Implementation main mapping on narrative text

by Addy Utomo

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THE IMPLEMENTATION
OF MIND MAPPING
ON NARRATIVE WRITING TEXT
IN ENGINEERING

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PREFACE

The book entitled "The Implementation of Mind Mapping on Narrative Writing Text in Engineering " is the guidance in the academic writing for engineering student. This book leads to the theory of writing consisting of vocabularies development and mind mapping. It is also the enrichment of the research finding by using the mind mapping design. Therefore this book is one of outputs from research published in Industrial engineering journal called " Industri Inovatif"

In improving the English proficiency especially writing skill, it is necessary to provide student the writing knowledge dealing with theories as follows : Narrative is one of the most powerful ways of communicating with others. In this case, the communication is between the writer and the reader. Therefore, a good narrative text lets the reader understand the event in the story that is being told. In addition, a good narrative text also gives such as an entertainment or information to the reader. Moreover "A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener."

Based on the explanation above, it can be concluded that narrative text is a kind of text that tells a story that enables the readers to understand the event in the story, give information to the readers, and at the same time it gives such an entertainment to the readers.

In narrative text, there are generic structures and linguistic features that should be understood by a narrative text writer. They are important points that are used in composing narrative text.

In conclusion It is expected to guide the engineering students in improving their writing skill. In additional information the writer is also grateful to all his friends who has supported and given the suitable idea in finishing this book.

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TABLE OF CONTENTS

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INTRODUCTION

1.1. Background of the Study

Writing is one of the language skills besides speaking, listening, and reading. Writing is the way to express ideas in written form using letters, words, art or media. Compared to other skills, writing is the most difficult to learn. According to Fairbairn and Winch (1996:32) writing is about conveying meaning by selecting words and putting them together in a written or printed form. In writing, it does not merely write some vocabularies but it is also required to use the appropriate vocabulary and compatible tenses to express certain time and event.

One of the kinds of writing is narrative. A narrative text is a type of the text that tells a story and is aimed to entertain a reader or listener. As stated by Andersons (1997 : 8) that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. Apart from that, Langan (2000:195) stated that through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened. It means, a good

1

narrative text is when the writer can present the story in details and in chronological sequences of event in order to make readers understand the sequences of the text.

However, to produce a good narrative text, a writer is required to have a good writing capability. There are some standards that can be used in measuring someone's writing capability. According to Weigle (2002:116) the highest level of writing capability is when someone is able to write his or her content relevant to the topic and undestandable, well-organized and logical sequencing that most of the the idea is clearly stated or supported, satisfactory use of cohesion resulting in effective communication, and all accuracies in vocabulary, grammar pattern, spelling, and punctuation. While the lowest level of writing is when the writing is irrelevant to the topic, no apparent organization of content, absence of cohesion which intented communication is impossible, and inaccuracies in vocabulary, grammar pattern, spelling, and punctuation.

It is very common for the foreign students to face difficulties in composing a good narrative text. The problem showed that students's writing is not well organized, irreleveant to the topic, unsatisfactory in cohesion resulting their writing is not understandable, and mayor inaccuracies in using vocabulary, grammar pattern, spelling and punctuation. So the intention of narrating a story cannot be achieved. The low score of students in writing also proved that they have limited knowledge of

composing a good narrative text. Based on the preliminary research conducted by the writer in industrial engineering department , the difficulties and the obstacles in writing narrative text are also faced by the students in that Institute. They have lack of knowledge about grammar pattern, word choice, sentence arrangement and classifying the ideas. Therefore, it made them feel that writing narrative text in English was really difficult and made them reluctant to write. Even though the English teacher tried to give some stimulus by writing English vocabularies on the whiteboard every meeting in order to enrich the students' vocabularies and help them to find ideas, but this solution did not give a significant improvement.

To solve the problem above, the writer needs to conduct a research. The writer will use a technique of teaching writing narrative texts by using mind mapping. Mind mapping is used to generate, visualize, structure, and classify ideas. It will help students to associate ideas and think creatively. Mind mapping also works in a similiar manner to the brain because mind mapping incorporate keywords, colours, and images, which are much easier to remember than sentences and paragraphs. So, this technique can make students easy to remember things which they want to narrate. It can be supported with several things such as color pencil, a paper, or picture. Through this technique the writer hopes that the students's writing capability will be improved and they will be more interested in writing narrative text.

