

**TEACHING WRITING SKILL BY USING MIND WEB AT  
THE FIFTH SEMESTER STUDENTS OF ENGLISH  
STUDY PROGRAM TARBIYAH DEPARTMENT  
STAIN PALOPO**



**A THESIS**

**Submitted to the English Study Program of S1 Tarbiyah Department of  
State College for Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for the Degree Sarjana Pendidikan (S.Pd) in English  
Education**

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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*Assalamu Alaikum Wr.Wb.*

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.  
Demikian untuk diproses lebih lanjut.

*Wassalamu Alaikum Wr.Wb.*

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## THESIS APPROVAL

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**Palopo, December, 04<sup>th</sup> 2013 M**  
**Muharram, 29<sup>th</sup> 1435 H**

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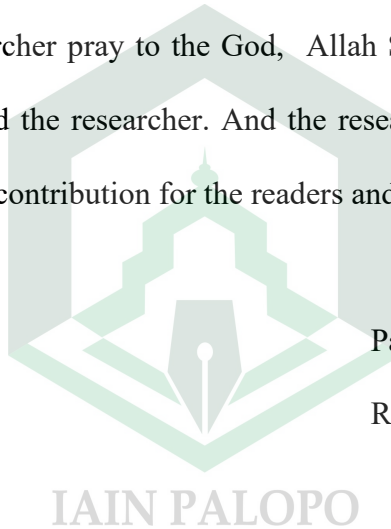
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Palopo, October, 12<sup>th</sup> 2013

Researcher

IAIN PALOPO

## TABLE OF CONTENT

<b>TITLE PAGE</b> .....	<b>i</b>
<b>THESIS APPROVAL</b> .....	<b>ii</b>
<b>CONSULTAN APPROVAL</b> .....	<b>iii</b>
<b>NOTA DINAS PEMBIMBING</b> .....	<b>iv</b>
<b>PRONOUNCEMENT</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>ix</b>
<b>LIST OF TABLE</b> .....	<b>xii</b>
<b>ABSTRACT</b> .....	<b>xiii</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Problem Statement .....	4
C. Objective of the Research .....	4
D. Significance of the Research .....	4
E. Scope of the Research .....	5
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
A. Previous of Related Research Findings .....	6
B. Writing Skill.....	7
1. Definitions of Writing.....	7
2. Parts of Writing .....	8
3. Kinds of Paragraph .....	13
4. Descriptive Paragraph.....	13
5. Steps in Planning a Writing Course and Training Teachers of Writing	15
6. Process Writing.....	16
C. Mind Web .....	20
D. The Reasons of Mind Web Needed .....	22
E. Process to Make Mind Web.....	24

F. Information Source .....	25
G. Model of Mind Web .....	26
H. Example of Mind Web .....	27
I. Classroom Action Research .....	28
1. Definitions of Classroom Action Research .....	28
2. Procedure of Classroom Action Research .....	30
3. Type of Classroom Action Research .....	30
J. Conceptual Framework .....	31

**CHAPTER III: METHOD OF THE RESEARCH ..... 34**

A. Research Type .....	34
B. Location .....	34
C. Time of the Research .....	34
D. Cycle of Classroom Action Research .....	35
E. Subject of the Research .....	35
F. Data Source .....	35
G. Technique and Instruments .....	35
H. Indicator of the Research .....	36
I. Data Analysis .....	37
J. Procedure of the Research .....	38



**CHAPTER IV: FINDINGS AND DISCUSSION ..... 43**

A. Findings .....	43
B. Discussion .....	66

**CHAPTER V: CONCLUSIONS AND SUGGESTIONS ..... 72**

A. Conclusions .....	72
B. Suggestions .....	73

**BIBLIOGRAPHY ..... 74**

**APPENDIXES ..... 76**

**AUTOBIOGRAPHY ..... 95**

## ABSTRACT

**Tri Endar Yogi, 2013. *Teaching Writing Skill By Using Mind Web at the Fifth Semester Students of English Study Program Tarbiyah Department STAIN Palopo***. Thesis, English Study Program Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, under consultant, 1. Dr. Jumharia Djamereng., M.Hum, 2. Wisran, S.S., M.Pd

**Key Words : Writing Skill, Mind Web.**

This thesis about Teaching Writing Skill By Using Mind Web at the Fifth Semester Students of English Study Program Tarbiyah Department STAIN Palopo. The problem statement of the research was “How to apply Mind Web effectively in teaching writing skill at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo?”. The objective of the research namely to find out the effective way to apply Mind Web effectively in teaching writing skill at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo.

This thesis used Classroom Action Research. The target populations of this research were all of the fifth semester students at STAIN Palopo. The sample was taken from population by using Purposive Sampling technique. This case the research took 15 students of class B as a sample. The procedure of the research used three cycles namely cycle 1, cycle 2, and cycle 3 to find out the ability of the students in writing skill. Then the researcher analyzes their score by using simple percentage to know the mean score of the students and explained clearly in discussion.

The result of analysis can be explained that mind web increase students' writing skill at the fifth semester students at STAIN Palopo. In this thesis the researcher apply mind web to increase students' writing skill because by using mind web the students are easier to make a good composition. The result of the students is increasing by looking their score in cycle 1, cycle 2, and cycle 3. Their mean score in cycle 1 only 47, cycle 2 become 55, and in cycle 3 the score develop to be 76. It means that the student's writing skill of the fifth semester students at of English Study Program Tarbiyah Department STAIN Palopo increased.

# CHAPTER I

## INTRODUCTION

### *A. Background*

English has main function, as international language. It is also very important to every person because it is known that English is used as native language in country, such as in United State of America, England, and Australia. Besides, it is world language, and people need to learn hardly in order to master English. If they have understood English they can visit abroad and they do not face difficulty to speak with foreigner there.

However study about English, there are four integrated skills in English that should be mastered such as productive skills for example speaking and writing and receptive skills for example listening and reading, and every skill has its own function.

English Writing mainly connected with idea, because pupil cannot write a good composition without idea. In fact some pupils are still confused about idea as it becomes the most important part in writing. Before writing, it is important to compose idea and think about theme to write. Sometimes ideas can arise spontaneously find out them. However, it has also to be emerged or stimulated in order that they are appeared. They must be written in note in order that it can be kept longer in mind.

Finding idea, is not easy to find out for writing composition. Specially for learners, they always face difficulty to find out idea. They do not know how to find idea in order to produce a good composition of writing. They are only able to produce not more than two paragraphs in writing. It is as a result of they lack of idea and even cannot find idea. It becomes a problem in writing skill when students are difficult to find idea. Based on observation students in STAIN Palopo especially in English Study Program at the fifth semester students are difficult to make or produce a good writing. They are difficult to find and develop a good idea. Therefore it should be find out a good way to compose good writing and besides students are also confused how find good way to solve this problem, and this condition is exactly not good as writing becomes important part of English.

When talking about writing it will be related with mind web because writing a good composition needs many ideas and information. Mind Web gives problem solving through information web, so if we remember one words, another words will arise from long term memory. We just find out the relation between one word with other words. This many words can be as many ideas to produce a good composition.

Therefore the researcher need to find the solution to solve the problem faced by students at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo. The solution is mind web, it can be used in writing as it mainly connected with idea in which it can emerge other ideas. It might be said that students can compose a good composition by using mind web. It can help students to

simulate idea by remembering one information following by others. By using mind web, students can find out ideas without think hardly. They just find out the relation between one word with other words. It helps students to produce a good writing as it can improve ideas without think hardly.

According Budiarmo Prof of technique department of Indonesia University, in *A New Way of Thinking Mind Web* state that Mind Web as the way to add knowledge about problem solving.<sup>1</sup> Now many person do many effort to make simple something and improve thinking process to look for problem solving in their live, although usually they do not know the best way to be used. Reader is invited to find knowledge that is owned by reader, do collection information that has connection become a diagram. After that, with see diagram like spider net is done problem solving.

This is opinion from Eka Wartana in his book with the title *A new Way of Thinking Mind Web*, Mind web is think concept that focus in combination about information to make our brain ability be maximal with the simple way, we can explain it on the picture diagram.<sup>2</sup> Information in long term memory and the new information in short term memory be studied about its connection, such as the meaning, outline, and cause effect. The connection between its information is made

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<sup>1</sup> Budiarmo in *A New Way of Thinking Mind Web*, PT Gramedia (Jakarta, 2012)

<sup>2</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia (Jakarta, 2012), p.2



in diagram form so that can show connection between one word with other words. Many word can be many information.

Based on the statement above the researcher interested in conducting the which is entitled “Teaching writing skill by using mind web at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo”.

### ***B. Problem Statement***

Based on the background, the researcher formulated the problem statement as follows :

How to apply Mind Web effectively in teaching writing skill at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo?

### ***C. Objective of the Research***

The objective of the research is : to find out the effective way to apply Mind Web effectively in teaching writing skill at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo.

### ***D. Significances***

The result of this research is expected to be useful for :

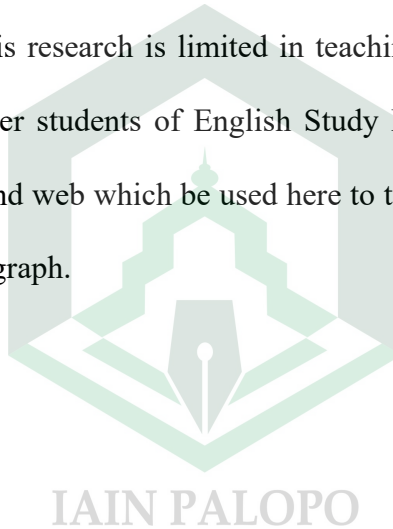
1. Give thinking and information to students to develop knowledge especially to students in English Study Program Tarbiyah Department.

2. For researcher, give experiences and personal knowledge to improve students' writing skill at the fifth semester of English Department in STAIN Palopo.

3. For teacher, It is expected for teacher in teaching writing skill, and give information about using method in students' learning especially in improving students' writing skill.

### ***E. Scope of the Research***

The scope of this research is limited in teaching writing skill by using mind web at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo. The mind web which be used here to teach writing skill, especially to write a descriptive paragraph.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous of Related Research Findings*

In this writing draft, the researcher found some researcher related to this researcher as follows :

1. Pahira in her thesis which written under the title “Developing Students’ Writing Skill Through Grammar Translation Method at the Tenth Class of MAN Palopo.” Based on the result, the researcher concludes that students’ writing skill of MAN Palopo increase through translation method.<sup>1</sup>

2. Alamsyah Pratama in his thesis which written under the title “Improving Students’ Writing Skill Through Short Story at Third Year Students of English Department of STAIN Palopo” Based on the result, the researcher concludes that short story can improve students’ writing skill of English Department STAIN Palopo.<sup>2</sup>

3. Sriwati M. Husain in her thesis which written under the title “Improving Students’ Writing Skill Through Describing an Object at the Tenth Class of MAN

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<sup>1</sup> Pahira, “*Developing Students’ Writing Skill Through Grammar Translation Method at the Tenth Class of MAN Palopo*”. (unpublished thesis) STAIN Palopo, p.70

<sup>2</sup> Alamsyah Pratama , “*Improving Students’ Writing Skill Through Short Story at Third Year Students of English Department of STAIN Palopo*”. (unpublish thesis) STAIN Palopo, p.72

Palopo”. Based on the result, the researcher concludes that students’ writing skill of MAN Palopo increase through describing an object.<sup>3</sup>

Based on these researchers above, many methods can be used to assist the teacher in improving students’ writing skill. It makes the researcher is curious to apply the same method to improve students’ writing skill. Although the researcher will do the same research as what the researchers did before but the researcher believes that this strategy is so different from the researchers’ method. In this research, the researcher will use mind web to improve students’ writing skill at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo.

