered either a broad approach to qualitative research or a method of gathering qualitative data. According to Sari Wahyu cited in Ifana state that the essential idea is that the researcher goes “into the field” to observe the phenomenon in its natural state or in situ. As such, it is probably most related to the method of participant observation. The field

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<sup>70</sup> Lexy J. Moleong, *Metologi Penelitian Kualitatif*, Bandung : Remaja Rosdakarya, 2009, p. 330.

<sup>71</sup> Bogdan, Robert C., Biklen, Sari Knopp, *Qualitative Research for Education , An Introduction to Theory and Methods*, Boston: Allyn and Bacon, 1982, p. 106.

<sup>72</sup> Ari sofialina nur hanifah, “Implementasi Metode Total Physical Response (Tpr) Dalam Pembelajaran Bahasa Inggris Anak Usia Dini Di Tk Khalifah Purwokerto”, Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto, 2020, p.44.

researcher typically takes extensive field notes which are subsequently coded and analyzed in a variety of ways.<sup>73</sup>

In essence, qualitative research is an activity system to find existing theories in the field. The author chooses this type of research is qualitative because this study aims to describe how to use inner mind mapping techniques learning narrative writing at 10<sup>th</sup> grade of SMK Asy-Syifa Padaherang Pangandaran.

## **B. The place and Time of the research**

1. This research was conducted in SMK Asy-Syifa Padaherang Pangandaran. On March 22<sup>nd</sup>, 23<sup>rd</sup>, 29<sup>th</sup> and 30<sup>th</sup>, 2021 and interview On March 31<sup>st</sup>, 2021. The reason for conducting this research at 10<sup>th</sup> Grade of SMK Asy-Syifa Padaherang, Pangandaran because the English teacher used mind mapping techniques in teaching writing and has entered offline learning. The researcher interest in choosing this school by the consideration that this school is a good institution. The school is an Islamic foundation that included Islamic Boarding schools for the students who want to learn more about Islam. Namely Asy-Syifa Islamic Boarding School. Not only formal education but also informal. A student can choose one of them, even both of them. It was really good as a role model education. Besides that, the school uses two languages, namely Arabic and English.

Mind Mapping is a brainstorming techniques that makes writing more accessible, where the teacher can apply it in learning to write and help him come ideas that written by students so as to produce excellent and correct writing skills. One school that has implemented mind mapping techniques in writing class is SMK Asy-Syifa Padaherang, Pangandaran. This school is located in Padaherang, Pangandaran. Based on the preliminary research through an interview with the English teacher, Mrs. Anisatun Mukaromah S.Pd, the students usually face

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<sup>73</sup> Ifana kurniawati, "Teaching strategies in essay writing class in Eng..... p. 37-38.

difficulties to get ideas they want to write in writing class. It takes a long time to wait them get the ideas by themselves. Whereas, the time of English learning is very limited. It brings the problem to the students and also the teacher because they can not finish the materials when the time is up. The teacher tries to use mind mapping techniques to help students find the ideas they want to write.

## 2. Subject and Object of the research

### a. Subject of the research

1) Mrs. Anisatun Mukaromah S.Pd. is the English teacher of SMK Asy-Syifa Padaherang, and she was used mind mapping techniques in teaching writing.

Students of 10<sup>th</sup> grade of SMK Asy-Syifa Padaherang, Pangandarang, consist 2 classes A and B. The subject of the research was teacher showed how the used mind mapping techniques in teaching writing, the difficulties implemented mind mapping techniques and how the respond student. The 10<sup>st</sup> grade students were chosen as research subjects because it followed the teacher's statement that this class was one of the most exciting and active classes. At that time, this class was studying writing material so that the researcher could take the necessary data in this class.

### b. Object of the research

The object of the research is data sources that are directly provided to the researcher. The object of the research is the teaching and learning process of writing by using Mind Mapping technique at SMK Asy-Syifa Padaherang, Pangandaran.

## C. Data Collection Techniques

### 1. Observation

One of the data collection techniques will be passive participatory observations where the researcher only observes and does not engage in the activities. Observation is part of the research process and is part of

the data tools in qualitative research based on research objectives and research statements. When viewing data, researchers take to the field to see and see things that are related to space, place, actor, activity, time, event, purpose, and feeling.<sup>74</sup>

The observation process starts with identifying the location that needs to be researched. After identifying the location, then create a mapping to obtain a general description of the research objective, and then decide who will be observed, when, for how long, and how. The researchers will then define and design how the interview will be recorded.<sup>75</sup> In this research, the researcher observed, described telling the whole process of learning activities and also the existing social conditions began from the place and the use of mind mapping techniques in teaching writing text in the 10<sup>th</sup> grade of SMK Asy-Syifa Padaherang, Pangandaran, on March 22<sup>nd</sup>, 23<sup>rd</sup>, 29<sup>th</sup>, and 30<sup>th</sup>, 2021. During this COVID-19 pandemic, students continue to carry out offline learning while following the health protocol. Namely, before entering class, students are required to wash their hands or used hand sanitizer because the school of SMK Asy-Syifa Padaherang Pangandaran Vocational School is based on an Islamic Boarding school. So there is no fear of spreading. The first and second observation was used to know how the used of mind mapping techniques in teaching writing at 10<sup>th</sup> grade consist 2 classes A and B. The third and four observation was conducted to see the teacher gives an exercise assignment about analyzing the generic structure in a narrative text. Observations were carried out four times because from the results of these observations, the data needed was obtained.

## 2. Interview

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<sup>74</sup> Dedi Rianto R, *Ebook Konsep Penelitian Kualitatif Plus Tutorial NVivo*, Penerbit; PT. Filda Fikrindo, The Right Consulting Partner to Thrive in a Complex World, 2020, p.69.

<sup>75</sup> Raco, *Metodologi Penelitian Kualitatif Jenis, Karakteristik dan keunggulannya*, Jakarta, PT. Gramedia Widiasarana Indonesia, 2010, p.112.

The interview, according to Moleong, is a conversation with a specific goal. That conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who answers those questions. Interviews are defined by curtains in the following ways:

“Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose.”

According to the definition on the curtain, an interview is a conversation between two people in which one of them seeks to explore and obtain information for a specific purpose.<sup>76</sup>

According to Stewart, C.J. & Cash W.B is defines an interview as adyad (interpersonal) communication process, with predetermined goals, are serious, designed to create meaningful interactions involves asking and answering activities question.<sup>77</sup>

A semi-structure interview used in this research, the interview conducted on March 31<sup>st</sup> 2021. According Stuckey just like structured interview, the outline of some topics and questions is prepared by an interviewer. Unlike structured interviews, however, semi-structured interviews are not rigid. Their performance depends on how the interviewee answers an interviewer's questions or topics.<sup>78</sup> A semi structured interview was chosen to be the instrument in this research where the outline of the topic asked by informant had been prepared beforehand but when some interesting answers emerged it was explored more deeply for the problem. Interviews are usually long and are often continued at a later date. In conducting interviews, researcher needs to listen carefully and take notes what the informants said.

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<sup>76</sup> Lexy J Moleong, *Metode Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, 2013.

<sup>77</sup> Stewart, C.J. & Cash W.B. 1982. *Interviewing Principles and Practices*. 3rd edition. Iowa: Wm. C. Brown Company Publisher, 1982, p. 106.

<sup>78</sup> Heather L. Stuckey, “Three Types of Interviews: Qualitative Research Methods in Social Health”..., p.57.

The interview guide is adapted and modified from Edy.<sup>79</sup> The following main questions are:

For the teacher

- 1) How long have you been teaching English ?
- 2) Do you use any techniques when delivering material in teaching writing?
- 3) What kind of teaching techniques do you apply in teaching writing?
- 4) What is mind mapping?
- 5) Why did you choose this technique?
- 6) What are the steps to use the technique?
- 7) Which sources did you use to find the material?
- 8) How the implementation mind mapping techniques in teaching writing?
- 9) What Are the difficulties when implementing mind mapping?
- 10) How do you overcome the problem?

For the students

- 1) How does the teacher convey the material in teaching writing?
- 2) What are the techniques used by the teacher when teaching, especially in teaching writing?
- 3) What do you know about mind mapping?
- 4) Does the teacher always use mind mapping technique when teaching writing?
- 5) Could mind mapping technique help in learning?
- 6) Do you have difficulties in learning?

### 3. Documentation

According to Sugiyono the documentation is a record of events that has passed in the form of writing, pictures, or monumental works of

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<sup>79</sup> Edy Waloyo, "The Implementation of mind mapping technique in teaching writing: a case study at Man 13 Jakarta", Cirebon, IAIN Syekh Nurjati, 2017, p. 77.

someone.<sup>80</sup> According Moleong documents divide into two, namely personal documents and official documents. A private document is owned by an individual who contains notes or writings about actions, experiences, and beliefs. Documents that include personal documents are diaries, personal letters, and autobiographies. While of the official document is a document owned by certain social institutions or official institutions.<sup>81</sup>

In this research, the documentation from Asy-Syifa Padaherang Vocational School as a lesson plan, photo and material was collected. Lesson plan is used to determine the suitability of the learning activities that will be carried out by the teacher at the time of teaching, photos of the material during learning as evidence that the teacher has taught the material.