CHAPTER II

LITERATURE REVIEW

2.1 The Understanding of Writing

Writing is one-way communication through written text. This kind of communication enables the writer to give information to the reader without feedback directly from the reader. As stated by Rogers (2005:01) "Writing is a media of communication between the writer and the reader where the reader does not need to give feedback directly to the writer. Besides, writing allows us to communicate in both distant place and time". Also through writing, the reader could know what the writer thinks or a way of thinking which is shared to the reader. Fred D.white (1986:07) says "writing is more than public communication; it is a way of thinking". Indeed, producing a readable text to the reader is not an easy job. People sometimes sit for several hours to make sure that his/her passage are easily read by the reader. The writer should consider about a number of things; avoid of an ambiguity meaning about something, careful in choosing the vocabulary, grammatical pattern, and select the appropriate subject matter which is needed by the reader.

4

From the ideas previously, the writer concludes that writing is more than a medium communication. It is a way of remembering and a way of thinking. Therefore, writing is not easy. It needs a hard work. In writing, a writer has to produce words, phrase, sentences, and paragraph at the same time. However, it is like other skills that can be learned by everyone.

Furthermore, in order to understand about writing, the writer will present the purpose of writing, process of writing, types of writing, and teaching writing through mind mapping as the strategy that is used in this research.

Before writing, a writer is required to know the purpose of writing in order that his or her writing will not merely arrange words to be sentences. The writer should know what he or she writes for. The writing should be purposeful, so that the writer can connect the idea straight to the readers.

2.2 The Purpose of Writing

There are four purposes of writing according to Clouse (2002:27). They are:

1. *To inform*

   The purpose of the author is develop the reader's knowledge, make a record, or provide help. In much of the writing that the author will intend simply to inform their readers about a subject. For example, a magazine article about cholestrol which informs about how this sustance affects the body.

5

2. To *persuade*

It is designed to ask the reader to think or act a certain way for instance, letters of application for jobs.the purpose of persuasion is to convince the readers to accept the main idea. Another example is a newspaper campus which convinces the student to vote a certain student government candidate.

3. To *amuse or to relate experience*

Writing to amuse requires to focus on the readers. Writing to amuse gives the author an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

4. To *entertain*

Humorous writing or newspaper, short storiest, and novel are types of this writing with the purpose to entertain people. In this type, the language which is used by the author is must not be heavy and should be easy to read because the author would lose the important pleasure of the reader if s/he writes without creative writing in humor.

Besides the purposes of writing, There are some process of writing that should be known. Process of writing showed a writer how to get the ideas, organize them, revise and edit them. Those enable the author to make a perfect writing.

2.3 The Process of Writing

John Langan (2011) divides writing process into four parts. They are:

1. Prewriting

   Prewriting is the thinking, talking, reading, and writing about our topic before writing a first draft. Prewriting is a way of warming up the brain before writing, just as warming up the body before exercise. There are several ways to warm up before starting writing. There are four prewriting techniques that will help to think and develop a topic and get words. They are free writing, questioning, making a list, and preparing a scratch outline.

2. Writing

   After spending some time thinking about our topic and doing the necessary pre writing, it will be ready for the next step in the writing process: writing paragraph. When writing the first draft of the paragraph, use the ideas that are generated from prewriting as a guide. Be prepared to put in additional thoughts and details that did not emerge during prewriting.

3. Revising

   It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After completing the first draft, there will be needed to look for ways to improve it. This step is called revising. Revising means rewriting an essay,

building on what has already been done to make it stronger. There are three stages to the revising process: revising content, revising sentence and editing.

4. Editing.

After revising for the content and style, the next step is editing for error grammar, punctuation and spelling.

Besides the process of writing, there are some types of writing in English. It is required to distinguish the types of writing in order to create an effective writing.

2.4 The Types of Writing.

There are twelve types of writing based on Gerot and Wignell (1994:03). They are:

1. Spoof: to retell and event with a humorous twist
2. Recount: to retell event for the purpose of informing.
3. Report: to describe the way things are with references to arrange of natural, made and social phenomena in our environment.
4. Exposition: to argue for or against a social issue.
5. News items: to inform readers, listeners or viewers about event of the day with are considered news worthy or important.
6. Anecdote: to share with others and account of an unusual or amusing incident.
7. Narrative: to tell a story that something goes wrong.

8. Procedure: to tell someone do something and how to do it. Besides, procedure is also to describe how something is accomplishing through a sequence of action or steps.