## **B. Writing Skill**

### **1. Definitions of Writing**

Steven Roger Fischer state that “Writing is a method of representing language in visual form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals”.<sup>4</sup> There is another statement according Oxford Learner’s pocket dictionary third edition page 502 state that writing is activity of writing.<sup>5</sup> It is some of opinion about writing.

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<sup>3</sup> Sriwati M. Husain, “*Improving Students’ Writing Skill Through Describing an Object at the Tenth Class of MAN Palopo*”, (unpublish thesis) STAIN Palopo, p.55

<sup>4</sup> Steven Roger Fischer in *What is Writing* <http://www.omniglot.com/writing/definition.htm>, accessed on May 23<sup>rd</sup> 2012 at 09.36 a.m

<sup>5</sup> *Oxford Learner’s pocket dictionary third edition*, University Press, p.502

According on the explanation some expert above, it can be seen that writing is activity state mind, opinion, and idea on the writing form. So writer can write whatever in his brain to the paper. Then can produce a good composition.

## 2. Parts of Writing

There are some parts of writing, as follows :

a. Capital letter according Oxford Learner's pocket dictionary third edition page 57 capital letter is large letter.<sup>6</sup> The second is the use of large letter based englishclub.com state that each letter of the English alphabet may be written as a small letter (abc...) or as a large or capital letter (ABC...). Here is a full list of capital letters. In English, we do not use capitals letters very much. We use them mainly for the first letter of sentences, names, days and months as well for some abbreviations. In addition, of course, we always write the first person pronoun as a capital I. It is not usual to write whole sentences in capitals. A sentence or paragraph written in capitals is extremely difficult to read. Did you ever see a book or newspaper written completely in capitals? Of course not! We cannot easily read large amounts of text in capital letters. Lawyers know that capital letters are difficult to read. That is why some legal texts are written completely in capitals. When we use capital letter? Based on englishclub.com state that there are eleven part when we use capital letter, the part are :

- 1) Use a capital letter for the personal pronoun 'I',

Example : - What can I say?

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<sup>6</sup>*Oxford Learner's pocket dictionary third edition*, University Press, p.57

- 2) Use a capital letter to begin a sentence or to begin speech:

Example : - The man arrived. He sat down.

- 3) Use capital letters for many abbreviations and acronyms:

Example : - G.M.T. or GMT (Greenwich Mean Time)

- 4) Use a capital letter for days of the week, months of the year, holidays:

Example : Monday, Tuesday, January, February, Christmas, Armistice Day

- 5) Use a capital letter for countries, languages & nationalities, religions:

Example : Indonesia, China, France, Japanese, English, Islam, Christianity, Buddhism

- 6) Use a capital letter for people's names and titles:

Example : Anthony, Ram, William Shakespeare, Professor Jones, Dr Smith, Captain Kirk, King Henry VIII

- 7) Use a capital letter for trade-marks and names of companies and other organizations:

Example : Pepsi Cola, Walkman, Microsoft Corporation, Toyota, the United Nations, the Red Cross

- 8) Use a capital letter for places and monuments:

Example : London, Paris, the Latin Quarter, the Eiffel Tower, St Paul's Cathedral, Buckingham Palace, the White House, Oxford Street, Fifth Avenue, Jupiter, Mars, Sirius, Asia, the Middle East, the North Pole

9) Use a capital letter for names of vehicles like ships, trains and spacecraft:

Example : the Titanic, the Orient Express, the Flying Scotsman, Challenger 2, the Enterprise

10) Use a capital letter for titles of books, poems, songs, plays, films etc:

Example : War And Peace, If, Futility, Like a Virgin, The Taming of the Shrew , The Lion King, Gone With The Wind

11) Use capitals letters (sometimes!) for headings, titles of articles, books etc, and newspaper headlines:

Example : HOW TO WIN AT POKER, Chapter 2: CLINTON'S EARLY LIFE, LIFE FOUND ON MARS!, MAN BITES DOG<sup>7</sup>

b. Punctuation, based on Oxford Learner's pocket dictionary third edition page 347 state that punctuation is marks such as full stops and commas in a piece of writing. Based on Englishclub.com state that summary of punctuation marks. The punctuation are :

- 1) full stop or period, example : I like English,
- 2) comma, example : I speak English, French and Thai,
- 3) colon, example : You have two choices: finish the work today or lose the contract,
- 4) question mark, example : Where is Shangri-La?,

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<sup>7</sup> Melly, *When We Use Capital Letter*, <http://www.englishclub.com/writing/caps0.htm>, accessed on May 23<sup>rd</sup> 2012 at 10.06 a.m

- 5) exclamation mark, example : "Help!" she cried. "I'm drowning!",
- 6) slash, forward slash or oblique, example : Please press your browser's Refresh/Reload button,
- 7) double quotation marks, example : "I love you," she said,
- 8) single quotation marks, example : 'I love you,' she said,
- 9) apostrophe, example : This is John's car,
- 10) underscore, example : bin\_lad@cia.gov,
- 11) round brackets, example : I went to Bangkok (my favorite city) and stayed there for two weeks.<sup>8</sup>

Barli Bram in his book with the title *Write Well Improving Writing Skills* state that there are more commonly used punctuation, as follows :

- 1) Full stop or Period, example : We have not found out the solution.
- 2) Question mark, example : Is pink your favorite colour?
- 3) Comma,
- 4) Exclamation mark or exclamation point, example : How delicious the soup is!
- 5) Semi colon, example : I admire Metalica very much ; I like all of their songs.
- 6) Colon, example : The sun rises : a new day begins.
- 7) Apostrophe, example : How's life?
- 8) Brackets, example : I want a spoon and (a) fork.<sup>9</sup>

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<sup>8</sup> Melly, *Punctuation* <http://www.englishclub.com/writing/punctuation.htm>, accessed on May 23<sup>rd</sup> 2012 at 09.59 a.m.

<sup>9</sup> Barli Bram, *Write Well Improving Writing Skills*, Kanisius (Yogyakarta, 2006), p. 103



c. Subject and Predicate, every sentence has subject and predicate. In English, subject can be noun or pronoun. Subject is followed by verb that state action or existence.

Example :

State action : My phone ring

State existence : Alligator is a loyal animal

d. Clause, clause is group of words that is composed subject and predicate. Clause is composed two kinds, independent clause and dependent clause. Independent clause is clause that stand alone, can be called main clause or simple sentence. Independent clause is composed by subject, verb, and intact concept. Where as dependent clause is clause that can not stand alone. Dependent clause is composed by subject and verb, but does not have intact concept.

Example :

Independent Clause :

1) I like to wear sneakers

Dependent Clause :

1) Because they are more comfortable than high heels.

e. Sentence, sentence is group of words that state idea. Sentence is started by capital letter and be ended by full stop, question mark, or exclamation mark. There are three

kinds of sentences, the kinds are simple sentence, complex sentence, and compound sentence.<sup>10</sup>

According on the statements above, it can be understood that punctuation is marks in writing. Punctuation is important part in English because can determine good or not a composition. A good composition can be said good if use correct punctuation, because can distinguish between one sentence and another sentence. So, reader will feel comfort to read a composition if writer in make a composition use a correct punctuation.

### 3. Kinds of Paragraph

- a. Descriptive Paragraph, state something with accurate and detail so that reader of composition can fell same sensation with writer,
- b. Analytical Paragraph, state something exactly,
- c. Persuasive Paragraph, paragraph that invite reader to make action.<sup>11</sup>

### 4. Descriptive Paragraph

If we are talking about descriptive paragraph, there are some opinion about descriptive paragraph, Pardiyono in 12 Writing Clues for Better Writing Competence state that descriptive is contains with decription object, whether life or dead whether

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<sup>10</sup> AndikaPratiwi, and Gartika Rahmasari, *How to Write in English Correctly*, Laskar Aksara, (Bekasi, 2012), p.50

<sup>11</sup> AndikaPratiwi, and Gartika Rahmasari, *How to Write in English Correctly*, Laskar Aksara, (Bekasi, 2012), p.90

human and animal. Writing focus in description parts, characteristic, quality, and quantity, with use adjective or attributes.<sup>12</sup>

M. Solahudin state that descriptive is paragraph that explain about something when reader like see, hear, or feel its event.<sup>13</sup> According Oxford Learner's pocket dictionary third edition page 117 state that descriptive is statement of what.<sup>14</sup> George E. Wishon and Julia M. Burks state that descriptive paragraph gives sense impressions the feel, sound, taste, smell, and look of things.<sup>15</sup>

Kenneth Beare has opinion in writing descriptive paragraph state that descriptive paragraph are often used to describe what a person looks and acts like. Read this example descriptive paragraph, notice how descriptive paragraphs are arranged by putting together all the sentences about the same thing.<sup>16</sup>

Example of a descriptive paragraph:

I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people from all over the world. During my spare time, I like playing tennis which I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDs! I live in a pretty seaside

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<sup>12</sup> Pardiyono, *12 Writing Clues for Better Writing Competence* (Yogyakarta, 2006), p.165

<sup>13</sup> M. Solahudin, *Kiat-Kiat Cepat Belajar Writing*, Diva Press, (Yogyakarta, 2009), p.172

<sup>14</sup> *Oxford Learner's pocket dictionary third edition*, University Press, p.117

<sup>15</sup> George E. Wishon and Julia M. Burk, *Let's Write English*, Litton Educational Publishing International, (New York, 1980), p. 128

<sup>16</sup> Kenneth Beare in ([http://esl.about.com/od/writingabcs/a/writing\\_descriptive\\_paragraphs.htm](http://esl.about.com/od/writingabcs/a/writing_descriptive_paragraphs.htm)), accessed on May 23<sup>rd</sup>2012 at 10.30 am.

town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live here.<sup>17</sup>

According on the explanation some expert above, it can be understood that descriptive paragraph is tell about characteristic of something, whether human, animal, etc. For example we written descriptive paragraph about our school. We write characteristic of school, such as the building, the court, the class, and how many class in the school. The key of descriptive paragraph is characteristic of something.

### **5. Steps in Planning a Writing Course and training Teachers of Writing**

According on the Methodology in Language Teaching an Anthology of Current Practice, state that steps planning a writing course and training teachers of writing are : ascertaining goals and institutional constraints, deciding on theoretical principles, planning content, weighing the elemnets, drawing up a syllabus, selecting materials, preparing activities and roles, choosing types and methods of feedback, evaluating the course, reflecting the teacher's experience.<sup>18</sup> There are six tips for writing an effective teaching statement, the tips are write a teaching statement, write it yourself, target your teaching philosophy to the institution and position where you are applying, consider what classes you would like to teach, and recognize that you

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<sup>17</sup>Kenneth Beare in ([http:// esl.about.com/ od/writingabc/ a/writing \\_descriptive \\_ paragraphs .htm](http://esl.about.com/od/writingabc/a/writing_descriptive_paragraphs.htm)), accessed on May 23<sup>rd</sup>2012 at 10.30 a.m.