#### D. Technique of Data Analysis

According Miles and Huberman the activities of analyzing data are data reduction, data display and conclusion drawing or verification<sup>82</sup>

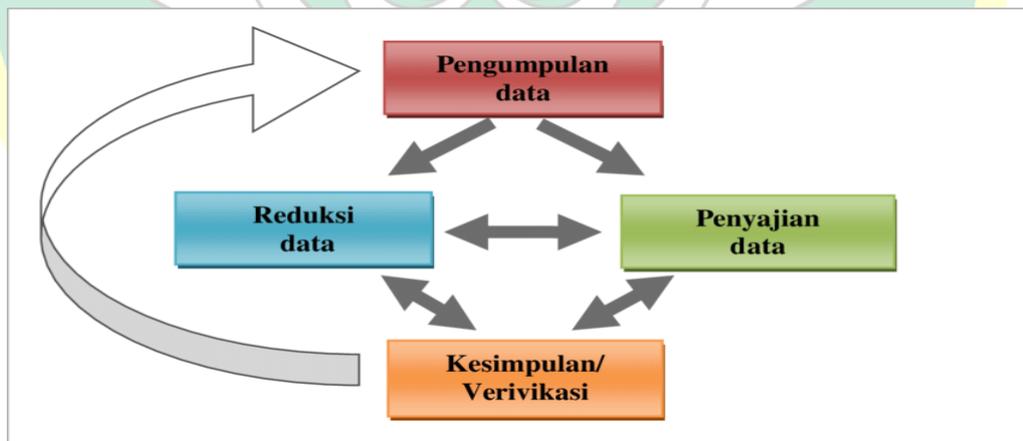


Figure 3 Miles and Huberman Interactive Models

<sup>80</sup> Umar Sidiq, Moh. Miftachul Choiri. *Metode Penelitian Kualitatif Di Bidang Pendidikan*.....p.72.

<sup>81</sup>Moleong, Lexy J., *Metodologi Penelitian Kualitatif*, Bandung, Remaja Rosdakarya, 1990, p. 163.

<sup>82</sup> Prof. Dr. Sugiono, *Metode Penelitian Kuantitatif kualitatif dan R&D*, (Bandung : Alfabeta), 2013, p. 246.

1. Data reduction

Reducing data is summarizing, choosing and focusing on the important things, Finding the theme and pattern. In reducing data, the researcher will collect all data that has been obtained from the interview with Mrs. Anisatun Mukaromah S.Pd. As an English teacher, the direct observation in the English reduction will be guided by the research objectives and give the attention to the new findings that is related to the topic of this research.

2. Data display

The reduced data will then be displayed. The purpose of presenting the data is to provide an overview of the next steps that the researcher should take. By presenting the data, it will make it easier for researchers to understand what happened and plan for further work. The categorized data will be arranged so that the structure can be understood. In this research, the data will be presented in the form of narrative text

3. Conclusion drawing/verification

In verification step, the researcher will conclude and verify the data after the researcher rechecks, reduces and serves the data to answers the research questions of this research. The result of this research may be able to answer the research questions from earlier, or may not be able to answer the researcher, because the problems and researcher problem in qualitative research are still temporary and these will be develop after the researcher do the research.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter described data that had been gotten from some kinds of data collection techniques. The data were obtained from observation, interview and documentation, with English teacher and students at 10<sup>th</sup> grade of SMK Asy-Syifa Padaherang, Pangandaran. According to the observations made so far, the teacher has carried out learning to write narrative texts. There are several findings have been found.

Following the research question, the findings are divided into three parts. The first, which consists of how the teacher applies mind mapping techniques in teaching writing narrative text, the difficulties of teacher applying mind mapping techniques in teaching writing narrative text and students responses to the use of mind mapping techniques.

#### **A. Research Finding**

##### **1. The Process of Teaching by Using Mind Mapping Techniques**

Before starting the lesson, the teacher makes a lesson plan and prepares the material about writing narrative text that will be taught. The teacher enters the class, conditions the students, and asks one to lead the prayer. The teacher greets the students with greetings. Then check the attendance of students, and if there are students who are absent due to illness, the teacher invites the students to pray for one of the sick students so that he can recover quickly and study activities at school. The teacher also motivates learning so that students are enthusiastic about learning. After that, the teacher reviews the previous material taught last week then conveys the learning material. Next, the teacher instructs the students to prepare a student study guide and directs students to open the student study guide on page 30. Students are encouraged to express their initial knowledge of the concepts being studied, namely narrative texts. Then the teacher gives questions and answers stimulus about the definition of narrative text and asks about the social function of narrative text and the generic structure. In learning, students are required to be more active in asking

questions. The purpose of question and answer is to focus and find out the extent of student understanding.

Then, the teacher makes a mind map about the generic structure of the narrative text. The teacher designs a mind map on the blackboard and explains the points of narrative text, and all students are asked to pay attention to the blackboard. The teacher makes the main topic in the middle of writing the word "Narrative Text" then makes a side branch down like the following picture:

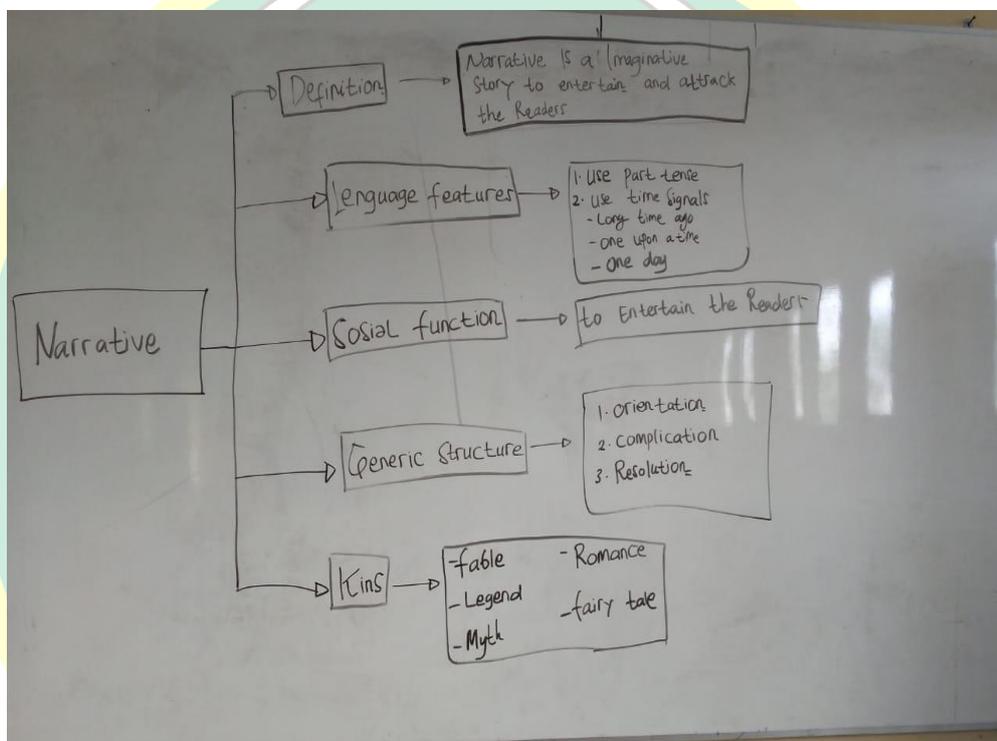


Figure 4 The Mind Mapping

The point of the narrative text are explained, such as the generic structure of the narrative text, which explains the difference between orientation, complication, and resolution, and the use of language features used in the narrative text. Used in making narrative texts, then the teacher explains the kinds of narrative texts. The teacher instructed the students to re-record the material on the whiteboard in a mind map in their respective books. After the students finished notes taking, the teacher gave instructions to open the student study guide on page 31 and asked students to pay attention to the legend

entitled Sangkuriang. Then the teacher asks the students to analyze and understand the parts of the generic structure, such as orientation, complication, resolution, in the narrative text.

Then asks students to answer which section is orientation and why the paragraph can be called orientation. After students answer, the teacher re-explains what orientation is in the legend and then asks about the complications and resolution sections. In a learning atmosphere, students look active and enthusiastic in answering questions given by the teacher. This shows that students understand the material presented by the teacher. After analyzing together, the teacher distributed the reading text entitled Roro Jonggrang and instructed to analyze the reading text.

While waiting for students to finish working, the teacher checks each student whether there are students who have difficulties. The teacher helps the students, then re-explains the part that has not been understood and asks to mark the line with important information. After 15 minutes had passed, the teacher asked, "Are you a finished student?" students answered, "yes ma'am, it's finished" ok, we corrected together, then reads the text of the story and translates it into Indonesian, all students listen while writing the translation they don't understand and asks questions about the reading text that has been done.

After that asks which part is about orientation and why it can be called orientation. The teacher appoints one student to answer, which includes complications, and gives him additional points for answering the teacher's questions. Then asked the other students which part was the resolution. After discussing the analysis of the reading text, the teacher asked which part the students had not understood. Then the students answered that they understood.

Before closing the class, teacher evaluated the learning process commonly, then teacher gave a conclusion and closed the class by praying together with the students and said "see you good bye"

## **2. The Difficulties in The Implementation of Mind Mapping in Teaching Writing.**

Writing learning of narrative texts at SMK Asy-Syifa Padaherang Pangandaran Teacher use mind mapping techniques in delivering material. Based on the interviewed with teacher an English teacher has several difficulties in implementing mind mapping techniques. As the teacher said in the interview:

a. Limited Learning Time

To achieve the desired learning objectives, of course there will be an obstacle in achieving it. Likewise, at SMK Asy-Syifa Padaherang Pangandaran in English subjects, especially in teaching writing, the inhibiting factor faced by teachers in the learning process using mind mapping techniques is the limited learning time during the covid-19 pandemic the learning time is reduced, which should be 2 x 45 minutes. Each meeting to 2 x 20 minutes of the meeting, of course, is one obstacle in the continuity of learning. This is by the statement of Mrs Anisatun Mukaromah S.Pd.

"I have difficulty in using mind mapping in the teaching process because, during the covid pandemic, the learning time has been reduced from 2 x 45 minutes of meetings to 2 x 20 minutes of meetings. This is a challenge for me because implementing mind mapping in learning requires much time, with reduced lesson hours, delivery of material using mind mapping techniques is less than optimal".

In implementing the mind mapping technique, the teacher must create an exciting learning process. The learning process can be said to run well if it is carried out actively by both the teacher and the students because the involvement of both will positively impact the teaching and learning objectives to be achieved. Of course, if the learning time is reduced, this will be an obstacle in the teaching and learning process.

b. Lack of creativity

Creativity is the ability to create. A teacher must create something to attract students' interest in learning, facilitate understanding, and solve problems in education, which is one of low learning outcomes. The teacher's creativity in teaching, especially in the implementation of mind mapping, is

required to make an attractive mind mapping image design so that students do not get bored, but this is an obstacle for the teacher.