9. Description: to describe a particular person, place, or thing.

10. Explanation: to explain process involved in the formation or working of natural or social cultural phenomena.

11. Discussion: to present points of view about an issue at lead from two sides.

12. Review: to critique an art work or event for a public audience.

The writer will focus only on narrative texts because this research is about teaching narrative texts. In addition, narrative is a type of the text that is learned in engineering students, so, the research will be appropriate.

2.5 Narrative Text

Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. In this case, the communication is between the writer and the reader. Therefore, a good narrative text lets the reader understand the event in the story that is being told. In addition, a good narrative text also gives such as an entertainment or information to the reader. As stated by Andersons (1997:08), "A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener."

Based on the explanation above, it can be concluded that narrative text is a kind of text that tells a story that enables the readers to understand the event in the story, give information to the readers, and at the same time it gives such an entertainment to the readers.

In narrative text, there are generic structures and linguistic features that should be understood by a narrative text writer. They are important points that are used in composing narrative text.

2.5.1 Generic Structure of Narrative Text

Andersons (1997: 8) state that the steps for constructing a narrative are:

1. Orientation

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2. Complication

This is the part of the story about something that will begin and becomes a chain of events. These events will affect one or more characters. The complication is the trigger. From this part, the story begins. In This is the part, the characters totally play their role. This part also tells about the events with the conflict or problem in the story.

3. Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audiens are given the narrator's point of view.

4. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end"?).

2.5.2 Linguistic Feature of Narrative Text

Anderson (1997:12) suggested that narratives have some linguistic features as listed below:

1. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.

2. Mainly use action verbs that describe what happens.

3. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.

4. Normally use past tense

11

5. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.

6. Descriptive language is used to enhance and develop the story by creating image in the reader's mind.

7. Can be written in the first person (I, We) or third person (he, she, they).

In teaching narrative text, there are various strategies that can be used. In this research, the researcher used mind mapping as the strategy to teach students to improve their narrative text capability.

2.6. Mind Mapping Technique

The famous figure about mind mapping technique is Tony Buzan. According to him, through mind map, people can write with stress free. Besides, it can arrange complex and detail plan about the entire thing that people want to write.. Mind mapping can help poor author to organize their ideas effectively before they write, especially for visual learner because they can color the line and give the pictures there. In explanation below, the writer will explain the concept of mind mapping including rules and the procedures of creating mind mapping.

2.6.1 The Concept of Mind Mapping

According to Tony Buzan (2006:138) mind maps are a graphic, networked method of-storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas. Mind map is an alternative of entire brain of linear thought. Using mind map, people can scribble down the idea and topic, then develop it and associate those with his/her interest way. Mind Mapping is an effective way for the learner before starting of learning. The combination of colour, movement, drawing, contrast, and organization decision help the mind in encoded the information. It also can be employed as a method to take notes, to study before an exam, to brainstorm, or make connections between ideas. According to Buzan (2003:04), mind map is a way of taking note that is not boring and it is a new way of studying that is quick and works.

Here are some rules in making mind mapping according to Buzan:(1988:10-11):

1) A Mind Map is commenced in the center of a page within a multi-colored image or symbol.

2) Main themes are attached to the central image on six lines using capital

3) letters.

4) Lines are connected to lines

13

5) Words are printed

6) Words are printed on lines

7) Single keywords per line

8) Use the color throughout the mind map

9) Images throughout mind map

10) Use codes and symbols throughout

To sum up, mind map is made up of words, colors, lines, and pictures which are easy to construct that explore the ideas in interesting way with some branches and organized as same as spider. In addition, it helps the students think creatively. The color, line, code, and picture used in mind mapping can stimulate the students' brain in gaining the ideas when they are writing.