<sup>18</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (United State of America, 2002), p.306

might be asked to teach classes that are out of your “comfort zone”, participate in workshops and courses for faculty candidates, keep it focused and short between one and two pages is appropriate<sup>19</sup>

According on the explanation some expert above, it can be understood that Steps in Planning a Writing Course and training Teachers of Writing is provide material in writing, practice before teaching writing, do teaching writing, and then do reflection about teachers of writing. Especially about teachers of writing we must be ready before do teachers of writing because the result can be as we hope. So, preparation is important thing in teachers of writing.

## 6. Process Writing

According on the Methodology in Language Teaching an Anthology of Current Practice, state that process writing are planning (Pre-writing), such as drafting, responding, revising, editing, evaluating. After pre-writing there is post writing, such as implementing process writing. Here some pointers which teachers may like to take note of when implementing process writing, for example teacher modelling, relating process to product, working with in institutional constarints,

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<sup>19</sup>[http://portal.acs.org/portal/acs/corg/content?\\_nfpb=true&\\_pageLabel=PP\\_ARTICLEMAIN&node\\_id=1001&content\\_id=CNBP\\_030366&use\\_sec=true&sec\\_url\\_var=region1&\\_\\_uuid=3c64b79b-7405-4825-a4c5-010172d40449](http://portal.acs.org/portal/acs/corg/content?_nfpb=true&_pageLabel=PP_ARTICLEMAIN&node_id=1001&content_id=CNBP_030366&use_sec=true&sec_url_var=region1&__uuid=3c64b79b-7405-4825-a4c5-010172d40449), accessed on January 7<sup>th</sup> 2013 at 13.32 p.m

catering to diverse student needs, exploiting the use of computers in process writing<sup>20</sup>

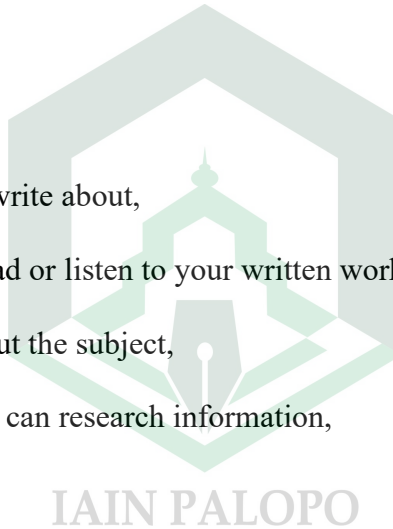
Gardner and Johnson describe the stages of the writing process, the stages are prewriting, rough draft, reread, share with a peer revisor, revise, editing, final draft, publishing.<sup>21</sup>

There are also five steps of the writing process, are :

#### Step 1: Prewriting

Think :

- a. decide on a topic to write about,
- b. consider who will read or listen to your written work,
- c. brainstorm ideas about the subject,
- d. list places where you can research information,
- e. do your research.



#### Step 2: Drafting

Write :

- a. put the information you researched into your own words,

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<sup>20</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (United State of America, 2002), p.315

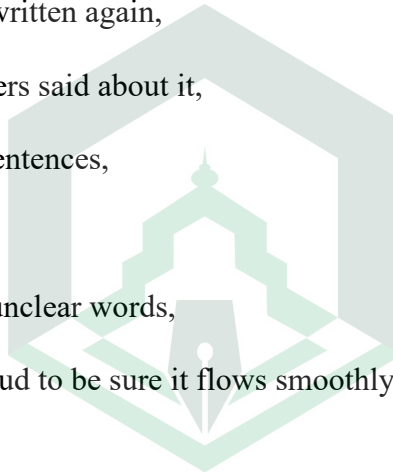
<sup>21</sup><http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm>, accessed on January 7<sup>th</sup> 2013 at 13. 27 p.m.

- b. write sentences and paragraphs even if they are not perfect,
- c. read what you have written and judge if it says what you mean,
- d. show it to others and ask for suggestions.

### Step 3: Revising

Make it better :

- a. read what you have written again,
- b. think about what others said about it,
- c. rearrange words or sentences,
- d. take out or add parts,
- e. replace overused or unclear words,
- f. read your writing aloud to be sure it flows smoothly.



### Step 4: Proofreading

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Make it correct :

- a. be sure all sentences are complete,
- b. correct spelling, capitalization, and punctuation,
- c. change words that are not used correctly,
- d. have someone check your work,
- e. recopy it correctly and neatly.

### Step 5: Publishing

Share the finished Product :

- a. read your writing aloud to a group,
- b. create a book of your work,
- c. send a copy to a friend or relative,
- d. put your writing on display,
- e. Illustrate, perform, or set your creation to music,
- f. congratulate yourself on a job well done<sup>22</sup>

According on the explanation some expert above, it can be understood that there are three important parts about process so that we can write a good composition, such as teacher give explanation about writing, teacher give exersize about writing, teacher correct about result of students' writing. Researcher also state that improving students' writing skill can be determined by teacher. Because if the way of teacher in teach is good, the result of students' writing skill will be good. On the contrary if the way of teacher in teach is not good, the result of students' writing skill will be not good.

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<sup>22</sup>[http://lewis.cpsb.org/faculty\\_pages/stacey.blanchard/THE%20FIVE%20STEPS%20OF%20THE%20WRITING%20PROCESS.htm](http://lewis.cpsb.org/faculty_pages/stacey.blanchard/THE%20FIVE%20STEPS%20OF%20THE%20WRITING%20PROCESS.htm), accessed on January 7<sup>th</sup> 2013 at 13.26 p.m.



### ***C. Mind Web***

Eka Wartana in *A new Way of Thinking Mind Web* state and give explanation about Mind Web that

Mind web is think concept that focus in combination about information to make our brain ability be maximal with the simple way, we can explain it on the picture diagram. Information in long term memory and the new information in short term memory be studied about its connection, such as the meaning, outline, and cause effect. The connection between its information is made in diagram form so that can show connection between one word and other words. Many word can be many information.<sup>23</sup>

According Budiarso Prof of technique department of Indonesia University, in *A New Way of Thinking Mind Web* state that

Mind Web as the way to add knowledge about problem solving. Now many person do many effort to make simple something and improve thinking process to look for problem solving in our live, although usually do not know the best way to be used. Reader is invited to find knowledge that is owned by reader, do collection information that have connection become a diagram. After that, with see diagram like spider net is done problem solving.<sup>24</sup>

Mind web is simple diagram and easy to be understood, because just there is main information without explanation. This diagram will more effective if connection between its information made clearly. With the simple and clear words, total information with its connection do not influence the effectiveness of mind web. This

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<sup>23</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia (Jakarta, 2012), p.2

<sup>24</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia (Jakarta, 2012),

thing is caused mind web not just use short term memory but much use long term memory.<sup>25</sup>

The way of Mind web invite us to arrange information to be information web. If many person have known about social media such as face book and twitter they do not difficult to understand mind web. One word and other words there are relation or connection, so if we remember one word, other words will be remembered and many word can be many information.<sup>26</sup>

According on the explanation some expert above, it can be understood mind web has main connection with writing because it focus that connection between one word with other words. Like this statement, one word and other words there are relation or connection, so if we remember one word, other words will be remembered. It can be seen that the statement above has main connection with writing, one information same with one word can be called idea. So it can be understood that mind web is good way to find idea so that we can produce a good composition. If we make connection between mind web and writing, we can improve our writing skill. We can take an example if we want to write something and we confuse and find difficulties in writing, we can use mind web to improve our writing skill. For example we do not know any idea, to develop our idea we can use mind

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<sup>25</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia (Jakarta, 2012), p.199

<sup>26</sup> Eka Wartana in <http://www.mindwebway.com/>, accessed on January 7<sup>th</sup> 2013 at 13.42 p.m.

web. If we want to write something, we enough remember main word after that other words will be arisen. Because there is connection between one word and other words.

For example, we want to holiday. If we hear word of holiday, our brain should remember word or information that has connection with holiday, such as must order aero plane ticket, must order hotel, must make planning about the place that will be visited, must account the fee to go there. Mind web give problem solving through information web, so if we remember one word, other words will come from long term memory and many word in information web can be many information.

#### ***D. The Reasons of Mind Web Needed***

Every day, we recieve at about 50.000-60.000 information. Short term memory can not save all of the information. George Muller said that, short term memory just can take between five until nine, or at about seven information every time. The information will be continued to long term memory, and long term memory can save many information. Why we do not use long term memory? Human need tool so that to make easy defenition about something, and take back information from subconscious mind. One way is with see connection between one information many information and save the information as one part. When we remember one information from our mind, exactly the information will be connected with another information in information group.

Eka Wartana in *A new Way of Thinking Mind Web* state about the benefit of mind web

Concept of mind web is drawn in simple diagram form. The diagram is information group that has connection between one information with another information. There are some benefit of mind web, the benefit are memory, institution, proactivity, planning, conclusion, cause effect, make completely link information from subconscious and conscious mind, critical thinking, prediction, correlation, expansion<sup>27</sup>

According statement from Eka Wartana, it can be understood that If we make connection between mind web and writing, so will be looked clear the benefit. We can use it to improve our writing skill. We can take an example if we will think about something. For example, we will write about holiday. So write all of key word that has connection with holiday. After that we make connection with its key words and we draw topic in the middle and then write all of key word in the near it. After that we make line to make connection between topic and key word.

After that there is diagram that we have drawn about holiday. The diagram can be called mind web diagram. So, with look it diagram we can write something about holiday without think hardly again. Because there is it diagram to write a good composition.

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<sup>27</sup>Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia, (Jakarta, 2012), p.7

### ***E. Process to make Mind Web***

Eka Wartana in *A new Way of Thinking Mind Web* state that the process to make mind web as follow :

- a. Topic, we must take topic,
- b. Information, we must look for information that has connection with topic and we must look for many information that has connection with the topic,
- c. Interconnection, make all of information and look for connection between the word with topic. One information can has connection with another information. The connection are cause effect, and similarity. If we find not important information and do not have connection with other words, we can erase the information from diagram. This part is important process in mind web,
- d. Diagram, make diagram and then connect information that has connection. We can add same colour in the information that has near connection, and add different colour for another information group. We also can use suitable picture to make easy the defenition.<sup>28</sup>

So, mind web use information from long term memory and new information in our brain. It uses information connection diagram with the purpose to make easy retrieval process of information from long term memory, or save information in long term memory. One information can be called one word and another information can

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<sup>28</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia, (Jakarta, 2012), p. 199

be called another word. So, it can be used in writing because has main connection with idea if students remember one idea by using it another idea can be arisen. The conclusion that with explanation above students can produce a good composition by using it, because the key of mind web is when one word or one information be remembered so, other words will be arisen. In fact many idea will be arisen by using mind web.

According on the explanation expert above, it can be understood that with mind web diagram we can write about something, because there is topic then there is connection between one idea with another idea. We just look for conjunction to connect with many idea. After that we can write something, for example write a composition. Firstly we make mind web diagram and then we connect one idea with another idea, finally we can make or produce a good composition.

