

**The Use of Mind Mapping in Increasing the Eleventh Grade Students' Ability in Writing
Analytical Expositions Text of MAN 2 Payakumbuh**

A THESIS PROPOSAL



Written by:

Hesty Rahmadhani

18018060

Advisor:

Carbiriena solusia, S.Pd

ENGLISH LANGUAGE EDUCATION PROGRAM

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program
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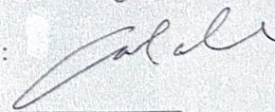
Nama : Hasy Rahmadhani
Nim : 18018060
Program studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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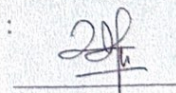
Tim penguji

1. Ketua : Ainul Addinna, S.Pd., M.Pd.
2. Sekretaris : Syafitri Ramadhani, M.Pd.
3. Anggota : Carbiriena Solusia, S.Pd., M.Pd.

Tanda Tangan :







HALAMAN PERSETUJUAN SKRIPSI

Judul : **The Use of Mind Mapping in Increasing the Eleventh Grade Students' Ability in Writing Analytical Expositions Text of MAN 2 Payakumbuh**

Nama : Hesty Rahmadhani

NIM : 18018060

Program Studi : Pendidikan Bahasa Inggris

Departemen : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, November 2023

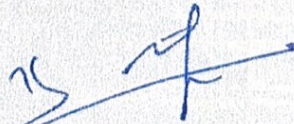
Disetujui oleh,
Pembimbing



Carbiriena Solusia, S.Pd., M.Pd.

NIDN.0024059001

Mengetahui,
Kepala Departemen Bahasa dan Sastra Inggris



Dr. Yuli Tiarina, S.Pd., M.Pd.

NIP.197707202002122002



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Hesty Rahmadhani
NIM / TM : 18018060 / 2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Saya yang menyatakan,

Kepala Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd, M.Pd

NIP.19770720 2002122002

Hesty Rahmadhani

NIM. 18018060

ABSTRACT

Rahmadhani, Hesty. 2023. The Use of Mind Mapping in Increasing the Eleventh Grade Students' Ability in Writing Analytical Expositions Text of MAN 2 Payakumbuh

This study focused on students ability in writing analytical exposition text in eleventh grade students of MAN 2 Payakumbuh. The purpose of this study was to see the students ability in writing analytical exposition text before using mind mapping technique. The researcher used quantitative technique by taking experiment method. The population of this research was all of the students of eleventh grade MAN 2 Payakumbuh registered in the 2023/2024 academic year with total 376 students in twelve classes. The sample of this research was the students of XI.F.02 as experimental group with 32 students and XI.F.04 as a control group with 32 students. This study used assessment rubric adapted from the Hamp-lyons theory. The result of this study shows that mind mapping technique was effective in increasing students ability in writing analytical exposition text of students in MAN 2 Payakumbuh.

Key word : Mind mapping technique, writing ability, analytical exposition text.

ABSTRAK

Rahmadhani , Hesty . 2023. Penggunaan Mind Mapping Dalam Meningkatkan Kemampuan Siswa Kelas XI Dalam Menulis Teks Analytical Expositions MAN 2 Payakumbuh

Penelitian ini berfokus pada keterampilan menulis eksposisi analitis siswa kelas XI Man 2 Payakumbuh . Penelitian ini bertujuan untuk mengevaluasi kemampuan menulis eksposisi analitis siswa sebelum menerapkan pendekatan mind map. Melalui penelitian eksperimen. Peneliti menerapkan metodologi kuantitatif. Seluruh siswa kelas XI Putra 2 Payakumbuh yang terdaftar pada tahun ajaran 2023–2024—376 siswa yang tersebar di dua belas kelas—menjadi populasi penelitian ini. Siswa dari F2 yang merupakan kelompok eksperimen yang berjumlah 32 siswa dan F4 yang merupakan kelompok kontrol yang berjumlah 32 siswa menjadi sampel dalam penelitian ini. Rubrik penilaian yang digunakan dalam penelitian ini dimodifikasi dari hipotesis Hamp -Lyons. Hasilnya menunjukkan efektivitas pemetaan pikiran sebagai strategi peningkatan .

Kata kunci : Teknik pemetaan pikiran, kemampuan menulis, teks eksposisi analitis.

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DEDICATION

I dedicate this thesis to my beloved parents Ruswin and Rahmi Fitria who always support me, loved me, taught me everything, not pressing me and made it possible for me to do this research. Also for my beloved sister Dhiyaan, Ifat, Farhan and Azis who always support behind me.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In studying English we need to have a good ability in writing, speaking, reading and listening. Safa (2013) stated that writing skill is important, an exhausted skill and has role in determining students' academic successful. This is in line with Huy (2015) in her research said that the importance of studying English not because it is an academic skills but also essential skills for pursuing career in any aspect. Having a good writing skill is important to student, because there are many aspects in global literature. Global literature means that literary works that have been created, distributed and circulated outside of the country itself. Some other common features of global literature are folklore, legends, fable and mythology.

Based on the curriculum Merdeka as one of the Merdeka Belajar programs to improve the quality of learning, the Merdeka Curriculum focuses on essential material and on developing the character of the Pancasila Student Profile and 4C that is critical thinking, collaborative, creativity, communication. English is text-based subject which means students must be able to understand and produce many kinds of text. That is why writing skill is important to be mastered by students.

Meanwhile based on interview to one of the English teachers in MAN 2 Payakumbuh, he said that there were several problems in teaching writing. Firstly, students got difficulties to develop their ideas into a text. Secondly, students are not able to determine the structure of their writing. Thirdly, students are got difficulties in choosing word because the lack of vocabulary.