2.2. Sample of Mind Mapping
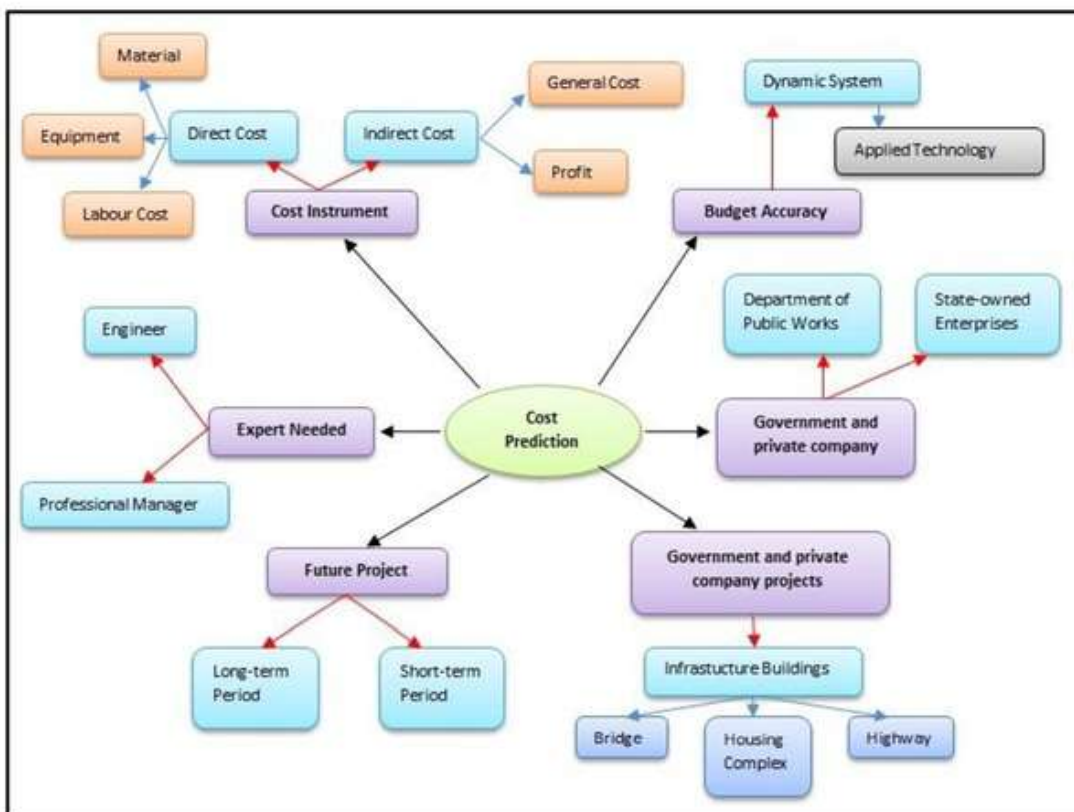
In creating mind mapping, there are some procedures that should be followed in order to create well-organized mind mapping.

2.7 Teaching Writing Through Mind Mapping

Based on the idea of procedure of mind mapping in teaching writing that is stated by Hedge (2005), the procedure of mind mapping in the classroom is broken down into six phases: (1) Introducing the topic (2) Jotting down all the things associated with the topic (3) Dividing students into small group then eliciting the idea from the group (4) Starting to create mind mapping on the board as the example and adding brances of the map whenever students suggest a new idea (5) Encourage students to create their own mind mapping and begin writing activity (6) Share their works with classmates.

Pre- Teaching

1. The teacher tries to brainstorm students' schemata through well known topic given.
2. The teacher asks the students to jot down all the things associated with the topic.
3. The teacher divides the students into small groups.
4. The teacher encourages students to elicit the idea from the group.

Whilst- Teaching

1. The teacher creates mind mapping on the board by putting the title based on the topic in the center of the board as the example

for the students. After that the teacher added the brances whenever the students suggest a new idea.

2. The teacher encourages students to create their own mind mapping.

3. The students are asked to begin writing by using their mind mapping individually.

4. The teacher gives a chance for a student to share his or her work in front of the class by reading their writing, and then asks them to discuss the text in a class.

Post- Teaching

1. The teacher leads the students to conclude the material that they have studied.

2. The teacher asks students to submit their work.

2.8 Theoritical Conclusion

Based on the theories above, writing is a basic language skill that becomes the complex skill to master for the learners. One kind of writing is narrative writing. This kind of writing helps the writer to tell a story clearly to entertain the readers. The writer concludes that the best technique to teach writing is by using mind mapping because through mind mapping that consists of words, colors, lines, and pictures, it will be easy for students to remember things and it is easy to construct. They can explore the ideas by an

interesting way with some branches organized like a spider. The students will be more creative and will not face the difficulty in finding the idea and arrange the ideas when they are writing.

From some theories of classroom action research above, the researcher chooses the model of action research developed by Kemmis and McTaggart. There are four steps of teaching: planning, acting, observing, and reflecting.

THE IMPLEMENTATION OF MIND MAPPING

3.1 Acting Phase I

No	Date	Activity
1.	Mon, August 03rd 2018	**First Meeting:** (duration: 60 min.) **Pre teaching** 1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was "Production planning". 2. The teacher asked the students to jot down all things associated with the topic given. **Whilst-teaching** 1. The teacher created mind mapping on the board by putting the title based on the topic in the center of the board as the example for the students. After that the teacher added the branches and linked the word whenever the students suggested a new idea.