“In applying mind mapping, it is sometimes difficult to form an attractive image. I don't use media such as cartoons and so on because my schedule is tight so I don't have time to collect materials for making mind maps, so I only deliver materials by designing mind maps directly on the whiteboard.”

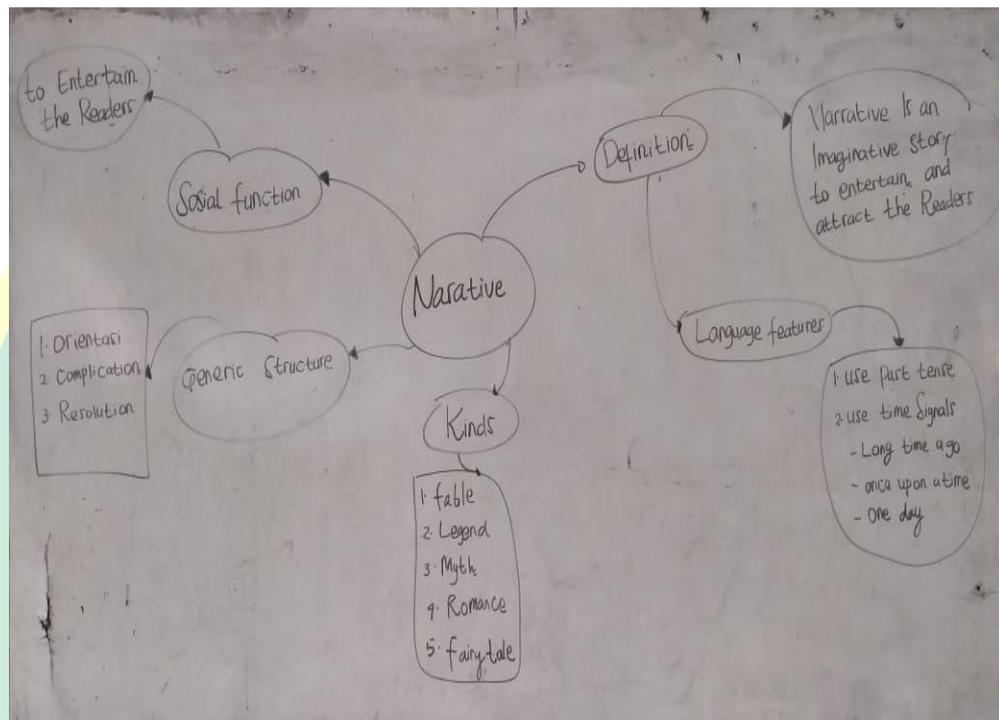


Figure 5 The Mind Mapping

The implementation of mind mapping techniques in learning must be done as creatively as possible, such as making mind maps from cartoons or making mind maps with colored markers to make it look attractive, and students are more interested in paying attention to the material presented by the teacher.

c. Lack of facilities

Several obstacles are often found in the implementation of mind mapping is the lack of facilities in learning. When implementing mind mapping, the teacher needs media that can help continuity of learning to

facilitate student understanding and prepare power points or electronic mind mapping. However, the obstacle is not available projector in the classroom.

“When I want to apply mind mapping in class using power point media, or I show interesting pictures to help students understand learning, but because there is not projector in the classroom, I can't display electronic mind mapping, so I only use makeshift facilities in class.”

In learning, school facilities and infrastructure are very important to support the smooth learning process because with the lack of school facilities, and teachers are hampered in implementing learning media such as in implementing electronic mind mapping, due to limited facilities as a result, learning outcomes are less than optimal.

### **3. Student Responses to The Use of Mind Mapping Techniques**

In this case, the researcher interviewed and observed students about how students responded to the use of mind mapping. Results of interviews with several students:

According to Nadia, the teacher uses mind mapping when writing learning, especially in the material of writing narrative text. According to Nadia, mind mapping is a way to briefly convey the material taught by the teacher, that only if the teacher uses the mind mapping technique, she becomes more aware of what the teacher is conveying during learning. However, she has difficulty understanding the words due to a lack of vocabulary mastery.

"Yes, that's right, the teacher uses mind mapping techniques when teaching writing material. In my opinion, mind mapping is an image that looks like a box. I became more understanding with the method used by the teacher, but I find it difficult to understand the meaning of reading the narrative text."

According to Sukma Maharani, researchers found information that teachers use mind mapping techniques in learning to write. According to him, mind mapping is a branched image. According to Sukma mind-mapping techniques, it becomes easier to remember what the teacher has said. In

learning writing, Sukma had been problems in understanding the reading text because he did not know the meaning.

"Yes, the teacher uses mind mapping when learning writing narrative text. Mind mapping is an image with branches. I also find it easier to remember Mrs. Anisa while teaching. I have trouble interpreting vocabulary because I don't know what it means."

According to Nina, the researcher found information that the teacher used mind mapping when learning to write. According to Nina, mind mapping is a chart for writing essential points. Suppose the teacher uses mind mapping when delivering material. It is difficult for her to understand because she is confused and only writes down the points. In addition, he also had difficulty understanding the English text.

"Yes, the teacher uses mind mapping when learning to write. Mind mapping is a chart to explain important points. I think if the teacher uses mind mapping when studying. I feel confused and do not understand the problem because only points are written on the blackboard, the explanation is only explained directly, and I often miss writing the explanation. Besides that, I also do not understand reading English text. I do not know what it means."

According to Galih Abdul Ghifar, the researcher found information that the teacher used mind mapping in learning to write. Galih said Mind mapping is a method to abbreviate a material in the form of images. According to him, with the teacher using the mind mapping techniques, he understood receiving material from the teacher because it was shorter. However, he said that he had difficulty understanding the grammar because he did not know what it meant.

"Yes, that is right. The teacher uses mind mapping during the lesson. Mind mapping is an image with branches, I am glad teacher uses mind mapping when delivering the material because it makes it easier for me to understand the material. However, sometimes I get confused about the grammar because I do not know what it means."

According to Fitri, the researcher found information that the teacher used mind mapping techniques to write. He said mind mapping is a branching picture. When the teacher used the mind mapping technique, he was interested and helped to understand the material presented. However, on the other hand, he had problems interpreting it because many of his vocabularies were foreign, so it was not easy to interpret them.

"That is right, the teacher uses mind mapping when learning to write. Mind mapping is an image that has branches. I think it will be easier and more interesting if teacher uses mind mapping. The difficulty is in the vocabulary section because I do not understand what it means, sis."

According to Dani, the researcher found information that the teacher uses mind mapping techniques to teach writing. He said mind mapping is a map with branches that are given information. He said he did not understand what the teacher said and lacked vocabulary mastery with the mind mapping technique.

"Yes, the teacher always uses mind mapping in writing learning and what I know is that mind mapping is a map with branches with explanations. I do not understand that teacher used mind mapping. Other than that, I am confused and do not know what it means."

According to Sherly Aulia the researcher found information that the teacher used mind mapping techniques in teaching writing. She said mind map is a pictures with branches, she state if the teacher use mind map become interested and not bored in learning. She has difficulty understanding the meaning of words in English.

"Yes the teacher used mind mapping techniques in teaching writing, I think mind mapping is an image with branches, by using mind mapping I don't get bored while studying, the difficulty in understanding the meaning of words in English".

According to Zahra Ardena, her teacher uses mind mapping in teaching writing, she said mind map is the key word in a concept drawn in a branched manner. She said that if the teacher uses a mind mapping technique,

it will be easier to remember the material because the outline or key words are already written. The difficulty in understand about grammar.

“The teacher used mind mapping in teaching writing, I think mind mapping is the key word in a concept drawn in a branched manner. With mind mapping I become an easier to remember the material because the outline already written. So I have the difficulty in a grammar”.

According to Kelvin Aldianto the researcher found information that the teacher used mind mapping, he said mind map is a branched diagram that explains the important points in the material. And if the teacher teaching using mind mapping technique he doesn't like it because he doesn't like to redraw mind map in his book. The difficulty in meaning of vocabulary.

“The teacher used mind mapping in teaching, I think mind mapping is a diagrams with branched and explains the important points in the material. I does not like it because I doesn't like to redraw mind map in book, and I have difficult in meaning of vocabulary”.

According to Vino Ardian the researcher found information that the teacher used mind mapping techniques in teaching writing narrative text, he said mind map is a picture concept structure and be equipped key word. He said if the teacher used mind mapping technique in teaching become helpt to remember an important point and more easier to understand. The difficulty in a meaning of vocabulary and grammar.

“Yes Miss the teacher used mind mapping in teaching writing narrative text, I think mind map is a picture concept structure and equipped key word. I feel become helpt to remember an important point and more easier to understand if the teacher used mind mapping technique, I have difficulty in a meaning of vocabulary and grammar”.

Based on the student data that have collected through observation and interviews, it can be concluded that most students know mind mapping and they are helped in learning English, especially in writing narrative text. Most students say that with the teacher using mind mapping techniques, students

become easier to understand and remember the material. What the teacher delivered was also exciting and not dull. However, on the other hand, most students have difficulty interpreting the English text because they do not master the vocabulary and grammar.