#### ***F. Information Source***

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Eka Wartana in *A new Way of Thinking Mind Web* state that through part of body we receive many information from outside. We can get through visual, such as in eyes, with auditori, such in ear and still many again we can find information through part of body. All of information will be entered before be continued to short term memory and also to long term memory.<sup>29</sup>

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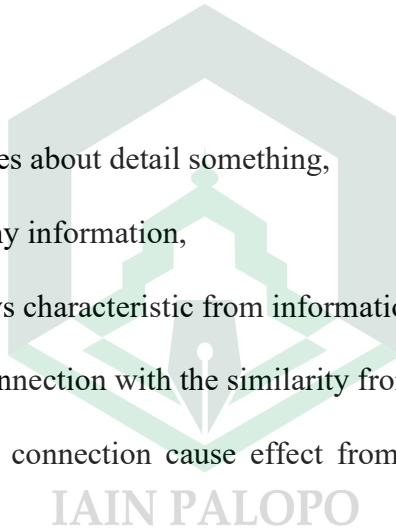
<sup>29</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia, (Jakarta, 2012), 200

Mind Web use information from long term memory, and new information enter from part of body. It uses information connection diagram so that to make easy information retrieval process from long term memory, or save again to long term memory.

### ***G. Model of Mind Web***

There are some kinds of Mind Web in A New Way of Thinking Mind Web, as follow :

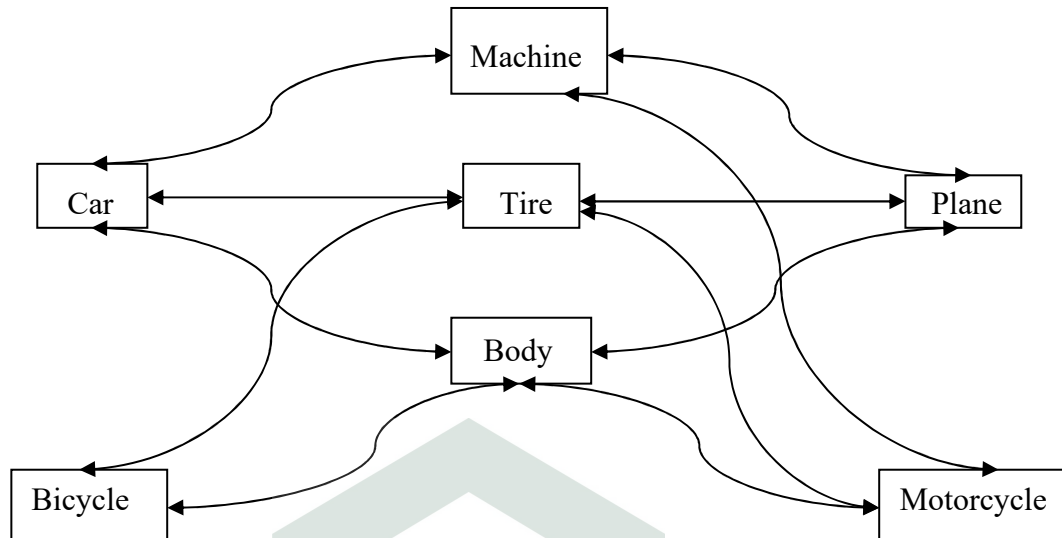
- a. Breakdown, comprises about detail something,
- b. Variance, shows many information,
- c. Characteristics, shows characteristic from information
- d. Relevance, shows connection with the similarity from its information,
- e. Cause-Effect, shows connection cause effect from one information and another information.<sup>30</sup>



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<sup>30</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia, (Jakarta, 2012), p. 78

### H. Example of Mind Web



When hear word “tire”, what will we think? We can think about car or plane. Then, car or plane has many another components. Car and plane exactly has machine and body. Besides, tire is put in the wheel of vehicle. Next step, we try look between components has connection. Between car and machine exactly has a connection such as between car and body with its tire. How the connection between machine, body, and tire? Between machine and tire exactly has direct connection with car’s body. Between machine and tire, do have connection? But, we must look again. Car’s machine produce rotation in tire and be continued in persneling, gear, and tire. Cars’ tire can have function because there is car’s machine. The same thing in motorcycle, but plane rather different. Plane’s machine give power to back, so that plane can have



function. Plane's machine do not give function to plane's tire. But, in braking, have a same function with car that reduce rapidity together.<sup>31</sup>

If we think largely, we will get that tire is not just be used in car and plane, but also in motorcycle and bicycle, along with another vehicles (tricycle, bemo, etc).

## ***I. Classroom Action Research***

### **1. Definitions of Classroom Action Research**

According to Iskandar in Classroom Action Research Classroom, classroom action researc is part of classroom action research who is done by teacher or lecture in the class (school or university) who has purpose to solve and improve quality and quantity in learning process in the class<sup>32</sup>. Suharsimi Arikunto state that classroom action research is an activity of study as an action, and be happen in the class together.<sup>33</sup> Action research is a cycle process. It means that a teacher can apply certain treatment in order to give improvement to the student. When there is no improvement after giving the treatment, the teacher can give more treatment by adding more cycles until the teacher sees a good improvement of the students.

In this research, the subject of the research is *Teaching Writing Skill By Using Mind Web at the Fifth Semester Students of English Study Program Tarbiyah*

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<sup>31</sup> Eka Wartana, *A New Way of Thinking Mind Web*, PT Gramedia, (Jakarta, 2012), p. 70

<sup>32</sup> Iskandar, *Classroom Action Research*, GP Press (Jambi, 2008), p.20

<sup>33</sup> Suharsimi Arikunto, et al, *Classroom Action research*, Bumi Aksara, (Jakarta, 2011), p. 3

*Department STAIN Palopo.* It will be asked the students to write a descriptive text. It will be done in certain time with certain topics. After giving a test in order to find the based score, the students will be given some treatments as it was stated above. The treatments given will be dealing with the steps mentioned by Simon and Schuster. There are five steps that would be done: writing the topic of a sheet of paper, listing everything that relate to the topic, letting ideas be creative, selecting the best ideas and grouping the ideas. In addition, this research would be done in three cycles, which consists of four step for each cycle. The procedures would be done in every meeting of treatment given. After treatment, a test was given with certain topics and times. Based on the result between the first and the further test, it can be seen whether there was an improvement or not of mind web.

According on the explanation of classroom action research above, it can be understood that classroom action research is a process to solve the teacher's problems. The process is cyclonical and dynamic. Researcher takes the classroom action research based on the collected reflection from her classroom situations in order to get better changes in teaching and learning process. The researcher also has to work with the researcher's collaborator to change and to solve the problems that have been faced by the researcher during teaching writing process. In short, the classroom action research helps the researcher by using mind web to improve student's writing skill.

## 2. Procedure of Classroom Action Research

It is the assessment process through the system cycle of various learning activities, according to Raka Joni there are five stages, namely:

- a. The development focus of the research problem
- b. Planning corrective actions
- c. Implementation of corrective action, observation and interpretation
- d. Analysis and reflection
- e. Planning follow-up

## 3. Type of Classroom Action Research

There are four types of Classroom Action Research, namely: Diagnostic Classroom Action Research, Participants Classroom Action Research, Empirical Classroom Action Research, and Experimental Classroom Action Research.

For more details, here presented in brief about the four types of CAR. They are:

- a. Diagnostic Classroom Action Research, is meant by Diagnostic Classroom Action Research research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.
- b. Participants Classroom Action Research, a study participant was described as CAR if the person who will carry out study presented should be directly involved in

the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

c. Empirical Classroom Action Research, is meant by Empirical Classroom Action Research is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

d. Experimental Classroom Action Research, which is categorized as experimental if Classroom Action Research held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there are more than one strategies or technique that is set to achieve an instructional goal. With the implementation of Classroom Action Research is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.<sup>34</sup>

### ***J. Conceptual Framework***

The conceptual framework show the process of the research to develop the students' writing skill by using mind web. Writing skill by using mind web would

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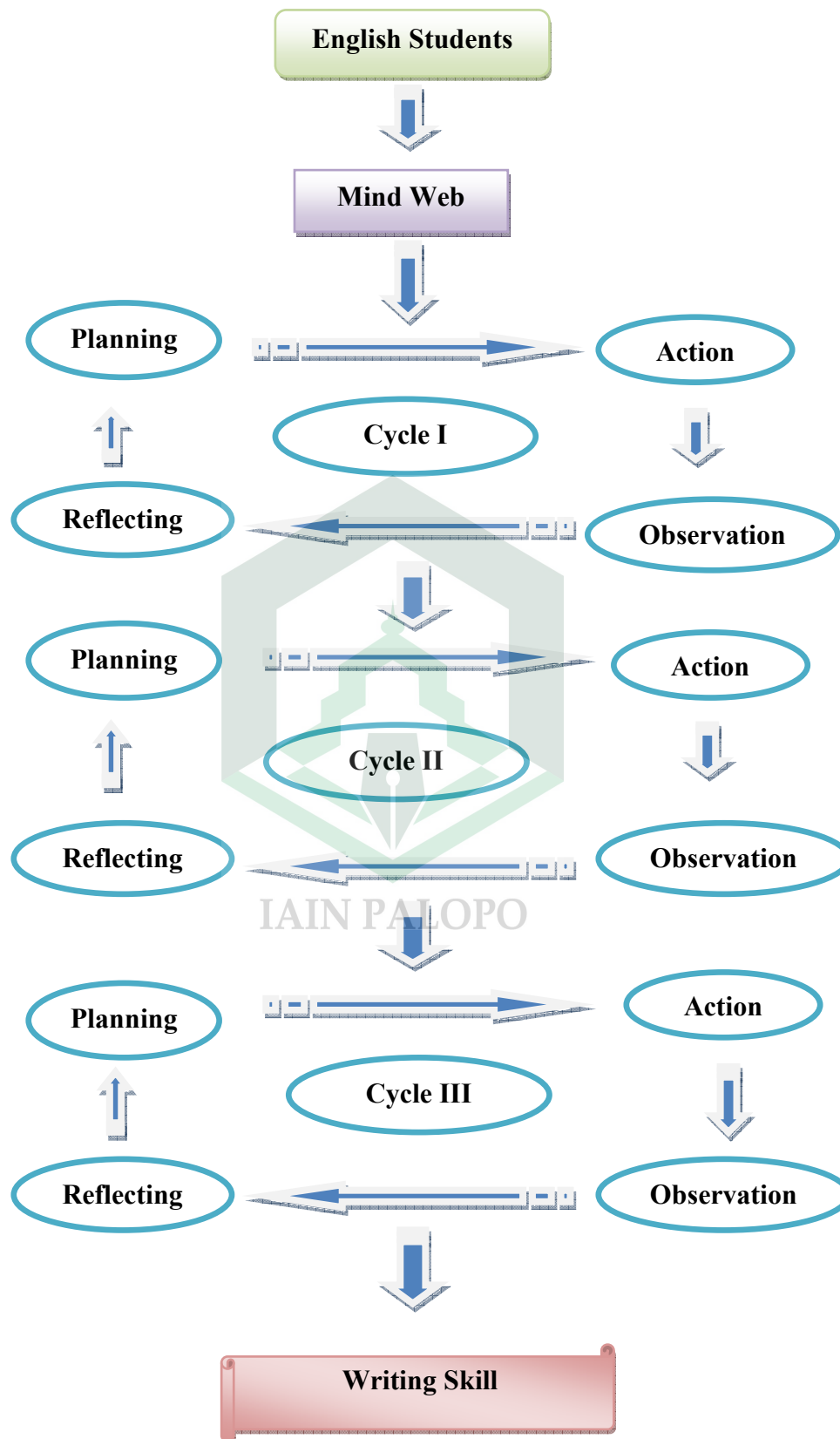
<sup>34</sup> Iskandar, *Classroom Action Research*, GP Press (Jambi, 2008), p. 27-28

used in classroom action research consist of some cycle, the researcher make planning, action and observation. Firstly he divided students into three groups then he gave the material, explain and give example about writing skill by using mind web to the students. He also explain how to make a good composition by using it.