		2. The teacher gave short explanation about narrative text. 3. The teacher showed the students how to write narrative text by using mind mapping. 4. After they understood how to write narrative writing by using mind mapping, the teacher encouraged students to create their own mind mapping. 5. The students were asked to begin writing by using their mind mapping individually. 6. The teacher gave a chance for a student to share his or her work in front of the class by reading their writing. **Post-teaching** 1. The teacher gave correction of the students' work presented in front of the class. 2. The teacher led the students to conclude the materials that they have studied.
2.	Tue, August 04th 2018	**Second Meeting:** (duration 60 min.) **Pre teaching** 1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was "scheduling of production process".

2. The teacher asked the students to jot down all things associated with the topic given.

Whilst-teaching

1. The teacher created mind mapping on the board by putting the title based on the topic in the center of the board as the example for the students. After that the teacher added the branches and linked the word whenever the students suggested a new idea.

2. The teacher gave short explanation about narrative text.

3. The teacher showed the students how to write narrative text by using mind mapping.

4. After they understood how to write narrative writing by using mind mapping, the teacher encouraged students to create their own mind mapping.

5. The students were asked to begin writing by using their mind mapping individually.

6. The teacher gave a chance for a student to share his or her work in front of the class by reading their writing.

Post-teaching

1. The teacher gave correction of the students' work

		presented in front of the class.
		2. The teacher led the students to conclude the materials that they have studied.
3.	Thu, August 06th 2018	**Third Meeting:** (duration: 60 min.) **Pre teaching** 1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was "quality control". 2. The teacher asked the students to jot down all things associated with the topic given. **Whilst-teaching** 1. The teacher created mind mapping on the board by putting the title based on the topic in the center of the board as the example for the students. After that the teacher added the branches and linked the word whenever the students suggested a new idea. 2. The teacher gave short explanation about narrative text. 3. The teacher showed the students how to write narrative text by using mind mapping. 4. After they understood how to write narrative writing by using mind mapping, the teacher

		encouraged students to create their own mind mapping.
		5. The students were asked to begin writing by using their mind mapping individually.
		6. The teacher gave a chance for a student to share his or her work in front of the class by reading their writing.
		Post-teaching
		1. The teacher gave correction of the students' work presented in front of the class.
		2. The teacher led the students to conclude the materials that they have studied.
4.	Sat, August 08th 2018	**Fourt Meeting: (duration: 60 min.)** **Pre teaching** 1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was "supply chain". 2. The teacher asked the students to jot down all things associated with the topic given. **Whilst-teaching** 1. The teacher created mind mapping on the board by putting the title based on the topic in the center of the board as the example for the

		students. After that the teacher added the branches and linked the word whenever the students suggested a new idea.
		2. The teacher gave short explanation about narrative text.
		3. The teacher showed the students how to write narrative text by using mind mapping.
		4. After they understood how to write narrative writing by using mind mapping, the teacher encouraged students to create their own mind mapping.
		5. The students were asked to begin writing by using their mind mapping individually.
		6. The teacher gave a chance for a student to share his or her work in front of the class by reading their writing.
		Post-teaching
		1. The teacher gave correction of the students' work presented in front of the class.
		2. The teacher led the students to conclude the materials that they have studied.
		Fifth Meeting: (duration: 60 min.) **Pre teaching** 1. The teacher brainstormed the students by

5.	Mon, August 10th 2018	introducing the topic and asked the questions related to the topic. The topic was "raw material". 2. The teacher asked the students to jot down all things associated with the topic given. **Whilst-teaching** 1. The teacher created mind mapping on the board by putting the title based on the topic in the center of the board as the example for the students. After that the teacher added the branches and linked the word whenever the students suggested a new idea. 2. The teacher gave short explanation about narrative text. 3. The teacher showed the students how to write narrative text by using mind mapping. 4. After they understood how to write narrative writing by using mind mapping, the teacher encouraged students to create their own mind mapping. 5. The students were asked to begin writing by using their mind mapping individually. 6. The teacher gave a chance for a student to share his or her work in front of the class by reading their writing.