## **B. Discussion**

After describing the implementation of mind mapping techniques in teaching writing narrative text in grade 10 SMK Asy-Syifa Padaherang Pangandaran, the researcher found several research findings to answer the research problem. In general, it can be concluded in three discussions: 1) The implementation of mind mapping techniques in writing learning of narrative text. 2) Difficulty in applying mind mapping techniques in writing learning of narrative texts 3) How do students respond to mind mapping techniques in learning to write narrative texts. The findings can be classified as follows:

### **1. The Use of Mind Mapping Techniques in Teaching Writing Narrative Text**

The observations show that mind mapping techniques in learning to write narrative texts in class X SMK Asy-Syifa Padaherang Pangandaran has not been appropriately implemented, because the teacher has not provided writing practice in learning. Based on the theory Brown there are six principles for designing interactive writing techniques, namely a) incorporating practices of "good" writers b) Balancing process of product c) accounting for cultural or literary backgrounds, d) connecting reading and writing e) providing as much authentic writing as possible f) Framing the techniques in terms of prewriting, drafting and revising stages.<sup>83</sup> This is related to Alzubair's theory that there are several problems faced in teaching writing, namely: a) grammatical difficulties faced by students b) lack of vocabulary c) topics in textbooks for writing skills are not exciting and quite persuasive, which makes it quite disappointing, d) lack of motivation, e) more number of students in each class

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<sup>83</sup> Brown, H.D. *Principles of Language Learning and Teaching*, 3<sup>rd</sup> ed, New York: Prentice Hall, 2006 P.12-14.

becomes a barrier for teachers to achieve their teaching goals to teach writing skills.<sup>84</sup>

In learning, the teacher uses mind mapping techniques to convey writing narrative text material. As for making mind mapping in SMK Asy-Syifa, the teacher only uses available tools, namely marker and whiteboard. This is not in accordance with the quote from Bobbi De Porter & Mike Hernacki who stated that the steps of the mind mapping techniques are as follows: a) start drawing a circle from the main idea in the middle of the carton or paper b) add branches to each center with a color marker that suits your imagination c) write keywords on each branch, expand it to add details using attractive colors d) connect one image with another branch image e) add an interesting and appropriate symbol or image f) write in capital letters and write neatly g) write important ideas in bigger letters h) describe a mind map in accordance with the wishes of students i) underline the words in bold j) use random shapes to show the form of points or ideas k) create a mind map horizontally.<sup>85</sup> So the implementation mind mapping techniques in SMK Asy-Syifa still not maximum.

The teacher makes diagrams and then writes down keywords according to the material, making branches sideways downwards accordingly in the order and given the explanation. Based on the theory in chapter two, Buzan said there are four stages to making a mind mapping, including a) The first is drawing a picture a central image in the middle of the paper. It aims to describe the primary idea b) Second is drawing curve lines, also known as branches. Branches around the central image are called the main branches or Basic Ordering Ideas. The branches aim to radiate ideas that have a tight relationship with the main idea. c) Third is drawing pictures or symbols in every tip of the branches to strengthen the writing of keywords and make them easy to understand d) Fourth is creating the following branches that radiate from the main branches. It is to present ideas that are related to the ideas presented in the

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<sup>84</sup> Almbark, A.A. "Exploring the Problem Faced by the Teachers..... p.14-17.

<sup>85</sup> Bobbi DePorter dan Mike Hernacki. ). *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. Bandung: Kaifa.2006, p.40

main branches. At the tips of the second branch, pictures and symbols must be drawn. Then, the following branches can be created, and images/symbols can be drawn repeatedly.<sup>86</sup>

## **2. The Difficulties in the Implementation of Mind Mapping in Teaching Writing Faced by the Teacher.**

The results of interviews with English teachers at SMK Asy-Syifa Padaherang Pangandaran show that the difficulties in applying mind mapping techniques in learning to write, namely: First is the limited learning time that causes problems in using mind mapping. Since the covid-19 pandemic, the time allocation for English subjects is only 2 x 20 minutes for meetings. This causes the implementation of learning to be less than optimal. The lack of time allocation for English teachers to convey learning information and implement mind mapping techniques makes the subject matter less conveyed optimally. Based on Annisa and Sholeha statement, the government issued a limited face-to-face learning policy that is not the same as face-to-face learning as usual because the meeting time between teacher and students is minimal. To optimize limited face to face learning, learning must be carefully designed<sup>87</sup>. According to Awal, Limited time for face-to-face learning and uneven facilities make learning unbalanced between villages and cities. This environmental condition is also very influential in the continuity of the optimal learning process.<sup>88</sup>

The second is lack of creativity this was evidenced by the teacher saying that she had been difficulty when she wanted to various design mind mapping with various leaves or cloud forms to make it look attractive. This related with the theory Hasibun Moedjiono there are eight teaching skills that a teacher must possess as a teacher based on the theory in chapter two. Eight skills These are: 1) reinforcement skills 2) questioning skills 3) variety use skills 4)

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<sup>86</sup> Lismawati, *Thesis using mind mapping to improve the writing ability*.....p. 26.

<sup>87</sup> Ucup Supriatna, "Metode Pelajaran Tatap Muka Terbatas pada Masa Pandemi Covid-19", Ketapang, STAI Al-Haudl, *Jurnal ideaspublishing*, Vol.7, No.3, 2021, p.58.

<sup>88</sup> Awal Akbar J, "Model-model Pembelajaran Tatap muka", Malang: Universitas Negeri Malang, 2016, P.16.

explaining skills 5) opening and closing lessons 6) individual small group teaching skills 7) classroom management skills 8) small group discussion skills.<sup>89</sup> In addition related with the theory Sunarto creativity is the basis of a person to cultivate himself constantly in a dynamic position. Therefore the touch of touch to grow new ideas and ideas is always used as the first step by motivating and stimulating.<sup>90</sup> And according Munandar operationally, the notion of creativity can be formulated as an ability that reflects fluency, flexibility, originality in thinking, and the ability to develop an idea.<sup>91</sup> From some of the opinions above, the author can conclude that teacher create that teacher creativity to attract students' interest in learning, facilitate understanding and solve problems that occur in education, one of which is low learning outcomes. In the implementation of mind mapping, the teacher does not make mind mapping according to Tony Buzan's suggestion, which says that making mind mapping requires materials such as (1) blank unlined paper, (2) marker or colored pencils, (3) brain, and (4) imagination.<sup>92</sup> So the teacher only describes the mind mapping on the whiteboard apart from that, according to Prastyo that mind mapping emphasizes the combination of colors and shapes that will make students more interested and excited in the learning process so that the material absorbed can be easily understood.<sup>93</sup>

The third difficult is lack of facilities, the facilities are components that are sourced from manufactured goods, including learning tools as facilities and buildings and their equipment as infrastructure that provides a place for the educational process to occur. This It has become a demand that schools must

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<sup>89</sup>Muhammad Arif Ikhwanuddin, "Penerapan Metode Mind Mapping Untuk Meningkatkan Keterampilan Menulis Karangan Narasi Pada Siswa Kelas IV A SDN Wonosari 02 Semarang", Semarang, Fakultas Ilmu Pendidikan Universitas Negeri Semarang, 2013. p.30.

<sup>90</sup> Sunarto, "Pengembangan kreativitas- inovatif dalam pendidikan seni melalui pembelajaran mukidi", *Jurnal Refleksi Edukatika* 8 (2), 2018, p.2.

<sup>91</sup> Munandar, U, *Mengembangkan bakat dan kreativitas anak sekolah: Petunjuk bagi para guru dan orang tua*, Jakarta: PT Gramedia, 1992, p. 109.

<sup>92</sup> Tony Buzan, *Buku Pintar Mind Map*, Jakarta: PT Gramedia, 2008, p.14.

<sup>93</sup> Prastyo, A. "Pengaruh Metode Mind Mapping Terhadap Kreativitas Belajar Siswa Kelas V Pada Mata Pelajaran Matematika Di Sd Negeri Banyuanyar 1 Surakarta Tahun Pelajaran 2016/2017". *Jurnal PGSD*. Uviversitas Slamet Riyadi, 2016.

have adequate learning facilities and in good conditions. This aims to support the teaching and learning process in schools.<sup>94</sup> Based on PP RI No. 19 of 2005 Concerning National Education Standards Chapter VII Standards for Facilities and Infrastructure Article 42 paragraph 1. Every education unit is required to have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support an orderly and continuous learning process.<sup>95</sup> In addition related with the Bafadal theory's defines learning facilities or facilities as all equipment, materials, and furniture that are directly used in the learning process at school.<sup>96</sup> Based on some of the above understanding, learning facilities can be interpreted as everything that facilitates and expedites the implementation of a learning effort. These facilities are in the form of objects or tools that can support the learning process.

### **3. Student Responses to The Use of Mind Mapping Techniques**

From interviews with several students, the researcher concluded that most students knew mind mapping, and most of them said that if the teacher used mind mapping techniques in learning, it could help them remember and understand the material presented in learning. Based on the Murley theory's there are some advantages of the mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its significant sub-topics close to it. Similarly, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Besides, mind mapping makes relationships and connectors easier to see. It is more flexible than outlining. In addition, it encourages creativity and improves memory retention, and it is also

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<sup>94</sup> Lela Camellia Cynthia, "Pengaruh Fasilitas Belajar dan motivasi belajar terhadap prestasi belajar mata pelajaran ekonomi siswa kelas XI IIS di SMA Negeri 5 Surakarta Tahun Ajaran 2015/2016", Surakarta, FKIP Universitas Sebelas Maret, 2016, p.3.

<sup>95</sup> Republik Indonesia, *Undang-undang Dasar Negara Republik Indonesia Tahun 1945*, Jakarta: Sekretariat Jendral Mahkamah Konstitusi, 2005.

<sup>96</sup> Bafadal, Ibrahim, *Manajemen Perlengkapan Sekolah dan Aplikasinya*, Jakarta: Bumi Aksara, 2004, p. 9.

easier to understand, saves time, and increases productivity.<sup>97</sup> In addition, according to De Porter and Mike the mind mapping has four benefits, namely: a) it is flexible, flexible in case that missing idea can be added in every place in mind mapping b) it focuses attention, in mind mapping we do not pay attention to every word. We only mention such words, which become ideas. Thus, we can concentrate more on ideas c) it increases understanding, mind mapping will improve the comprehension and produce valuable frequent note later d) it is fun, the mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.<sup>98</sup>

However, on the other hand, most students have difficulty interpreting the English text because they do not master the vocabulary. Vocabulary plays a very vital role in language learning. This Following the theory of Rebecca M. Vallette, who said that understanding vocabulary is an essential component in reading, reading in one's language and reading in a foreign language.<sup>99</sup> In addition, according to Nunan, vocabulary can be interpreted as a collection of words that are understood by someone, someone who understands vocabulary well will also have an impact on a good communication process.<sup>100</sup> Based on the results of researchers who have observed that the learning process takes place in class 10, students look motivated and active; this is evidenced by students looking focused on receiving the material presented by the teacher. They are active in asking and answering. In learning, it is necessary to pay attention to how students are involved in organizing knowledge, whether active or passive. There are many types of activities that students can do during learning. Student learning activities are a series of activities carried out in participating in learning. It causes changes in learning behavior in students, for

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<sup>97</sup> Murley, D. *Mind Mapping Complex Information*, Retrieved from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=958633](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=958633). Accessed on 26th Desember 2011, p. 21

<sup>98</sup> DePorter, B., and Mike, H, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. Jakarta: Kaifa, 2008,p. 172.

