

ABSTRACT

Nur Azimah, 2016. *Improving Students' Writing Skill of Descriptive Text by Using Mind Mapping Technique at The First Year Students of MTs Negeri 1 Pare*. Thesis, English Department, Teacher Training and Education Faculty. Advisor (1) Drs. Musta'in Abbas, M.Pd (2) Erwin Hari Kurniawan, M.Pd.

Key word: writing, students' writing ability, and clustering technique.

The most difficult skill to be learnt is writing. Based on the writer experience during *Praktik Pengalaman Lapangan* (PPL) activity at MTsN 1 Pare In VII- E most of students were low in writing skill, it could be proved by their average score was only 65, those students got that score because most of them could not develop their idea more and some incorrect grammar usage and 10 students with the minimal score is 45 for those student, most of them really don't have any idea to write, they just write the point only. They just write the point only that they knew no more developing to write and maximum score is 87 for student who got the higher score usually they were the clever one. From 35 students in class VII-E that the writer observed, there were 29 students who got the value under the minimum mastery criteria. The minimum mastery criterion in MTsN 1 Model Pare is 78 (seventy eight). Based on the problems are happed, the researcher did classroom action research (CAR) to solve the problems and improve the average score of the students in VII-E. The aim of this study is to improve students' activity and result in writing skill of descriptive text by using Mind Mapping technique at the first year students of MTs Negeri 1Pare. The subjects of this study were consisted of 35 students.

The method used in this study is Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with her team teaching as collaborator and observer in Mts Negeri 1 Pare. This study was conducted following Kurt Lewin model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of two meetings. The methods used in collecting data were test, interview and field notes. This research was finished in two cycles. In first cycle has some steps those are (1) Giving the students the example of ways to writing text, (2) Giving the students the time for preparing to write paragraph that had been made.(3) Asking the students to make paragraph (individually) but it was not run well so this step reaffixed to be batter by using short video, it could stimulate students to have more imagination in making paragraph.

The result of the study showed that there was improvement of students' writing skill. Most of students could be creative in developing their idea based on their imagination and independent in writing skill in their writing activity and the students could get good scores at the end of each cycle. The score of Minimum Mastery Criterion of English lesson was 78 (seventy eight). The students' average

score in preliminary study was 65. The average score in the first cycle was 67. The average score in the second cycle was 85. In addition, there was a positive response from the English teacher about implementing the action. In conclusion Mind Mapping Technique could improve students' writing skill.

After seeing the result, it is recommended to the English teacher to use interesting technique as Mind Mapping technique in teaching writing. Because of the Mind Mapping technique is an alternative strategy in teaching writing. Then, by using the Mind Mapping technique, students can develop their mind and easy in writing skill, because the Mind technique will make them fun and happy in making an essay, such as Descriptive text.