		Post-teaching
		1. The teacher gave correction of the students' work presented in front of the class.
		2. The teacher led the students to conclude the materials that they have studied.
6.	Tue, August 11th 2018	**Test**

3.2 Acting Phase II

No	Date	Activity
1.	Sat, August 15 03rd 2018	**Seventh Meeting:** (duration: 60 min.) **Pre teaching** 1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. "Supplier and distribution". 2. The teacher asked the students to jot down all things associated with the topic given. **Whilst-teaching** 1. The teacher created mind mapping on the board by putting the title based on the topic in the center of the board as the example for the students. After that the teacher added the branches and linked the word whenever the

		students suggested a new idea.
		2. The teacher gave short explanation about narrative text and showed the students how to write narrative text by using mind mapping.
		3. The teacher divided students into small groups and asked them in each group to discuss their idea and make mind mapping related to the topic given.
		4. The students were asked to begin their own writing individually based on their mind mapping resulted from their group discussion.
		5. The teacher gave a chance for a student to share his or her work in front of the class by reading their writing, and then asks them to discuss the text in a class.
		Post-teaching
		1. The teacher asked students to submit their work.
		2. The teacher led the students to conclude the material that they have studied.
2.	Tue, August 18th 2018	**Eighth Meeting:** (duration 60 min.) **Pre teaching** 1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was "cost

prediction project".

2. The teacher asked the students to jot down all things associated with the topic given.

Whilst-teaching

1. The teacher explained general mistakes of students in previous exercise.

2. The teacher re-explained and showed students how to create mind mapping.

3. The teacher invited the students to suggest new idea related to the title and the teacher linked the word whenever the students suggested a new idea.

4. The teacher explained about narrative text and showed the students how to write narrative text by using mind mapping.

5. The teacher divided students into small groups and asked them in each group to discuss their idea and make mind mapping related to the topic given.

6. The students were asked to begin their own writing individually based on their mind mapping resulted from their group discussion.

7. The teacher gave a chance for a student to share his or her work in front of the class by reading their writing, and then asked them to discuss the

		text in a class.
		Post-teaching
		1. The teacher asked students to submit their work.
		2. The teacher led the students to conclude the material that they have studied.
3.	Thu, August 20th 2018	**Ninth Meeting:** (duration: 60 min.)
		Pre teaching
		1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was "work safety".
		2. The teacher gave short review about narrative text.
		3. The teacher asked the students to jot down all things associated with the topic given.
		4. The teacher divided students into small groups and elicit the idea from the group.
		Whilst-teaching
		1. The teacher asked students in each group to work together in their group to discuss the topic then make mind mapping based on their discussion.
		2. The teacher asked one student in the group to write the result of his or her group's mind mapping on the board.

		3. The teacher discussed and gave comment to mind mapping on the board that the student created.
		4. The students were asked to create their own mind mapping and begin writing narrative text by using their mind mapping individually.
		Post-teaching
		1. The teacher asked students to submit their work.
		2. The teacher led the students to conclude the material that they have studied.
4.	Fri, August 21st 2018	**Tenth Meeting:** (duration: 60 min.)
		Pre teaching
		1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was " service quality".
		2. The teacher gave short review about narrative text.
		3. The teacher asked the students to jot down all things associated with the topic given.
		4. The teacher divided students into small groups and elicit the idea from the group.
		Whilst-teaching
		1. The teacher asked students in each group to work

		together in their group to discuss the topic then make mind mapping based on their discussion.
		2. The teacher asked one student in the group to write the result of his or her group's mind mapping on the board.
		3. The teacher discussed and gave comment to mind mapping on the board that the student created.
		4. The students were asked to create their own mind mapping and begin writing narrative text by using their mind mapping individually.
		Post-teaching
		1. The teacher asked students to submit their work.
		2. The teacher led the students to conclude the material that they have studied.
5.	Sat,	**Eleventh Meeting:** (duration: 60 min.) **Pre teaching** 1. The teacher brainstormed the students by introducing the topic and asked the questions related to the topic. The topic was " cost analysis and estimation ". 2. The teacher gave short review about narrative text. 3. The teacher asked the students to jot down all

	August 22th 2018	things associated with the topic given. 4. The teacher divided students into small groups and elicit the idea from the group. **Whilst-teaching** 1. The teacher asked students in each group to work together in their group to discuss the topic then make mind mapping based on their discussion. 2. The teacher asked one student in the group to write the result of his or her group's mind mapping on the board. 3. The teacher discussed and gave comment to mind mapping on the board that the student created. 4. The students were asked to create their own mind mapping and begin writing narrative text by using their mind mapping individually. **Post-teaching** 1. The teacher asked students to submit their work. 2. The teacher led the students to conclude the material that they have studied.
6.	Mon, August 24th 2018	**Test**