<sup>99</sup> M. Subiyati, "Kemiskinan Kosa Kata :Penyebab Kelemahan Membaca", *Cakrawala Pendidikan*, Vol. IV, No.1, 1985, p.19

<sup>100</sup> Nunan, D. *Practical English language teaching young learners*. New:York McGrawHill Companies, Inc, 2006,p. 115.

example, from not knowing to know. The indicators of student activity with the mind mapping technique include a) preparing to receive learning b) listening to the teacher's explanation, c) Questions and answers in learning d) paying attention to the mind mapping pictures made by the teacher on the whiteboard.

Learning motivation is a condition that exists in an individual where there is an urge to do something in order to achieve a goal. According to Mc Donald in Soemanto, motivation is a change in energy in a person's personality which is marked by the emergence of effective (feelings) and reactions to achieve goals. Thus the emergence of motivation is marked by a change in energy in a person that can be realized or not.<sup>101</sup> In addition according Koeswara Motivation is a concept used to explain the forces that exist and work on oneself or the individual who is the driving force and direction of the individual's behavior.<sup>102</sup> Then Smith and Sarason gives an understanding of motivation is the driving force from within a person to carry out activities in order to achieve a goal.<sup>103</sup>

From some of the views above regarding motivation, it can be concluded that motivation is a change of energy in a person which is characterized by encouragement and reactions to efforts to achieve goals in meeting their needs.

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<sup>101</sup> Maryam Muhammad, "Pengaruh Motivasi dalam Pembelajaran", Aceh, MTs Negeri Tungkob Darussalam Kabupaten Aceh Besar, *Lantanida Journal* Vol. 4, No. 2, 2016,p.90.

<sup>102</sup> Koeswara, *Motivasi Teori dan Penelitian*, Bandung: Penerbit Angkasa, 1995.

<sup>103</sup> Smith, Rolland E., Irwin G. Sarason, Barbara R. Sarason, *Psychology the Frontiers of Behavior*, New York: Harper & Row Publishes, 1982.

## CHAPTER V

### CONCLUSSION AND SUGGESTIONS

#### A. Conclusions

The researcher conducted a descriptive study to describe the use of mind mapping techniques in teaching writing at SMK Asy-Syifa Padaherang Pangandaran. This research aims to analyze how the teacher implement mind mapping techniques in teaching writing, find out the teacher difficulties when implementing mind mapping in teaching writing and finally find out how students respond to the teacher using mind mapping techniques in writing learning of narrative text in grade 10 SMK Asy-Syifa. Padaherang Pangandaran.

Based on the data obtained from observations, interviews and documentation, it can be seen that the English teacher SMK Asy-Syifa Padaherang Pangandaran in teaching teacher used mind mapping techniques in writing learning. However, in practice, the teacher does not provide writing training because the time is limited. Therefore the teacher explain material about narrative text and explain definition, function of narrative text and generic structure of narrative text. Beside that the teacher instructed to analyze the generic structure in the narrative text and provides excercises to analyze the generic structure in the narrative text to measure students' level of understanding of narrative texts. Then, regarding teachers' difficulties when implementing mind mapping techniques the first is that the teachers has difficulty when implementing mind mapping technique, due to time limited that should be 2x45 minutes into 2x20 minutes of meetings due to the covid-19 pandemic teaching time is reduced therefore the teacher is not optimal when delivering learning materials. The second difficulty is that the teacher found it difficult to design an exciting mind mapping as recommended by Toni Buzan, who draws mind mapping with materials such as carton or paper and used colored pencils or markers with leaf shapes or other images to attract students' attention, so the teacher makes mind mapping pictures on the

blackboard only. The third difficulty is lack of facilities so that teacher does not implementation of electronic mind mapping such as PowerPoint in class and only use existing facilities when implementing mind mapping in the classroom. Next is about the students' responses to mind mapping. In learning activities, students looked enthusiastic and focused on paying attention to the teacher when teaching. Based on the results of interviews, almost everyone understands the mind mapping technique used by the teacher, and most students say that if the teacher uses the mind mapping technique, they find it easier to understand and remember the material presented. However, on the other hand, students have obstacles, namely not understanding the meaning of words and their grammar.

#### **B. Suggestion**

Regarding on the research findings in the previous chapter and the conclusion, the researcher would like to deliver some suggestions as follow:

##### 1. For teachers

Through this research, it is hoped that teachers will be more innovative and creative in making mind mapping in learning English, especially in writing material, so that it will attract more students' attention. The effort used earlier was good, but it would be better to improve with more creativity even if the conditions were limited.

##### 2. For school

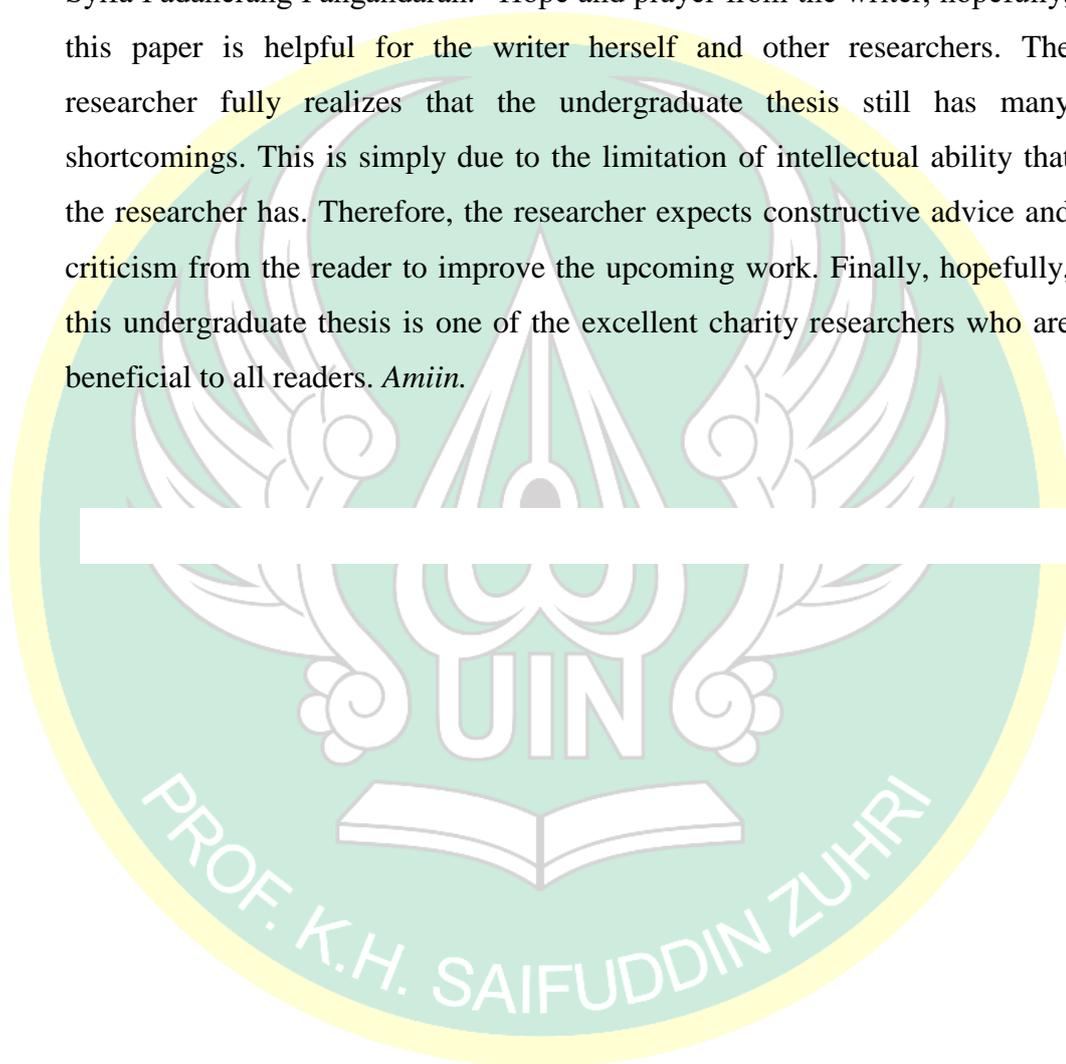
Through this research, to the school to support the infrastructure needed by teachers in the teaching process.

##### 3. For researchers

The researcher realizes that this research is still far from being perfect, and the perfect one belongs to Allah SWT. The researcher hopes that this research will be helpful and add insight for all parties, and the result of this research is hoped to help future researchers as a source to conduct further research with similar problem.