Fourthly, students are not able in writing in correct grammatical form. Lastly, student ability in writing explanation text is still low and it is proved by the scores that students achieve not reach the minimum criteria. The problem above can be proven by the data of students' scores on writing skills in the class. More than 75% students writing skills do not reach the minimum criteria.

In MAN 2 Payakumbuh, students' writing ability is still low. Researcher has conducted some interviews with the students of eleventh grade in MAN 2 Payakumbuh and they mentioned that there were several problems they faced in writing. First, students think writing is a difficult skill so they did not have motivation and feel lazy to write. Second, students found difficulties to put idea into writing because the lack of knowledge. They did not get much information about the topics and they got confused when they are asked to write. Third, students writing still have many incorrect grammatical forms. Fourth, teacher used conventional technique while they are teaching in class. It made students not excited in learning. Fifth, the lack of vocabularies that students had makes writing process difficult because they could not express the idea into the paper. Sixth, when the teacher gave writing task, most of the students copied the text from the internet. Hence, students did not understand what they were writing.

There are several texts that should be mastered by students in senior high school; narrative, recount, hortatory exposition and analytical exposition texts. All of the texts are aimed to determine specific information in narrative, recount, report, hortatory exposition and analytical exposition text. also to

determine detailed information contains in the text, and to determine the generic structure and language features of the text. In recount text, students need to capture contextual meaning related to social function, structure of the text, and should be related to historical events. Different from recount text, students need to distinguish social functions, text structures, and linguistics elements in writing narrative texts by giving and asking for related information folk legend, simple, according to context used. While learning analytical exposition text, students should be able to explain the theory or problem that aims to influence the reader. In learning analytical exposition text, students need to understand the structure of the text, and identify the expression of giving and asking information that related to analytical exposition text. With the students' difficulties in writing based on the interviews, the researcher is interested in using mind mapping to improve their writing ability.

According to Buzan (2005), mind mapping is a storage system, which saves all the data and accesses it to the giant library which exists in amazing brain, because the mind mapping helps arrange, saves much information and groups it in brain with natural way. Mind mapping is a visual record often with colour or symbol to help people distinguish words or ideas. Mind mapping can motivate students to be more imaginative, creative and will make it easier for students to write. Listyowati & Hanna (2020) also mentioned that mind mapping technique can help students in developed their idea because the mind mapping has many branches that's make students easily write the ideas.

Therefore, based on the problems found in MAN 2 Payakumbuh and some similar studies using mind mapping, the researcher was interested in doing a research in the use of mind mapping in increasing students writing skills. Mind mapping is believed to increase students writing ability because mind mapping can make students interest in learning process by using pictures and colors so that students can work according to their creativity. Then, mind mapping can express students' ideas in systematic ways.

Some researcher have shown the result of using mind mapping technique in teaching writing. Hooland (2004) found that mind mapping is useful strategy in helping students plan and structure their essay effectively. The other research from Prima (2012) in his research improving the students' ability to write narration by using mind mapping at the eight year of SMPNegeri 6 Bulukumba showed the teaching writing by using mind mapping could improve students writing ability in term of finding the content and finding the organization.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified that students have difficulties in writing. First, Students think writing is hard skill, so they have less motivation and feel lazy to write. They need to think more when they are writing. Second, students have difficulties to put idea into writing because they do not have much information. Students writing process have difficulties in expressing the idea into the writing. They do not know what they will write. Sometimes they get idea, but do not know how to express it.

This also causes students' inability to determine the structure of their writing.

This problem is proved by the scores that students achieve.

C. Limitation of the Research Problem

From the explanation above, the researcher wanted to focus in increasing the students' ability in writing analytical exposition text in eleventh grade of MAN 2 Payakumbuh by using mind mapping. Researcher chose analytical exposition text because the students got the lowest scores in writing analytical exposition and also it is a more complicated material in writing. Analytical exposition text is a text that describe the phenomenon by giving writer's argument. This text is to practice students to think critically, and it is supports Pelajar Pancasila' profile that is collaboration, critical thinking, creative and communication.

D. Research Questions

Based on the limitation of the research problem above, the research questions are as follow:

1. Is there any significant difference of the eleventh grade students of MAN 2 Payakumbuh in writing ability between those who are taught by using mind mapping and those who are not?
2. Is mind mapping an effective strategy to increase the eleventh grade of students' ability in writing Analytical Exposition text ?

E. Purpose of the Study

Based on the research statement, the purpose of the study can be stated as follow:

1. To find out whether there is a significant difference of the eleventh grade students of MAN 2 Payakumbuh in writing ability between those who are taught by using Mind Mapping and those who are not.
2. To discover whether mind mapping an effective strategy to increase the eleventh grade students of MAN 2 Payakumbuh ability in writing Analytical Exposition text.

F. Significance of the Research

The result from this research was expected to be used both theoretically and practically:

1. Theoretically

This research is expected to add insight to the students about writing skills, especially in writing Analytical Exposition text.

2. Practically

For teachers, it is hoped that Mind Mapping technique can be an input in improving learning outcomes. For students, the application of mind mapping technique hopefully could motivate and the learning writing process will be optimal. For other researchers, this study can be referenced and compared to conduct further research related to the issue.

G. Definition of Key Term

There are three definition of the key terms (1) *Mind Mapping technique*, (2) *writing skills*, (3) *Analytical Exposition text*

1. Mind Mapping technique

Mind mapping is a way to visualize and develop an idea by using diagrams, pictures or symbols to .

2. Writing ability

Writing ability is a ways to put thoughts or idea into writing to be an analytical exposition text.

3. Analytical Exposition Text.

Analytical Exposition text is a text that tell the reader about the writers' arguments about an object, phenomenon, place, event or an issue.