Table 3.1

Analytical scoring rubric of Narrative Writing

Components of writing	Score	Indicators
Content and Organization	4	Relevant to the topic, easy to understand, most sentences relate to main idea
	3	Mostly relevant to the topic, easy to understand, loosely organized but main ideas stand out
	2	Relevant to the topic, not easy to understand, ideas confusing
	1	Quite relevant to the topic, not quite easy to understand, no organization of content
Cohesion	4	Satisfactory use of cohesion resulting effective communication
	3	Mostly satisfactory cohesion but some parts of ineffective communication
	2	Unsatisfactory of cohesion and difficult in comprehension
	1	Cohesion totally absent and very difficult in comprehension
Vocabulary	4	Almost no errors in choice of words and appropriate usage of vocabulary
	3	Some errors in choice of words but meaning

33

		not obscured
	2	Occasional errors in choice of words, often confusing and obscured
	1	Frequent errors in choice of words and limited knowledge of vocabulary
Grammar	4	Almost no grammatical inaccuracies
	3	Some grammmatical inaccuracies
	2	Frequent grammatical inaccuracies
	1	Almost all grammatical patterns inaccurate
Spellings and Punctuations	4	Almost no inaccuracies in spelling and punctuation
	3	Some inaccuracies in spelling and punctuation
	2	Low standard of accuracy in spelling and punctuation
	1	Almost no inaccuracies in spelling and punctuation

There are five categories in the scores. Those include content and organization, cohesion, vocabulary, grammar, and spellings and punctuations. Each scores 4 for the maximum score. So, the maximum score are 20. Since the test result are raw scores so that it is necessary to multiply them by 5 to get more meaningful numerical data. By doing so, it will be obtained the rating scale

from 1-100. An example is a student who gets 20 of raw score. The scores will be multiplied by 5 and it means that s/he gets 10, for student who gets 18, the scores is multiplied by x 5 and s/he gets 90, and so on.

Formula of score

$$\sum = CO+C+V+G+SP \times 5$$

Note:

CO   : *Content and organization*

C   : *Cohesion*

V   : *Vocabulary*

G   : *Grammar*

SP   : *Spellings and Punctuations*

Standard score (KKM)   = 75

High score   = 100

Average score.

$$\sum average = \frac{\sum score}{\sum students}$$

If the average score is under 75, the researcher must revise the method.

3.6 The Criterion of the action Success

The class action research could be successful if the students' score could score 75 or above 75 in accorance with Minimum Mastery Criteria (MMC), and it can be called failed if the students cannot achieve the criteria or the students' mean score is lower than 75.

RESULT OF MIND MAPPING
APLICATION

4.1 Result of the First Phase

While implementing mind mapping, the researcher observed the teaching learning process through field notes. It was about class situation, students' response to the technique that the researcher used and their situation when they were composing narrative writing.

Related to the students' response, only 40% of the students were active in the class and paid attention with the technique that researcher used. While 60% of the students were still passive and gave less attention when the researcher delivered the lesson materials. They preferred to chat with their friends and hard to be managed. When the researcher led the students to conclude the materials in every end of meeting, only half of them that answer entusiastically while the rest of them still kept silent and looked confused but reluctant to ask the question.

In creating mind mapping, 40% of the students were able to create it without many obstacles while the 60% students looked difficult to create it. They were still difficult in finding the keywords for the branch of their mind mapping. This caused the 60% students who were passive to face difficulty in organizing their ideas and often they left their writing unfinished.

The researcher evaluated and revised the research. To know the result of the first cycle research, the researcher analyzed the data that the researcher got. And found the mean score of students' tests.

Before implementing the technique, in Cycle one, the researcher obtained the MMC from the English teacher. The English teacher gave 75 for the standard of MMC. Before implementing the technique, the students' mean score was 66,97. It was still under the MMC. After implementing the technique and the researcher gave the test in the end of the first cycle. The students' mean score was 71,84. It showed that the technique that the researcher used improved the students' capability in writing narrative text but not significant yet and their mean score was still under the MMC.

Related to the result above, the researcher needed to conduct the second cycle. In the second cycle, the researcher gave new materials and revised the activity to encourage students to participate more in learning process.