### C. Closing Remark

All praise belongs to Allah SWT. Thanks to his grace and guidance so that the writer can finish writing an undergraduate thesis entitled “The used of Mind Mapping Techniques in Teaching Writing at 10<sup>th</sup> grade of SMK Asy-Syifa Padaherang Pangandaran.” Hope and prayer from the writer, hopefully, this paper is helpful for the writer herself and other researchers. The researcher fully realizes that the undergraduate thesis still has many shortcomings. This is simply due to the limitation of intellectual ability that the researcher has. Therefore, the researcher expects constructive advice and criticism from the reader to improve the upcoming work. Finally, hopefully, this undergraduate thesis is one of the excellent charity researchers who are beneficial to all readers. *Amin.*



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## APPENDICES

### Appendix 1

#### FIELD NOTES

1. Hasil observasi pertama

Peneliti : Sifa'u Laeliah  
Hari, tanggal : Senin 22 Maret 2021  
Waktu observasi : 09.00-09.40  
Kelas : X A

a. Pre-Teaching

- 1) Guru datang ke kelas pukul 09.00-09.40.
- 2) Guru mengucapkan salam kepada siswa dengan mengucapkan "Assalamualaikum, How are you today my students?" Dan siswa menjawab "I am fine. And you?"
- 3) Guru memeriksa kehadiran siswa dengan menanyakan siapa yang tidak hadir hari ini.
- 4) Guru memberikan motivasi

b. Whilst-teaching

- 1) Guru memberitahu materi yang akan diajarkan secara singkat dan menanyakan sedikit mengenai materi sebelumnya kepada siswa.
- 2) Guru meminta siswa untuk meletakkan kamus diatas meja.
- 3) Guru kemudian membuat gambar mind mapping tentang text narrative dan kemudian menjelaskanya.
- 4) Guru berinteraksi dengan siswa dan menanyakan hal-hal terkait materi Narrative text kepada siswa. "Has anyone ever know about Narrative text?" dan kemudian ada siswa yang menjawab "Tentang cerita atau legenda bu". Lalu guru memberi nilai tambahan kepada siswa yang menjawab.
- 5) Guru menginstruksikan ke siswa agar menulis materi yang telah di sajikan di papan tulis.
- 5) Guru meminta siswa untuk membuka dan membaca pengertian text Narrative yang ada di LKS dan memahaminya tentang apa saja macam-macam cerita dalam kategori text narrative, kemudian guru

memberikan intruksi untuk menganalisis generic structur text narrative yang ada di buku LKS dan mencocokkan bersama tentang generic structure yang ada dalam text. Kemudian mengartikan kosa kata yang ada dalam text cerita tersebut. Guru memberikan intruksi agar siswa mencatat kosa kata yang belum diketahuinya.

6) Guru memancing siswa agar aktif dalam pembelajaran dengan memberinya pertanyaan seputar materi.

c. Post-Teaching

1) Guru mengulas kembali materi yang dijelaskan dan menanyakan bagian mana yang belum di mengerti.

2) Guru menutup kelas dengan mengucapkan “Wassalamu’alaikum wr wb and see you next meeting”.

2. Hasil observasi kedua

Peneliti : Sifa’u Laeliah

Skill : Writing

Hari : Selasa 23 Maret 2021

Waktu Observasi: 09.00-09.40

Kelas : X B

a. Pre- teaching

1) Guru datang ke kelas pukul 09.00-09.40

2) Guru mengucapkan salam kepada siswa dengan mengucapkan “Assalamualaikum, greeting and How are you today my students?” Dan siswa menjawab salam “I am fine. And you?”

3) Guru memeriksa kehadiran siswa dengan menanyakan siapa yang tidak hadir hari ini.

4) Guru memberikan motivasi kepada siswa. “If you want to be a success people in the future, so you have to make your parents be proud of you. Do not be lazy to study my dear!”

5) Guru meminta siswa untuk meletakkan kamus diatas meja.

6) Guru berinteraksi dengan siswa dan menanyakan hal-hal terkait materi yang sebelumnya diajarkan dan kemudian memberi tahu materi yang hari ini akan diajarka.

b. Whilst teaching

- 1) Guru membuat gambar mind mapping dan menerangkan tentang definisi narrative text, functional narrative text, generic structure dan jenis jenis text narrative dan lainnya.
- 2) Guru memancing siswa agar aktif dengan memberinya tanya jawab tentang materi. Dan memberinya point plus atau nilai tambahan kepada siswa yang menjawab.
- 3) Guru menginstruksikan agar siswa menulis materi yang telah disajikan di papan tulis.
- 4) Guru meminta siswa untuk membuka dan membaca pengertian text Narrative yang ada di LKS dan memahaminya tentang apa saja macam-macam cerita dalam kategori text narrative, kemudian guru memberikan intruksi untuk menganalisis generic structur text narrative yang ada di buku LKS dan mencocokkan bersama tentang generic structure yang ada dalam text. Kemudian mengartikan kosa kata yang ada dalam text cerita tersebut. Guru memberikan intruksi agar siswa mencatat kosa kata yang belum diketahuinya.
- 5) Guru memancing siswa agar aktif dalam pembelajaran dengan memberinya pertanyaan seputar materi.

c. Post-Teaching

- 1) Guru mereview tentang materi yang telah disampaikan.
- 2) Guru menutup kelas dengan mengucapkan “Wassalamu’alaikum wr wb and see you next meeting”.

3. Hasil observasi ketiga

Peneliti : Sifa’u Laeliah  
Hari, tanggal : Senin 29 Maret 2021  
Waktu observasi : 09.00-09.40  
Kelas : X A

a. Pre-teaching

- 1) Guru datang ke kelas pukul 09.00-09.40

- 2) Guru mengucapkan salam kepada siswa dengan mengucapkan “Assalamualaikum, How are you today my students?” Dan siswa menjawab salam dan “I am fine. And you?”
- 3) Guru memeriksa kehadiran siswa dengan menanyakan siapa yang tidak hadir hari ini.
- 4) Guru memberikan motivasi kepada siswa.

b. Whilst-teaching

- 1) Guru mengulas kembali materi tentang Narrative text dengan memancing Tanya jawab seputar materi yang telah diajarkan (Narrative text)
- 2) Guru menginstruksikan untuk latihan menganalisis sebuah text narrative guru kemudian membagikan sebuah text narrative yang berjudul Roro Jonggrang. Kemudian siswa disuruh menganalisis secara individu, setelah selesai guru menginstruksikan agar siswa mengumpulkan latihan soal nya kemudian dibagikan secara acak kepada masing-masing siswa untuk dikoreksi bersama-sama, sambil mengoreksi memberikan stimulus tanya jawab mengenai text cerita tersebut dan menerjemahkan kedalam bahasa Indonesia.

c. Post-Teaching

- 1) Guru mereview kembali materi yang telah disampaikan dan menanyakan kepada siswa bagian mana yang belum dimengerti.
- 2) Guru menutup kelas dengan mengucapkan “Wassalamu’alaikum wr wb and see you next meeting”.

4. Hasil observasi ke empat

Peneliti : Sifa’u Laeliah

Skill : Writing

Hari : Selasa 30 2021

Waktu Observasi: 09.00-09.40

Kelas : X B

a. Pre-teaching

- 1) Guru datang ke kelas pukul 09.00-09.40
- 2) Guru mengucapkan salam kepada siswa dengan mengucapkan “Assalamualaikum, greeting and How are you today my students?” Dan siswa menjawab “I am fine. And you?”
- 3) Guru memeriksa kehadiran siswa dengan menanyakan siapa yang tidak hadir hari ini.
- 4) Guru memberikan motivasi kepada siswa.
- 5) Guru meminta siswa untuk meletakkan kamus diatas meja.

b. Whilst-teaching

- 1) Guru mereview materi yang telah diajarkan dan memberi Tanya jawab seputar text narrative
- 2) Guru kemudian menginstruksikan untuk menganalisis sebuah text. Guru membagikan sebuah text narrative judulnya Roro jonggrang, siswa mengerjakan soal latihan tersebut. Guru memberikan waktu untuk mengerjakan soal tersebut.
- 3) Kemudian siswa disuruh mengumpulkan hasil latihan soal dan guru membagikan secara acak ke masing-masing siswa untuk mencocokkan yang benar dan salah. Dan membahas serta menerjemahkannya kedalam bahasa Indonesia.
- 4) Siswa di instruksikan untuk mencatat kosakata yang belum dimengerti dalam text tersebut.

c. Post-teaching

- 1) Guru memberikan kesempatan siswa untuk bertanya terkait bagian mana yang belum paham.
- 2) Guru menunjuk salahsatu siswa yang sedang mengobrol dengan teman sebelahnya untuk menjelaskan tentang materi narrative text.
- 3) Guru menutup materi dengan menyimpulkan kembali tentang materi dan menutupnya dengan bacaan hamdalah.

## Appendix 2

### Wawancara dengan Guru

Sekolah : SMK Asy-Syifa Padaherang Pangandaran

Guru : Anisatun Mukaromah (N)

Peneliti : Sifa'u Laeliah (P)

P : Assalamu'alaikum bu selamat siang?

N : walaikumsalam siang juga mba

P : sebelumnya saya mau minta waktunya ibu sebentar untuk wawancara apakah ibu berkenan?

N : yaa silahkan mba

P : Maaf bu Berapa lama ibu mengajar bahasa inggris?

N : saya sudah 4 tahun mengajar disini sekolah ini mba

P : Apakah ibu menggunakan beberapa teknik/ metode dalam penyampaian materi pelajaran menulis?

N : iya mba saya menggunakan teknik dalam pengajaran menulis

P : Teknik yang seperti apa yang digunakan ibu dalam pengajaran menulis?

N : saya menggunakan teknik mind mapping mba dalam pengajaran menulis

P : Apa itu teknik mind mapping bu?

N : teknik mind mapping itu sama dengan peta konsep mba, saya sebelum mengajar mempersiapkan dulu rangkuman yang akan dibikin peta konsep agar lebih singkat dalam penyampaian materi dan siswa lebih mudah memahaminya, disisi lain juga karena saat ini pandemic covid-19 jadi waktu mengajar dikurangi yang tadinya 2x45 sekarang menjadi 2x20 menit perpertemuan.

P :Kenapa ibu menggunakan teknik mind mapping dalam pengajaran menulis tidak menggunakan yang lainnya?

N :iya menurut saya menggunakan teknik ini lebih efektif dalam penyampaian materi secara singkat.

P :Bagaimana langkah-langkah menggunakan teknik tersebut?

N :dalam pengimplementasian teknik mind mapping saya menggambarnya di papan tulis, karena saya tidak bisa menampilkan power point di dalam kelas.

P :Sumber mana yang anda gunakan untuk menemukan materi?

N : saya menggunakan sumber buku LKS

P :Apakah ada kesulitan-kesulitan ketika pengimplementasian mind mapping?