The researcher explain the way or how to make mind web diagram from the first until finish. This thing is done so that students can understand about how to make mind web diagram. After he explain it, he asked for to the students to make a good composition by using mind web diagram, and he go around in each group to see activities of students. After that he do the observation, students' responses, participation, analyzing in cycle I, if not yet success he continued to the cycle II, and if not yet also success, he continued to the cycle III.

Finally he made conclusion or decision. Firstly he did it with give suggestions so that they must study hard, they need it so that have more spirit in learning process. After that he gave a value or score in students' result. Finally he can identify the students' ability in writing skill.

The conceptual framework underlying in this research is given in the following diagram:



## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### ***A. Research Type***

This research was classroom action research. This research applied Classroom Action Research method by using four stages, such as planning, implementation of action, observation, and reflection.

This research conducted in three cycles. They were first, second, third cycle. Each cycle comprises the series of activities which relates each other. The realization of the third cycle was continued and improved based on the evaluation of the first and second cycle.

#### ***B. Location***

This Classroom action research was done in State College for Islamic Studies Palopo at the Fifth Semester Students of English Study Program Tarbiyah Department in writing lesson. Researcher choose this college to improve students' writing skill in this college.

#### ***C. Time of the Research***

This Classroom action research was done on September until October 2013. Researcher decide time of the research with see academic calendar of college, because classroom action research needs some of cycle.

#### ***D. Cycle of Classroom Action Research***

Classroom action research was done through three cycle to see improving result of study and students' activity in follow writing lesson through mind web.

#### ***E. Subject of the Research***

Subject of this classroom action research was the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo Academic year 2013/2014.

#### ***F. Data Source***

There were some data source in this classroom action research, as follow:

1. Students, to get data about result of study and activities of students in lesson process in the class.
2. Lecture, to see result of Mind Web, result and students' activities in learning process.
3. Observer, as data source to see implementation of classroom action research, whether from students and teacher.

#### ***G. Technique and Instruments***

There were some data collection technique in classroom action research : test, observation, interview, and discussion from observer.

1. Test, is used to get data about students' studying result in writing skill.
2. Observation, is used as technique to collect data about students' activities in Mind Web.



3. Interview, to get data about result of Mind Web in students' writing skill.

4. Discussion between teacher, observer to reflection result of classroom action research cycles.

There were some instruments to collect data, as follows :

1. Test or Examination, used question or question instrument to see result of students' learning. Example : Write down descriptive paragraph with the theme *your village*.

2. Observation, used observation paper to observe students' activities in learning process of writing.

3. Interview, used some direction of interview to know opinion about Mind Web. Questions of interview are :

- a) What do you think about Mind Web in teaching writing skill?
- b) How to use Mind Web in teaching writing skill?

#### **H. Indicator of the Research**

In this classroom action research the indicator process of mind web.

1. Students :

- a) Test : average of examination result.
- b) Observation : students' activities in learning process.

2. Researcher :

- a) Documentation : Attending of students
- b) Observation : Result of observation

The using of mind web success if students' mean score is  $\geq 75$ . The quality of learning and teaching process increases from first cycle to third cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.

### ***I. Data Analysis***

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Writing Test result : Students' score of reading test was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Calculating the mean score of students' writing skill test by using the following formula :

$$X = \frac{\sum x}{N}$$

Where:

$X$  = The mean score

$\sum x$  = The total raw score

$N$  = The number of students<sup>1</sup>

3. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

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<sup>1</sup> Mangkuatmodjo, *Pengantar Statistik*, (cet.1, Jakarta: Rineka Cipta 2003), p. 58

4. Implementation of learning through mind web in writing skill by analyzing the successful level of implementation, then it categorized into success, less success and not success.

### ***J. Procedure of the Research***

#### **The First Cycle :**

##### 1. Planning :

- a. Analyzing the curriculum especially the basic competence after doing the need analysis of the fifth Semester Students at STAIN Palopo.
- b. Made lesson plan about the use of mind web in writing skill that be done in classroom action research.
- c. Making worksheet.
- d. Made instrument that be used in cycle of classroom action research.
- e. Arranged the instrument of teaching evaluation.

##### 2. Acting :

- a. Divided students in three groups.
- b. Explained material of lesson through Mind Web about write composition in descriptive paragraph.
- c. Every student write descriptive paragraph.
- d. In group discussion, researcher teaches group.
- e. One of discussion group, present about the result of their group.
- f. Researcher gives question.

- g. Every student is given opportunity to give opinion.
- h. Made conclusion together.
- i. Doing observation.

3. Observation, a researcher observed all events or activities during the research.

During the learning process going on, the researcher observe about the situation of learning and teaching process, and also the students' participation and evaluation

4. Reflection

This steep is conducted to know how far the students understand the materials which will be given. What the strength and the weakness of this cycle.

#### **The Second Cycle :**

1. Planning, researcher made lesson planning according the result of reflection in the first cycle.
  - a. Analyzing the curriculum especially the basic competence after doing the need analysis of the fifth Semester Students at STAIN Palopo.
  - b. Made lesson plan about the use of mind web in writing skill that was done in classroom action research.
  - c. Making worksheet.
  - d. Made instrument that be used in cycle of classroom action research.
  - e. Arranged the instrument of teaching evaluation.
2. Acting, researcher did active learning through Mind Web according lesson planning reflection result in the first cycle.

- a. Divided students in three groups.
- b. Explained material of lesson through Mind Web about write composition in descriptive paragraph.
- c. Every student write descriptive paragraph.
- d. In group discussion, researcher teaches group.
- e. One of discussion group, do presentation about the result of their group.
- f. Researcher gives question.
- g. Every student is given opportunity to give opinion.
- h. Made conclusion together.
- i. Doing observation.

3. Observation, a researcher observed all events or activities during the research.

During the learning process going on, the researcher observe about the situation of learning and teaching process, and also the students' participation and evaluation

4. Reflection, Researcher did reflection to the second cycle and arrange planning for the third cycle.

### **The Third Cycle :**

1. Planning, researcher made lesson planning according result of reflection in the second cycle.

a. Analyzing the curriculum especially the basic competence after doing the need analysis of the fifth Semester Students at STAIN Palopo.

- b. Made lesson plan about the use of mind web in writing skill that was done in classroom action research.
- c. Making worksheet.
- d. Made instrument that be used in cycle of classroom action research.
- e. Arranged the instrument of teaching evaluation.

2. Acting, researcher did learning process according lesson planning result of reflection in the second cycle.

- a. Divided students in three groups.
- b. Explained material of lesson through Mind Web about write composition in descriptive paragraph.
- c. Every student write descriptive paragraph.
- d. In group discussion, researcher teaches group.
- e. One of discussion group, do presentation about the result of their group.
- f. Researcher gives question.
- g. Every student is given opportunity to give opinion.
- h. Making conclusion is done together.
- i. Doing observation.

3. Observation, a researcher observed all events or activities during the research. During the learning process going on, the researcher observe about the situation of learning and teaching process, and also the students' participation and evaluation

4. Reflection, researcher and observer did reflection to the third cycle and do analysis for making conclusion from method that has been done according treatment in improving students' writing skill through mind web.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### *A. Findings*

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were three cycles,

#### **Cycle I**

##### **1. Planning**

- a. Analyzed the curriculum especially the basic competence after doing the need analysis of the fifth Semester Students at STAIN Palopo,
- b. Made lesson plan with saw in treatment who would be done in classroom action research,
- c. Made worksheet to the students that has content, such as name, NIM, and class of students,
- d. Made instrument that be used in cycle of classroom action research.

##### **2. Acting**

In this stage, the researcher gave the students material and explain about writing skill through mind web. How to make a good composition through mind web, for example, the first way to build mind web diagram, then built a good composition through mind web diagram. Then he gave to the students explanation about composition, especially descriptive paragraph and asked the students to make



descriptive paragraph through mind web in a few minutes. After they made mind web, the researcher gave some questions, they must answer the question.

The researcher did the step in acting with the way he divided students into three groups because if in group the position of the students were good. He divided students in three groups because in group the position of students were neat and he could explain easily, so he could explain to every group. After that he explained mind web and how used mind web so that could make good composition.

Then the researcher asked for students to write descriptive paragraph with theme was *class*, but the first step for students made mind web diagram and then made composition through mind web diagram. After teaching in group, he gave answer if there was students gave question. After students completely wrote composition, every group pointed one student to present their result. Every student can give opinion or question about presentation of group. Finally he and students made conclusion together about the material of writing and mind web.

### **3. Observation**

The researcher observation in this cycle was find out the condition of the class was noisy when the researcher gave the explanation about the material. The students were busy with their activity, not focus the learning process. Most of the students still did not understand to make mind web diagram. They still confused how to make mind web diagram.

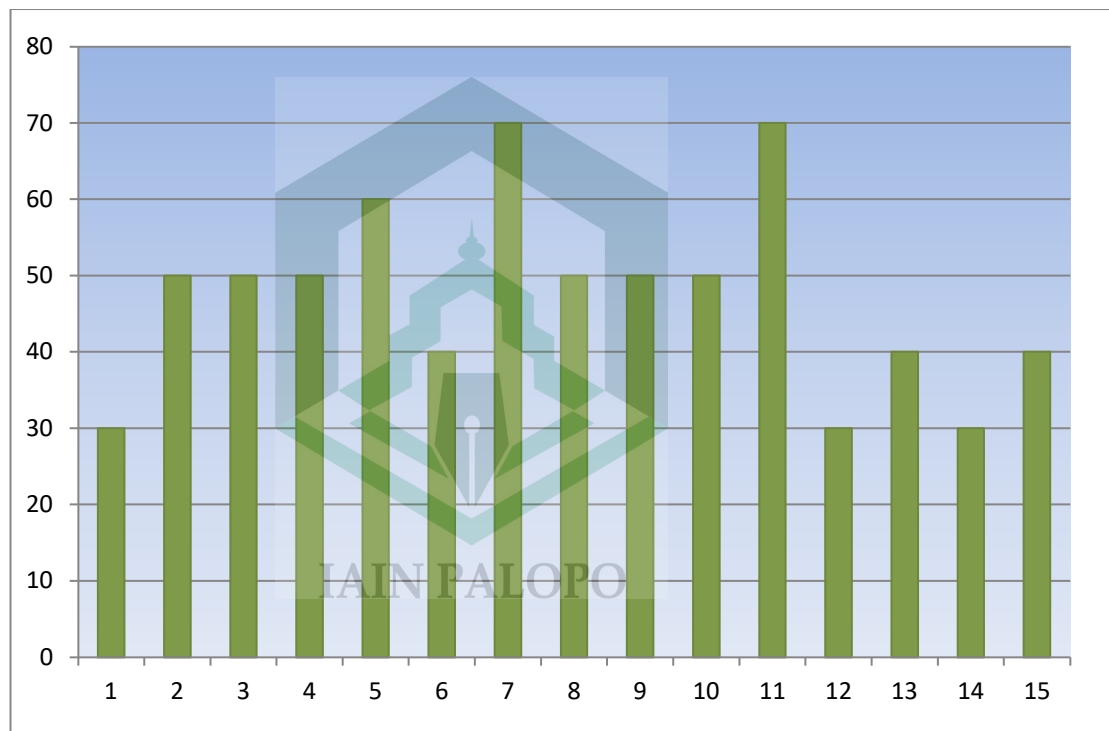
In this step students got low score, this thing was taken from after the researcher gave test to the students. The researcher gave the test to the students after he explained about writing skill and mind web. He explained how to make a good composition by using mind web in a few minutes. After that students did the test who was given by the researcher. After that the researcher collected students' result and then he gave value to students' result. He also did observation after gave test to the students.