4.2 Result of the Second Phase

The observing in second cycle showed the better result than the previous cycle. In the second cycle the students were more enthusiastic in writing narrative text by using mind mapping. The students participated more in learning process especially in the group during creating mind mapping. They cooperated very well. One member of the group shared his or her ideas when creating mind mapping while another member suggested additional ideas. The students were also interested and creative because they were encouraged to give different color in every first level of the branch. They also could give pictures or images to present the keywords. When they were writing, the students looked easier. They did not face difficulties in finding and organizing the ideas because they already had the complete mind mapping from the group. They composed their writing based on mind mapping from the group. In this cycle, the students' daily exercise improved day to day because the researcher gave evaluation and feedback more details. They were not reluctant to ask when they faced problems in writing.

The reflection of the second phase was carried out after getting the result of the second test. To know the result of the second cycle research, the writer analyzed the data that the writer obtained and found the mean score of the students' test to know the different between first cycle and second cycle result.

The result of the second test showed that the mean score of the students improved compared to the first cycle. The mean score of the student in the first cycle was 71,84. After implementing the second cycle, the students' mean score was 80,92. It proved that the students' mean score improved after conducting the second cycle. And the students' mean score was above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*). The MMC was 75.00. Therefore, the researcher succeeded in conducting the Classroom Action Research (CAR).

Based on the result of interview to the students in the last meeting after implementing the technique, the students stated that this technique made them easier in writing narrative text especially in finding the ideas and organizing their writing. In addition, this technique was also interested and fun. The students could explore their creativity through picture and colored line.

According to the result of the evaluation between the researcher and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students' writing narrative text capability through mind mapping technique was appropriate. In this case, every action was planned as good as possible so that teaching goals of writing narrative text could be accomplished. The students were enthusiastic, easier to associate and organize the ideas, and the students were more creative because mind mapping incorporated keywords, color, and images. While the problems that the researcher faced in

implementing the action were the students' weakness in spellings and grammar. The researcher always had the students check the correct spellings and correct past form. In the end, the teacher's opinion about mind mapping, she said that mind mapping technique was the alternative method to teach writing narrative text. It was be able to improve the students' capability in writing narrative text. It can be proved by the last test result

Related to the result of interview above, it could be concluded that the researcher got a good response in teaching writing narrative text by using mind mapping technique.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the finding result of this research that was conducted in Industrial engineering ITN Malang, it can be concluded that mind mapping technique can improve the students' writing narrative text through several steps. It can be proved from the following fact;

First, the findings of the research shows that mind mapping technique improved the students' writing narrative text capability. After implementing action in cycle one consisting 6 meetings including the test, the students' mean score achieved 71,84. But it was still under Minimum Mastery Criterion (MMC) which is 75. Therefore, the researcher conducted cycle two and revised the activity and materials by reselecting easier topic, ordering students to cooperate with the group in creating mind mapping and give colors and pictures in their mind mapping. After conducting 5 meetings and the second test, the result showed that the students' mean score achieved 80,92 which indicated that the research succedded.

Second, the observation result showed that in cycle one the students were still passive, less enthusiastic, and reluctant to ask question. After the researcher conducted the cycle two with different activities and materials, the students were enthusiastic during learning process of writing narrative text by using mind mapping technique. They were more interested, creative, and participated well in the group. The students also gave a good response by not being reluctant to ask questions everytime they faced problems in writing. In addition, based on the interview conducted in the last meeting, the students stated that they were interested in mind mapping technique because they no longer face great difficulties in associating and organizing the ideas. This technique also makes them creative and excited.

In conclusion, teaching narrative writing through mind mapping technique proved effective and was able to improve the students' narrative writing. Since Mind Mapping brings together left brain (words, logic, numbers, and linearity) and right brain skills (curves, color, rhythm, images, and space) making brain's performance more synergetic. This means that each cortical skill enhances the performance of other areas so that the brain is working at its optimum so that the result of this technique succeded the students to have better capability in writing.

5.2. Suggestion

Based on the result of classroom action research, the researcher proposes some suggestions ;

First, it is for the English teacher. The researcher suggests the English teacher to apply mind mapping technique in teaching narrative writing. This technique is effective to overcome students problems in associating and organizing the ideas. This technique also makes the students more creative. This technique could also be an alternative to avoid students' boredom in learning process.

Second, it is for further researchers who want to conduct the research with mind mapping technique. It is suggested to conduct mind mapping technique to improve other English skills such as speaking, reading, and listening since based on this research result, mind mapping succeeded in improving students' narrative writing capability.

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