N :saya mengalami kendala waktu yang sangat terbatas dalam mengajar, karena adanya pandemic covid-19 waktu pembelajaran yang tadinya 2x45 menit menjadi 2x20 menit perpertemuan, yang kedua saya kurang kreatif mba pada saat menggambar mind mapping yang menarik, saya hanya menggambar kotak-kotak dan meberinya cabang-cabang saja. Yang ketiga pada saat saya mau ngajar saya kadang ingin menggunakan powerpoint agar bisa menampilkan mind map secara elektronik cuma karena tidak tersedia infokus di dalam kelas jadi saya hanya menggunakan fasilitas seadanya saja mba.

P : Bagaimana cara mengatasi masalah tersebut?

N :untuk mengatasi masalah tersebut saya sebagai guru harus mengajar secara kreatif dan menyenangkan dengan menggunakan fasilitas yang ada di kelas.

### **Wawancara dengan Siswa**

Wawancara : 1

Narasumber : Nadia

P :Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

N :Bu anisa menyampaikan materi dengan cara yang menarik mba.

P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?

N :Bu anisa menggunakan teknik mind mapping

- P :Apakah kalian tahu mind mapping itu apa?
- N :Mind mapping itu adalah sebuah gambar kotak-kotak untuk menyampaikan materi secara singkat.
- P :Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?
- N :Iya mba
- P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?
- N :Menurut saya dapat mempermudah saya dalam memahami materi
- P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing?
- N :Saya kesulitan menerjemahkan text karna tidak tahu artinya
- Wawancara : 2
- Narasumber : Sukma
- P : Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?
- N : Bu Anisa menyampaikan materi dengan baik dan menarik mba jadi saya tidak mengantuk dalam materi writing.
- P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing
- N :Bu Anisa menggunakan teknik mind mapping dalam menyampaikan materi
- P : Apakah kalian tahu mind mapping itu apa?
- N : mind mapping adalah gambar yang bercabang-cabang
- P : Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?
- N : iya betul mba
- P : Apakah teknik mind mapping dapat membantu dalam pembelajaran
- N : saya menjadi lebih mudah mengingat materi yang diajarkan.

P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing

N : saya sulit memahami kosakatanya

Wawancara : 3

Narasumber : Nina

P : Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

N : Mrs. Anisa menggunakan teknik dalam menyampaikan materi pelajaran menulis

P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?

N : Mrs. Anisa menggunakan teknik mind mapping dalam mengajar

P : Apakah kalian tahu mind mapping itu apa?

N : mind mapping adalah gambar yang kotak kotak untuk menjelaskan point-point penting

P : Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?

N : ya Mrs. Anisa menggunakan mind mapping ketika mengajar

P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?

N : saya bingung dan kurang paham yang dijelaskan Mrs. Anisa karena yang ditulis di papan tulis hanya point-point saja.

P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing?

N :saya tidak mengerti text bacaan bahasa inggrisnya, saya tidak tahu artinya mba.

Wawancara : 4

Narasumber : Galih abdul ghifar

P : Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

N : Ya biasanya Bu Anisa menggunakan teknik dalam mengajar

P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?

N :Bu Anisa menggunakan teknik mind mapping dalam mengajar

P :Apakah kalian tahu mind mapping itu apa?

N :Menurut aku mind mapping adalah gambar dengan cabang-cabang kak

P :Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?

N : Iya kak gurunya selalu menggunakan teknik itu

P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?

N :Ya, dengan mind mapping aku menjadi terbantu dalam memahami materi

P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing

N :Kesulitannya terkadang saya bingung tentang grammar kak soalnya gak tahu artinya.

Wawancara : 5

Narasumber : Fitri Fakrun Nisa

P :Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

N :Bu Anis menggunakan teknik dalam mengajar

P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing

N :Menggunakan teknik mind mapping mba

P : Apakah kalian tahu mind mapping itu apa?

N : gambar yang ada cabang-cabangnya mba

P :Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?

N : iya mba

P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?

N : menurut saya menjadi lebih mudah dan menyenangkan jadi saya tidak ngantuk

P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing?

N :sulitnya si mengartikan ke indonesianya mba, karena saya tidak banyak menguasai kosakata terutama grammarnya.

Wawancara : 6

Narasumber : Dani

P :Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

N :Bu Anisa saat m mengajar selalu menggunakan teknik mba khususnya dalam menyampaikan materi tentang menulis

P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?

N :Teknik yang digunakan Bu Anisa yaitu teknik mind mapping

P :Apakah kalian tahu mind mapping itu apa?

N :Mind mapping itu sama kayak peta konsep yang bercabang-cabang

P :Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?

N :Iya selalu

P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?

N : saya kurang paham kalo Bu Anisa menggunakan teknik mind mapping dalam mengajar.

P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing?

N : kesulitannya saya banyak tidak tahu artinya saja mba.

Wawancara : 7

Narasumber : Sherly Aulia

P : Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

N : Guru menggunakan teknik kak dalam mengajar menulis

- P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?
- N :Menggunakan teknik mind mapping kak
- P :Apakah kalian tahu mind mapping itu apa?
- N :Mind mapping itu gambar yang bercabang kak
- P :Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?
- N :Iya kak
- P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?
- N :Menurut aku dapat membantu kak soalnya aku jadi tidak bosan saat belajar
- P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing?
- N :Iya kak kadang saya bingung gak tahu artinya
- Wawancara : 8
- Narasumber : Zahra Ardena
- P : Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?
- N : Dalam mengajar Bu Anisa menggunakan teknik kak
- P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?
- N :Bu Anisa menggunakan teknik mind mapping
- P :Apakah kalian tahu mind mapping itu apa?
- N :Mind mapping adalah kata kunci dalam sebuah konsep yang digambar secara bercabang.
- P :Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?
- N : Iya kak
- P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?

N : Dengan mind mapping saya menjadi lebih mudah mengingat materi karena sudah terangkum kak.

P : Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing?

N : Kesulitannya di grammar paling kak

Wawancara : 9

Narasumber : Kevin Aldianto

P : Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

N : Bu Anisa mengajar biasanya menggunakan teknik kak

P : Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?

N : Teknik Mind mapping kak

P : Apakah kalian tahu mind mapping itu apa?

N : Mind mapping adalah diagram yang bercabang-cabang dan menjelaskan poin-poin kak

P : Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?

N : Iya kak

P : Apakah teknik mind mapping dapat membantu dalam pembelajaran?

N : Menurut aku si lumayan kak tapi aku gak terlalu suka menggambar ulang Mind map kak

P : Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing

N : Iya kak aku bingung dalam mengartikan kosakata

Wawancara : 10

Narasumber : Vino Ardian

P : Bagaimana cara guru menyampaikan materi dalam pengajaran menulis?

- N : Bu Anisa saat mengajar writing menggunakan teknik kak
- P :Teknik apa yang digunakan ketika mengajar bahasa inggris terutama dalam pelajaran writing?
- N :Bu Anisa menggunakan teknik mind mapping kak
- P :Apakah kalian tahu mind mapping itu apa?
- N :Menurut saya mind mapping adalah gambar konsep yang berstruktur yang dilengkapi katakunci
- P :Apakah guru selalu menggunakan teknik mind mapping dalam pengajaran menulis?
- N : iya kak kalau mengajar writing
- P :Apakah teknik mind mapping dapat membantu dalam pembelajaran?
- N : Iya kak saya merasa terbantu untuk mengingat suatu hal yang penting dan lebih mudah memahami materinya
- P :Apakah kamu mengalami kesulitan dalam belajar bahasa inggris khususnya dalam materi writing
- N :Saya mengalami kesulitan dalam mengartikan kosakata dan grammar.

### Appendix 3

#### RENCANA PELAKSANAAN PEMBELAJARAN

## RPP

Satuan Pendidikan : SMK Asy-Syifa Padaherang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ 2

Aspek/Skill : Menulis/ *Writing*

Jenis Teks : Narrative Text

Alokasi Waktu : 2 x Meeting

### A. Kompetensi Inti ( KI )

#### Kompetensi Inti ( K I )

- K. I. 1** Menghayati dan mengamalkan ajaran agama yang dianutnya
- K. I. 2** Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K. I. 3** Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K. I. 4** Menunjukkan keterampilan menalar, mengolah dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinyadi sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

## B. KOMPETENSI DASAR DAN IPK

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
<p><b>3.8</b> Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaanya.</p>	<p>Menganalisis fungsi social, dan struktur teks            Mengurutkan struktur teks naratif            Menganalisis informasi dari cerita legenda rakyat tertulis sederhana berdasarkan struktur teks (gambaran umum, informasi rinci, informasi tertentu)            Menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana.</p>
<p><b>4.8.1</b> Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.  <b>4.8.2</b> Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.</p>	<p>Menggunakan background knowledge untuk menangkap pesan/ informasi di dalam teks            Menghubungkan teks dengan diri sendiri, dengan teks lain dan dengan kondisi riil kehidupan            Mengevaluasi teks.</p>

### C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan model pembelajaran *discovery learning*, peserta didik mampu mengidentifikasi dan menganalisa tujuan komunikasi, struktur teks dan unsur kebahasaan teks berbentuk naratif (yang salah satunya merupakan kalimat langsung dan tidak langsung) dengan tepat, baik, jujur, dan santun dalam kehidupan sehari-hari.

Sedangkan dengan model pembelajaran *cooperative learning* peserta didik mampu untuk menemukan dan menceritakan isi teks berbentuk naratif secara kolaboratif dengan tepat, baik, jujur dan santun.

### D. Materi Pembelajaran

1. A teks that entertains or amuses the readers or listener with with fictional story
2. Struktur teks naratif yang meliputi:
  - a. Orientation, the part of narrative text that introduces the characters and the setting of the story
  - b. Complication, the part of narrative text that tells about the problem that is faced by the main character.