Evaluation on students' writing skill showed that the students mastery on writing skill were mostly in low score. The mean score was only 47.

No.	Respondents	Score
1.	001	30
2.	002	50
3.	003	50
4.	004	50
5.	005	60
6.	006	40
7.	007	70
8.	008	50
9.	009	50
10.	010	50
11.	011	70
12.	012	30

13.	013	40
14.	014	30
15.	015	40
<b>MEAN SCORE</b>		<b>47</b>

**Table 1: The result of the test in cycle 1**



Total of Students

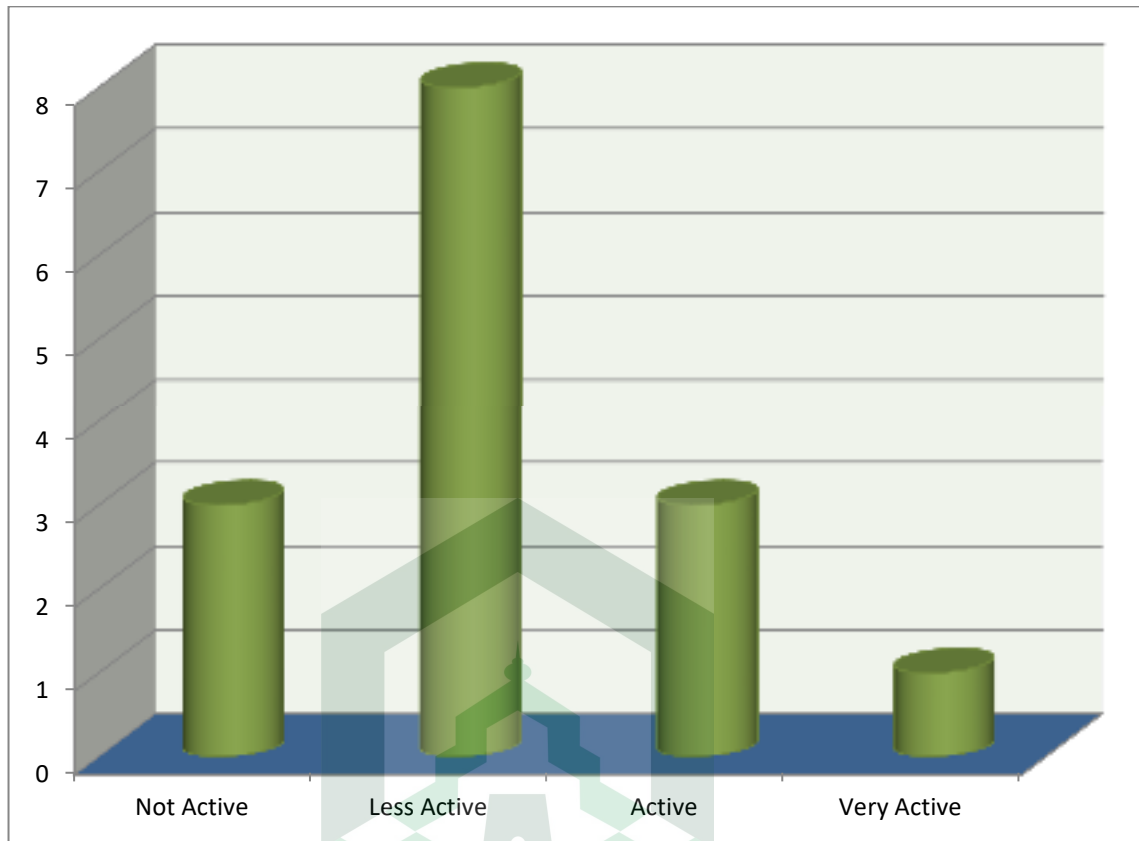
**Table 2: Diagram Result of The Test in Cycle I**

After that the researcher also did observation about activities of students in the class. He did it with observer, and got some data about activities of students in learning process. Based on the result of observation he got some data, such as 3

students were not active, 8 students were less active, 3 students were active, and just 1 student was active. It can be seen in the table bellow :

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				
15.	015				
	<b>Jumlah</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>1</b>

**Table 3 : The observation of students activity in cycle I**



**Table 4: Diagram The Students Participation**

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#### **4. Reflecting**

There were significant weakness in the first cycle:

- a. Most of students could not make mind web to write good composition. Because mind web was not familiar and many students still confused to make mind web diagram . So they could not make a good composition, especially descriptive paragraph. Based on the interview result to the respondents, mind web was new for

them. When explain this material, the researcher was quick, so the students could not understand well the material and he explained the material used little voice.

b. Most of the students were not really active in learning and teaching process, because they just silent in the class and could not give feedback about the material.

Only 1 student was very active, 3 students were active, 8 students were less active and 3 students were not active. It means that many students were not active than active.

c. The evaluation mean score was 47.

d. In the discussion, there were only some students who active about the material and giving responses about the topic that was given by researcher and other students did not give responses and just silent without give comment and responses.

Based on the interview result to the respondents, they were not really active, because they did not understand about the material. This thing can be seen from :

a. 3 students were not active, such as respondent 4, 6, and 12 because they did not understand about the material,

b. 8 students were less active, such as respondent 1, 3, 5, 8, 9, 10, 14, and 15 because they did not pay attention when researcher explained the material. So the researcher did interview or gave motivation to know why they did not understand about the material. He asked to the students who did not understand the material so

that sat in front of, this thing was done by him so that they more understand the material. He also did asked to them what was the difficult in learning writing so that they could find problem solving about their difficulties about the material.

- c. 3 students were active in learning process, such as respondent 2, 11, and 13. They understand about the material,
- d. Just 1 student was very active, such as respondent 7.

The researcher was quick in teaching the material and less spirit in teaching. This condition made students were bored because he was less spirit and used little voice. Besides, he should pay attention the condition of the class, like the position of chairs, class condition in before teaching. In addition, he realized that there were still some weaknesses in teaching, like the position of him when teaching or explanation the material. He just sitting down in his chair when he was explaining the material. Besides, he did not give spirit before studying and less pay attention to students. Based on the weaknesses found above, it proved that this cycle I was failed or far from the target. So, he must conduct reviewing explanation about writing and how to make a good composition through mind web. Thos, he made planning, acting, observation and reflecting again. That would be continued in the cycle II.

## Cycle II

### 1. Planning

In order to improve the weakness and to keep the successful in the first cycle, then the second cycle was planned as follow:

- a. The researcher divided the position of students' chair into three groups. He did it so that he explained about the material easily. Besides, he was more fun if taught in group because the position of students' chair was good if in groups. He divided students into three groups because the position of students were neat and he explained easily if the position of students were neat.
- b. Giving more explanation and intensive guidance to the students to know how to make mind web, so that they could make a good composition, especially descriptive paragraph by using mind web diagram.
- c. Giving motivation to the students in order to actively involved in learning process. The motivation can encourage and influence the students to study hard, for example the researcher gave answer of students' difficulties in writing and explain so that students could make a good composition. Then he explained from the basic until high level. Besides, he gave more spirit so that students could improve their writing skill.



## 2. Acting

Like in the first cycle, in the action the researcher rearranged the position of the chair, to make comfortable in learning process. Then he gave more explanation about writing skill through mind web and giving guidance to the students about how to make better a good composition. Before the students made mind web diagram, he gave explanation again how to make mind web diagram and then explain how to make a good composition by using mind web diagram.

After that the researcher asked to the students to make mind web diagram in 30 minutes and they made a good composition by using mind web diagram with the theme was *hometown*. In giving material, he not only sitting down in his chair, but also go around near from the students. Then he saw the activity of students in making composition. He explained their work if there were students did not understand the material. He also gave the way how to write a good composition by using mind web. The first students must write the theme the middle and then looked for many words that related to connected with the theme, then made relation or connection between the theme and many words. They can also made relation or connection between one word and other words.

After that, the researcher gave time to students to present their composition. There was only one student in every group presented and every student responded by

asking question about composition. Then he made conclusion together with students about the material.

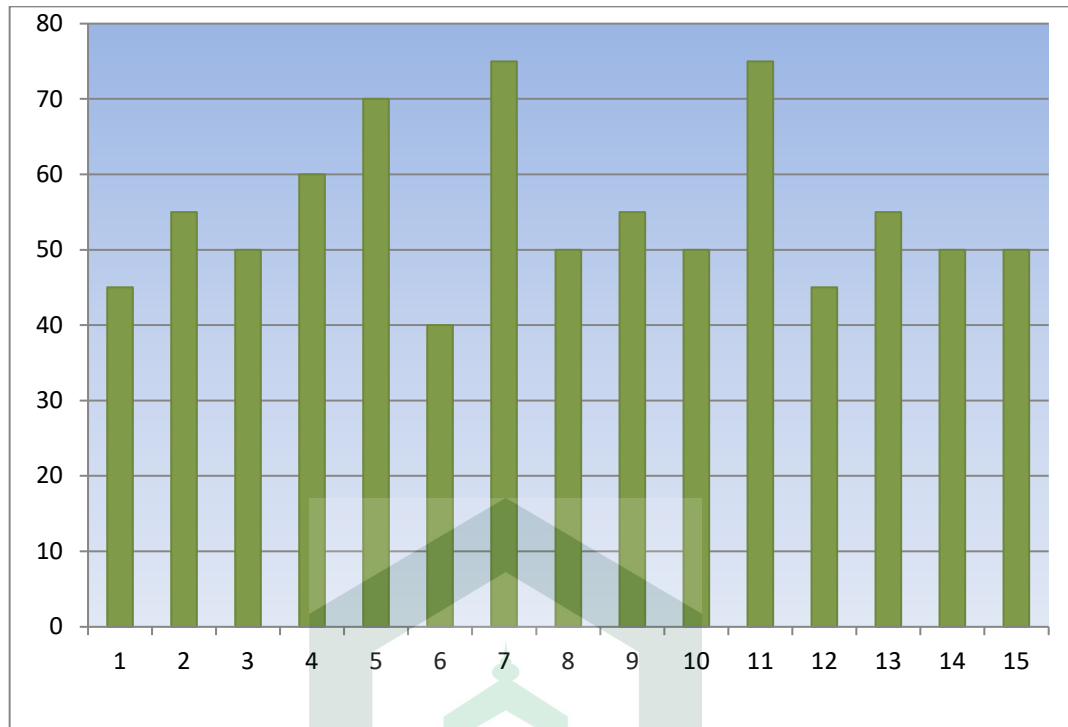
### **3. Observation**

a. Evaluation on the students' writing skill showed that the students got better score than the first cycle. This thing was taken from after the researcher gave test to the students. The researcher gave the test to the students after he explained about writing skill and mind web. He explained completely how to make a good composition by using mind web in a few minutes. After that students did the test who was given by the researcher. After that the researcher collected students' result and then he gave value to students' result. He also did observation with the observer after gave test to the students. He got some data in cycle II, for example the score of students. The score of students in cycle II still got low score, and he also counted the mean score of students. Besides, he got a fact that the mean score in cycle II still low or far from target, and this thing show that he must explained again about the material and about writing. He must also explained how to make mind web diagram and then use it to make a good composition. This thing was done so that students could improve their writing skill and they could understand about the material.

