IMPROVING STUDENTS’ WRITING SKILL BY USING THINK-TALK-WRITE COMBINED WITH MIND MAP

(A Classroom Action Research at the Eleventh Grade of SMA Negeri 2 Boyolali Academic Year 2015/2016)

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Surakarta, January 2017

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ABSTRACT


This research aims at: (1) improving the students’ writing skill using Think-Talk-Write combined with Mind Maps; and (2) describing the classroom situation when Think-Talk-Write and Mind Maps are implemented in teaching writing skill.

The method used in this research is a classroom action research which was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The data were collected by observing, interviewing, surveying through questionnaire, and assessing through post-test. The data were analyzed based on the data types. The qualitative data were analyzed using interactive method and the quantitative data were analyzed using descriptive statistics technique.

The result of this research showed that (1) the implementation of Think-Talk-Write and Mind Maps can improve students’ writing skill. It can be seen from the students’ mean score from 66.3 in pre-test which improves to 72.3 in post-test 1 and improves to 76.8 in post-test 2; (2) the implementation of Think-Talk-Write and Mind Maps brings good impact towards classroom situation. Think-Talk-Write and Mind Maps enhanced classroom positive interaction and students’ activeness during the lesson.

Keyword: writing, think-talk-write, mind maps, classroom action research
MOTTO

_Bismillahirrahmanirrahim_

_(Quran, 1:1)_

_to be a rock, and not to roll._

_(Led Zeppelin)_
DEDICATION

This thesis is dedicated to my beloved parents (my father Mutaat, and my mother Supraptiningsih).
ACKNOWLEDGEMENT

First of all, the writer would like to thank Allah SWT because of the blessing and mercy so the writer can finish this thesis. The writer also realize that there are many people who have helped him finishing this study. He would like to express his respect and deepest thanks to:

1. Prof. Dr. Joko Nurkamto, M.Pd., the Dean of Teacher Training and Education Faculty of Sebelas Maret University.
2. Teguh Sarosa, S.S., M.Hum., the Head of English Education Department of Teacher Training and Education Faculty and the second consultant.
3. Drs. M. Asrori, M. Pd. the first consultant, for the advice, patience, motivation, and correction in writing this thesis.
4. Hefy Sulistyawati, S.S., M.Pd., the academic consultant, for the motivation, kindness, and advice.
5. All lecturers in English Education Department, for the valuable knowledge.
6. Dra. Retno Purwaningsih, Dra. Perwito Rukmi, the English teachers for being a good partner and patiently helping the writer to do the research.
7. My father Mutaat, my mother Supraptiningsih, my brother Abit Adya Mubakhit, and my sister Muslikah for their love, patience, prayer, support, and motivation.
8. The students of XI IPA-2 of SMA Negeri 2 Boyolali who have sincerely helped the writer to do the research.
11. English Education Students, especially from A class 2011 for the friendship.

The writer realizes that this thesis is still far from being perfect, so he accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and improvement of teaching English.

Surakarta, March 2017

Arfan Rofal Hamdi
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