- c. Resolution, the ending of the story it can be either tragedy or comedy.
- 3. Unsur kebahasaan teks naratif meliputi:
  - a. Simple past tense
  - b. Use time signals
    - 1. Long time ago
    - 2. Once upon time
    - 3. One day

**E. Metode Pembelajaran**

- a. Pendekatan : Scientific approach
- b. Model : Discovery Learning
- c. Metode :Tanya jawab, penugasan
- d. Teknik : Mind mapping

**F. Media/ alat, Bahan, dan Sumber Belajar**

- 1. Media/Alat : Papan tulis, spidol
- 2. Sumber Belajar: LKS (Buku Panduan Belajar Siswa)

**G. Kegiatan Pembelajaran**

**1. Pertemuan Pertama (2 x20 menit)**

NO	KEGIATAN
a.	<p><b>PENDAHULUAN</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan salam, kemudian mengecek kehadiran siswa</li> <li>2. Guru mereview materi yang telah diajarkan dan memberikan kegiatan brainstorming kepada siswa dengan bertanya tentang teks <i>narrative</i> yang mereka ketahui.</li> <li>3. Guru memotivasi siswa dengan menjelaskan pentingnya belajar bahasa inggris.</li> </ol>
b.	<p><b>KEGIATAN INTI</b></p> <ol style="list-style-type: none"> <li>1. Guru menarik minat belajar siswa dan mengarahkan siswa menuju topic pembahasan materi.</li> <li>2. Guru memfasilitasi siswa dengan materi dan siswa mendengarkan penjelasan yang mudah dipahami, tentang struktur dan ciri-ciri teks <i>narrative</i>.</li> <li>3. Siswa membaca dan memperhatikan materi yang disajikan dipapan tulis serta mempelajarinya.</li> <li>4. Siswa menulis materi yang disajikan guru di papan tulis</li> <li>5. Siswa dipandu oleh guru mengevaluasi pemahaman tentang teks <i>narrative</i> serta memberinya tanya jawab.</li> <li>6. Guru menginstruksikan kepada siswa untuk menganalisis <i>generic structure</i> dalam teks cerita legenda</li> <li>7. Siswa membaca teks yang telah disediakan kemudian mennganalisis <i>generic structure</i> dan menemukan gagasan</li> </ol>

	<p>utama dan pesan moral yang terkandung dalam teks tersebut untuk mengasah ketrampilan membaca dan memahami isi bacaan.</p> <p>8. Guru menterjemahkan kosakata yang belum dimengerti siswa serta menginstruksikan untuk mencatat.</p>
c.	<p><b>PENUTUP</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama siswa menyimpulkan pelajaran yang telah dipelajari.</li> <li>2. Guru menyampaikan/ memberikan evaluasi atas hasil pekerjaan siswa</li> <li>3. Guru menutup pelajaran dengan salam</li> </ol>

2. **Pertemuan Kedua ( 2 x 20 menit)**

NO	KEGIATAN
a.	<p><b>PENDAHULUAN</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan salam, kemudian mengecek kehadiran siswa</li> <li>2. Guru mereview materi yang telah diajarkan dan memberikan kegiatan brainstorming kepada siswa dengan bertanya tentang teks <i>narrative</i> yang mereka ketahui.</li> <li>3. Guru memotivasi siswa dengan menjelaskan pentingnya belajar bahasa inggris.</li> </ol>
b.	<p><b>KEGIATAN INTI</b></p> <ol style="list-style-type: none"> <li>1. Guru menarik minat belajar siswa dan mengarahkan siswa menuju topic pembahasan materi.</li> <li>2. Guru memberikan Tanya jawab terkait materi yang telah disampaikan pelajaran sebelumnya.</li> <li>3. Guru membagikan latihan soal berupa teks bacaan tentang legenda</li> <li>4. Guru menginstruksikan kepada siswa untuk menganalisis <i>generic structure</i> dalam teks cerita legenda</li> <li>5. Siswa membaca teks yang telah disediakan kemudian mennganalisis <i>generic structure</i> dan menemukan gagasan utama dan pesan moral yang terkandung dalam teks tersebut untuk mengasah ketrampilan membaca dan memahami isi bacaan.</li> <li>6. Guru dan siswa membahas hasil latihan soal bersama-sama serta menterjemahkan kedalam bahasa indonesia.</li> </ol>

c.	<b>PENUTUP</b> <ol style="list-style-type: none"><li>1. Guru bersama siswa menyimpulkan pelajaran yang telah dipelajari.</li><li>2. Guru menyampaikan/ memberikan evaluasi atas hasil pekerjaan siswa</li><li>3. Guru menutup pelajaran dengan salam</li></ol>
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**Padaherang 01 Maret 2021**

**Mengetahui  
Kepala Sekolah**

**Guru Mata Pelajaran**



**AAN KUSTIAWAN S.Pd**  
NIP-

**ANISATUN M S.Pd**  
NIP-



**Appendix 4**  
**Photograph**





Wawancara dengan siswa



DR. K.H. SAIFUDDIN ZU



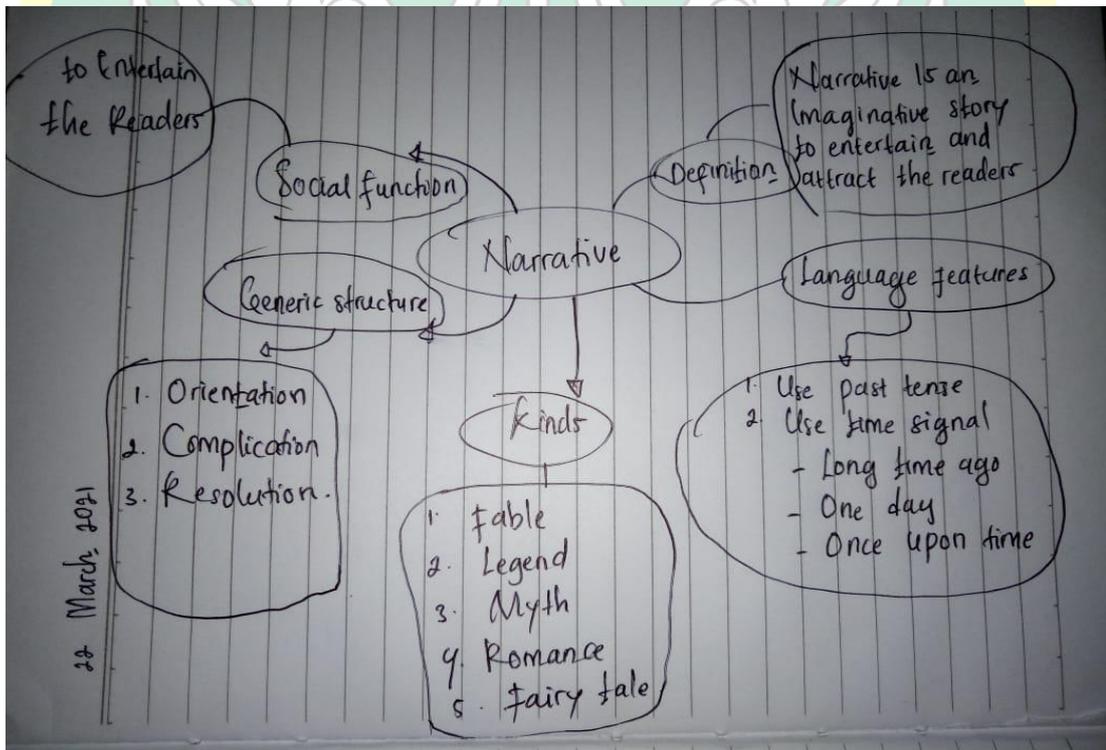
Wawancara dengan Guru



Buku Panduan Belajar Siswa



Hasil gambar siswa



## Hasil latihan menganalisis siswa

Nama: Rahmi

### Roro Jonggrang

*Orientation*

Roro Jonggrang was the daughter of King Prabu Baka, who ruled over the ancient Javanese kingdom of Prambanan. The king was killed in a fierce battle by the minister of the King of Pengging, who fought with a magic weapon called 'Bandung'. For this reason, he was known as 'Bandung Bandawasa'. Not long afterwards, Bandung Bandawasa decided to marry Princess Roro Jonggrang, the daughter of his victim. But she had no desire to marry the murderer of her father, so she sought the advice of the Patih.

*Complication*

The Patih made a wise suggestion. Bandung would have to build a thousand temples and two deep wells. If he managed to complete all this in the course of one night, he could marry the princess. Bandung knew two people possessing magic powers who promised to help him. One was his father, "Damarmaya", and the other was mighty King of Pengging. A date was fixed and in the evening, Bandung's followers began their giant construction job. Five hundred temples were completed by midnight.

Roro Jonggrang sent a man to watch the progress of Bandung's work and by four o'clock in the morning he saw that nine hundred and ninety five temples were already built and two deep wells nearly finished. The whole palace was filled with sadness, because the Princess would have to marry the man who had murdered her father.

*Resolution*

Again the Patih had an idea. He woke up all the young girls and ordered them to pound rice at once. When the workers heard the pounding of rice and smelt the flowers, which were the signs of dawn they stopped their work. Bandung Bandawasa was glad to see the temples before him and counted them himself. But to his surprise, there were only 999 temples.

*Re-orientation or coda*

He soon learned the reason of his failure and became very angry. Roro Jonggrang herself was changed into a statue, which stands in the great inner hall of the largest temple and is now known as, "The Temple of Roro Jonggrang".

## Appendix 5

### The Interview guide

The interview guide is adapted and modified from Edy Waloyo.

For the teacher

1. How long have you been teaching English ?
2. Do you use any techniques when delivering material in teaching writing?
3. What kind of teaching techniques do you apply in teaching writing?
4. What is mind mapping?
5. Why did you choose this technique?
6. What are the steps to use the technique?
7. Which sources did you use to find the material?
8. How the implementation mind mapping techniques in teaching writing?
9. What Are the difficulties when implementing mind mapping?
10. How do you overcome the problem?

For the students

1. How does the teacher convey the material in teaching writing?
2. What are the techniques used by the teacher when teaching, especially in teaching writing?
3. What do you know about mind mapping?
4. Does the teacher always use mind mapping technique when teaching writing?
5. Could mind mapping technique help in learning?
6. Do you have difficulties in learning?