Evaluation on students' writing skill showed that the students mastery on writing skill still got low score. The mean score was 55

No.	Respondents	Score
1.	001	45
2.	002	55
3.	003	50
4.	004	60
5.	005	70
6.	006	40
7.	007	75
8.	008	50
9.	009	55
10.	010	50
11.	011	75
12.	012	45
13.	013	55
14.	014	50
15.	015	50
<b>MEAN SCORE</b>		<b>55</b>

**Table 5: The result of the test in cycle II**



Total of Students

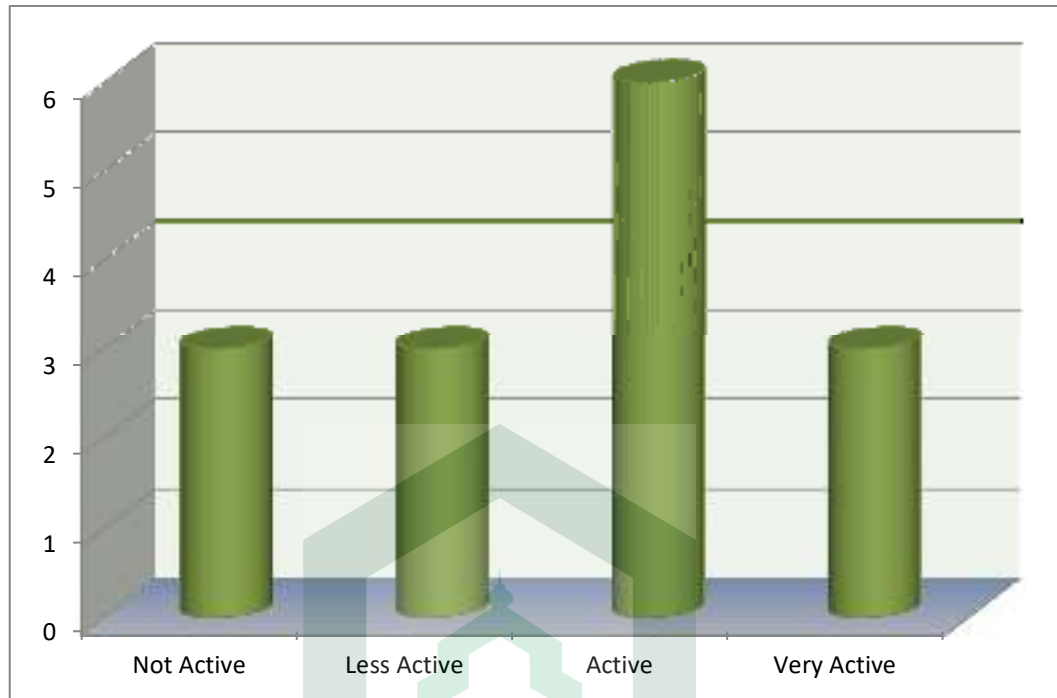
**Table 6: Diagram Students Score in Cycle II**

b. After that the researcher also did observation about activities of students in the class. He did it with observer, and got some data about activities of students in learning process. Based on the result of observation he got some data, such as 3 students were not active, 3 students were less active, 6 students were active, and 3 students were very active.

The result of observation on students' participation during teaching and learning process in cycle II. It can be seen in the table below :

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				
15.	015				
	<b>Jumlah</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>

**Table 7 : The observation of students activity in cycle II**



**Table 8: Diagram The Students Participation**

#### 4. Reflecting

Some successful point in the second cycle such as most of the students were easier to make mind web diagram, so they could write a composition. The students understood about how to make mind web diagram and could use it to make a composition. They were familiar with mind web in writing skill. They understood how to use mind web diagram. Most of the students were active in learning process, 6 students were active such as respondent 3, 4, 5, 12, 13, and 15. Besides, 3 students were very active, such as respondent 7, 11, and 14. They were active in learning

process such as, asking about the material, and responding such as gave feed back about the material, 3 students were less active, such as respondent 2, 9, and 10. Besides, 3 of students were not active, such as respondent 1, 6, and 8. The students were less active since they did not give the comment or responded about the material. The ideal mean score have achieved, in the first cycle was 47 then in the second cycle was 55.

However the using mind web was not yet succeed because the mean score in cycle II just 55, and the use of mind web success if students' mean score was  $\geq 75$ . Based on the weaknesses above, it proved that this cycle II still far from the target. So, it would be continued in the cycle III.

### Cycle III

#### 1. Planning

In order to improve the weakness and to keep the successful in the second cycle, then the third cycle was planned as follow:

- a. The researcher divided the position of students' chair into three groups again in order he could explain the material easily. Besides, it was more fun if teaching in group because the position of students' chair facilitated students to interact each other, it was also effective for every group because they closed to the researcher. Therefore he could explain the material easily.

b. Giving more explanation and intensive guidance to the students to know how to make mind web, in order that they could form a good composition, especially descriptive paragraph according mind web diagram.

c. Giving more motivation to the students in order to be active in learning process. The motivation could stimulate and influence the students to study hard. The researcher explain again the material so they could understand about them. Thus the researcher gave more spirit so that they could improve their writing skill.

## 2. Acting

It is similar to the action phase in the second cycle, the researcher arranged the position of the chair or divided students into three groups. This thing made comfortable in learning process. Then he gave more explanation about writing and giving guidance to the students about how to produce a good composition by using mind web. Before the students made mind web diagram, he explained again how to make mind web diagram from the basic until high level. Then he explained how to make a good composition by using mind web diagram. After that he asked students to make mind web diagram in 40 minutes. Then they make a good composition with mind web diagram in which the theme was *holiday*.

The researcher gave more time to the students so that they could write easily a good composition because they wrote composition used longer times. In giving material, he is not only sitting down in his chair, but also going around close to the



students. He observed students activities in composition. He could give answer if there were students who asked questions. He also could explain if there were students who did not understand the material.

The researcher also gave solution when the students found difficulties in building mind web diagram. Then, he gave time to students tell or present about their composition. There was only one student in every group. After that he and students concluded together about the material.

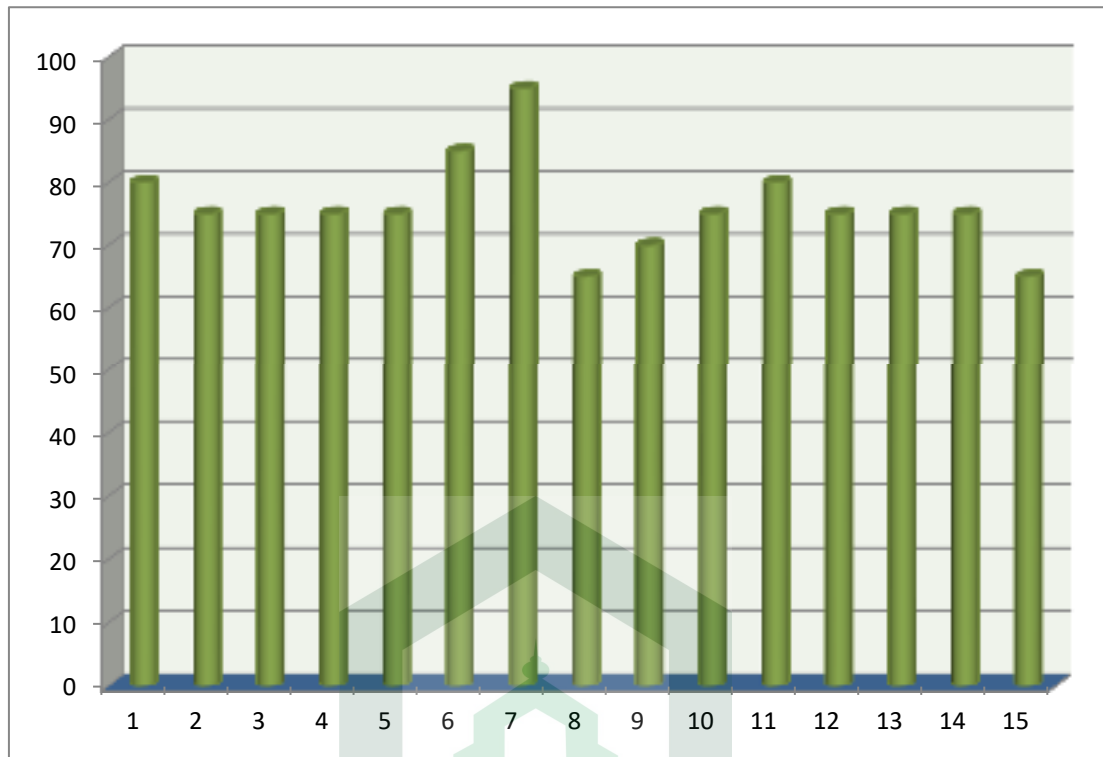
### **3. Observation**

a. This thing was taken from after the researcher gave test again to the students. The researcher gave the test to the students after he explained about writing skill and mind web. He explained completely how to make a good composition by using mind web in a few minutes. After that students did the test who was given by the researcher. After that the researcher collected students' result and then he gave value to students' result. He also did observation after gave test to the students.

Evaluation on the students' writing skill showed that the students got better score than the second cycle. The mean score was 76.

No.	Respondents	Score
1.	001	80
2.	002	75
3.	003	75
4.	004	75
5.	005	75
6.	006	85
7.	007	95
8.	008	65
9.	009	70
10.	010	75
11.	011	80
12.	012	75
13.	013	75
14.	014	75
15.	015	65
<b>MEAN SCORE</b>		<b>76</b>

**Table 9: The result of the test in cycle III**



Total of Students

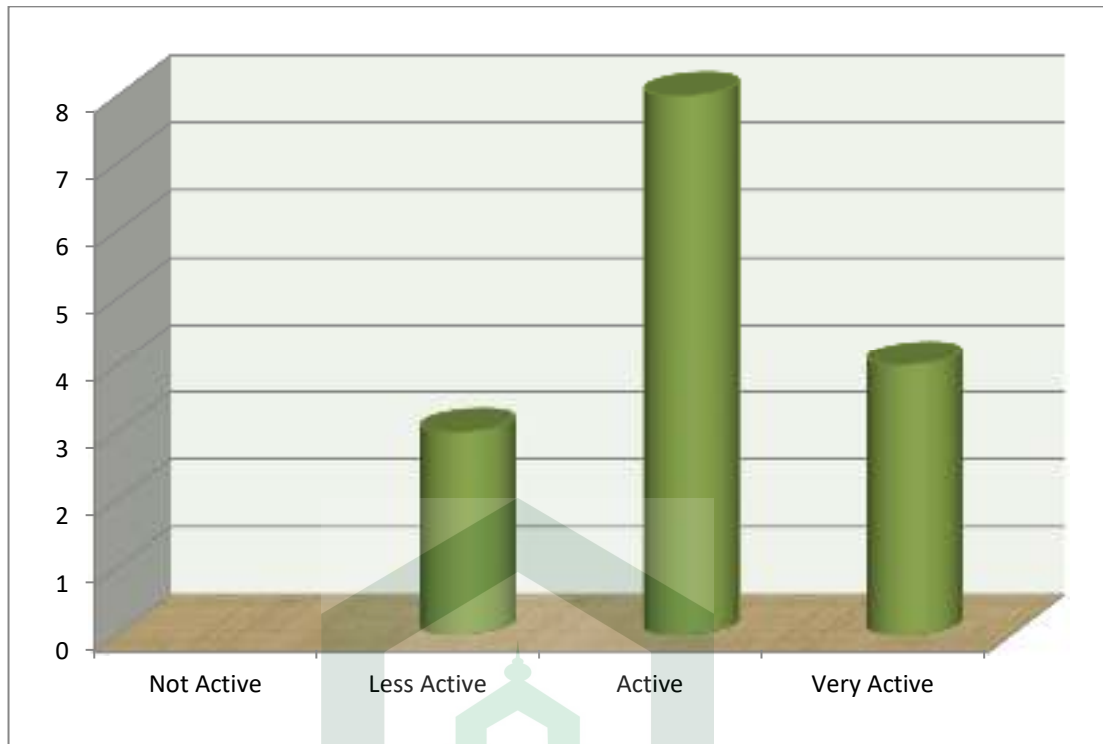
**Table 10: Diagram Students Score in Cycle III**

b. The researcher did observation again about activities of students in the class. He did it with observer, and got some data about activities of students in learning process. Based on the result of observation he got some data, such as none of students not active, 3 students were less active, 8 students were active, and 4 students were very active.

The result of observation on students' participation during teaching and learning process in cycle III. It can be seen in the table below :

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				
15.	015				
	<b>Jumlah</b>		<b>3</b>	<b>8</b>	<b>4</b>

**Table 11 : The observation of students activity in cycle III**



**Table 12: Diagram The Students Participation**

#### **4. Reflecting**

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More successful point in the third cycle such as ; most of the students were easier to make mind web diagram, so they could write a good composition. They understood about how to make mind web diagram and could use it to make a composition. They familiar and understood with mind web in writing skill. They understood how to use mind web diagram. Most of the students active in learning process, 8 students were active, such as respondent 1, 2, 4, 5, 9, 10, 13, and 14. Besides, 4 students were very active, such as respondent 3, 6, 7, and 11. They active

in learning process such as, asked about the material, active responded such as gave feed back the material, 3 students were less active, such as 8, 12, and 15. None of students not active. The ideal mean score have achieved, in the second cycle was 55 then in the third cycle was 76.

The students more active responded the material in the discussion and learning process. In the discussion and learning process, most of the students active responded such as gave feed back he material, and active asked questions if they did not understand the material.

The students also gave a good responses about mind web in interview season, for example students enjoyed write a descriptive paragraph by using mind web because there were many words that to build descriptive paragraph. Mind web also made they easier to make descriptive paragraph because many words that can be made main idea and supporting idea. They just wrote theme in the middle of students' paper, then students looked for many words that related to connected with the theme. Next they made relation or connection between theme and many words. They also made relation or connection between one word and other words. After that they could make descriptive paragraph by using mind web diagram.

Most of students answered mind web was good method because it make easy to them to write directly. Besides, it also really good because could make them found many words without think hardly.

## ***B. Discussion***

Looking at the finding, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims at describing the students' improvement in writing skill through mind web. Based on the data finding, he presented the discussion of data given to the students. The students at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo were low in the cycle I than cycle II but increased in the cycle III.

### **1. The First Cycle**

Based on the analysis from the students' test in the cycle I, the mean score in the first cycle was 47. The observation activities in the first cycle, the researcher found some weakness in learning process, they are most of the students did not really active in learning activities, and situation in the class was noisy because that was the first meeting, only 1 student was very active, 3 students were active, 8 students were less active and 3 students were not active. Some of the students were still not familiar or not understand and also confused by using mind web. There were only some students active in giving responds the material. In this cycle he did not success in apply mind web effectively, so he continued in the cycle II.

Based on the interview result to the respondents, they were not really active, because they did not understand the material. The researcher was quick in teaching the material and less spirit in teaching. This condition made students were bored because he less spirit and use little voice. Besides, he should pay attention the

condition of the class, like the position of chairs, condition in the class before teaching. In addition, he realized that there were still some weaknesses in teaching, like the position of him when teaching or explanation the material. He just sitting down in his chair when he was explaining the material. Besides, he did not give spirit before studying and less pay attention to him.

## 2. The Second Cycle

This cycle was repaired from the first cycle. There were some changes in teaching process from the first cycle. The researcher was repaired the weaknesses in teaching in this cycle. So, there were development from the students in the second cycle in writing skill. In the second cycle, he did not only give material to the students, but also gave some spirit and motivation. For example he asked to students what is the difficulties in writing so that they got low score. After that he explained again completely about the material and he said that also to the students so that study again in the home after studying in campus. They also need it to give spirit their self so that they could improve their writing skill and could improve their value in writing.

The mean score of the students' test in the second cycle was 55. The result of the observation of the students' activities showed that most of the students active in learning activities. They were easier to make mind web diagram and easy to use mind web diagram and then made a composition by using mind web diagram. They could find idea and they could improve idea with mind web diagram. But the



mean score of students still 55 and this fact still far from target. So, the researcher continued to cycle III so that could improve students' writing skill.

### 3. The Third Cycle

This cycle was repaired from the second cycle. There were some changes in teaching process from the second cycle. The researcher was repaired the weaknesses in teaching in this cycle. In this cycle he could improve students' writing skill because in cycle II the mean score was 55 after he continued in cycle III the mean score became 76. So, through mind web students' writing skill can be improved.

Before giving material the researcher gave spirit and motivation, such as gave suggestions to the students that their parents spent more money to their education, so they must study hard so that they could improve their skill in English especially in writing skill. Besides, the students were more active in responding the material in the learning process. In the learning process they were active asking questions if they did not understand the material. They also showed a good responses about mind web in interview section. Most of students answered mind web was good method because it made them easy to write directly. Besides, it was also really good as it could make them found many words without think hardly.

In using mind web, students did not difficult to find idea because mind web gave problem solving through information web where in information web there were

many information that be called many ideas. So, if students remember one word, other words can be arisen from long term memory.<sup>1</sup> However students in making a good composition need many words and then made many words became a good composition. The best way to make a good composition by using mind web.

Mind web was simple diagram and easy to be understood, because just there was main information without explanation. This diagram made more effective if connection between its information made clearly. With the simple and clear words, total information with its connection did not influence the effectiveness of mind web. This thing was caused mind web not just use short term memory but much use long term memory.

Mind web can be arranged through some steps, such as the first was topic and then information. Students must looked for information that related to connected with topic and then made all information and looked for relation or connection between words and topic. One word has relation with other words, the relation were cause effect, and similarity. If there was not important word and did not has relation with other words, we could erase the word from diagram. This part was important process in mind web. Next step was interconnection, in this step all words was looked relation with topic. One word had relation with other words. After that in this step made diagram and then connect many word with topic and connect between one word with

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<sup>1</sup>Eka Wartana, <http://www.mindwebway.com/>, accessed on November 8<sup>th</sup> at 20.37 p.m

other words. Mind web gave problem solving through information web, so if we remembered one word, other words would come from long term memory.

Besides, the students' participation in learning writing by using mind web based on the data analysis in cycle III, they had good response. It can be seen by developing of the students' spirit and motivation in learning and feedback from the students about the material. So, students active in learning process and it make developing writing skill of the students.

Mind web could help the students better able to retain, remember, recall important information from long term memory, the students just made connection one idea with many words that has connection with the idea. Effectiveness of mind web was achieved by disgeting and compressing information. To be most effective, these skills should be introduced to the individual and illustrated with concrete examples.

Furthermore, mind web are not just random collections of information. The information must be recorded correctly and systematically in an organized manner. This allows the individual to use the material at a later time. Mind web are designed to improve students writing skill became more accurate, and became develop and could improve writing skill because without think hardly students could make good composition. This things can be seen from many word can be produced by mind web because mind web connect one word with other words. Besides, the researcher in explaining mind web with divided students into three groups and this thing made

them enjoyable in learning process and researcher felt effective if apply mind web with divided students into group. Therefore, using mind web with divided students into group was the effective way in writing skill.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusions*

After finishing the research, the researcher concluded the appropriate way in teaching writing skill by using mind web at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo. The appropriate way in teaching writing skill by using mind web could be described as follows :

1. Before explaining the material the researcher gave spirit, motivation and suggestions to students, such as he said to the students so that study hard because their parents spent more money for their education, so they must study hard so that they could improve their skill in English especially in writing skill.

2. He divided students into three groups. This thing was done because the position of students were neat. So he could explain the material easily.

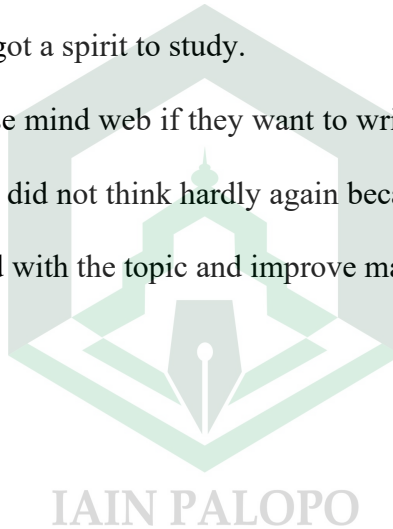
3. He asked to students to make a good composition in a few minutes. He also go around to each group to observe activities of students whether they write a good or not good in writing composition.

4. He closed the meeting with gave suggestion to them, they must study hard and if they did not understand the material they must asked for to their teacher to explain the material so that they could understand it, and they must always study at home so that they could improve their skill in English.

### ***B. Suggestions***

According to the conclusions presented above, researcher can provide the following suggestions:

1. English teachers or lectures could use mind web to improve students' writing skill.
2. English teacher or lectures in teaching wiring skill by using mind web must give spirit to the students so that they could understand the material. Gave motivation to the students, so they got a spirit to study.
3. Students could use mind web if they want to write a good composition because by using mind web they did not think hardly again because they just looked for words that connected to related with the topic and improve many words became many ideas.



## AUTOBIOGRAPHY



The researcher, Tri Endar Yogi was born on 22<sup>nd</sup> July 1991 in Palopo. He is the third child from one brother and one sister. His parents names are Maritu and Suciati. He started his school at Elementary School number 80 Lalebbata Palopo in 1997 and graduated in 2003. In the same year, he continued his study at Junior High School Number 1 Palopo and graduated in 2006. He continued his study at Senior High School 1 Palopo and graduated in 2009. In the same year he took English Study Program of Tarbiyah Department STAIN Palopo. During his study, he was active in Internal Students Organizations. He was member of English Students Association (HMPS-BIG) STAIN Palopo since 2012 – 2013. He always active in every program of HMPS – BIG such as; Freshmen Training Camp (FTC) and English Camp.

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