TEMA DAN FAKTA-FAKTA CERITA DALAM NOVEL

DARI TANAH HARAM KE RANAH MINANG KARYA UMMUKI

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ABSTRACT

Novels are long essays of prose containing a series of stories of a person's life with those around him highlighting the character and nature of each actor. This research was conducted with a qualitative descriptive method. The object of this research is novel sentences which include themes and facts of the story. The data in this study are excerpts from Ummuki's Dari Tanah Haram ke Ranah Minang. The theme contained in the novel is "The struggle of a woman to face the bitter life". The flow used by the author is a back and forth flow. The characters that often appear are emotion, concern, and do not care. The setting contained in the novel includes the setting of time, setting, and setting. The setting of the place used such as in rooms, orphanages, and at Guyarat. The time setting is early evening, two o'clock in the morning and the setting of the atmosphere depicted is tense, emotional and alarming.

Keywords: themes and facts of stories, novels Dari Tanah Haram ke Ranah Minang
A. PENDAHULUAN

Novel merupakan karangan prosa yang panjang mengandung rangkaian cerita kehidupan seseorang dengan orang di sekelilingnya dengan menonjolkan watak dan sifat setiap pelaku.


B. LANDASAN TEORI

B. 1. Tema dan Fakta-fakta Cerita

a. Tema

Tema merupakan aspek cerita yang sejajar dengan “makna” dalam pengalaman manusia (Stanton, 2007:36). Stanton juga mengatakan bahwa tema dapat disinonimkan dengan ide utama (central idea) dan tujuan utama (central purpose). Cara paling efektif untuk mengenali tema sebuah karya adalah dengan mengamati secara teliti setiap konflik yang ada di dalamnya (Stanton, 2007: 42). Oleh karena itu, pengamatan harus dilakukan pada semua hal seperti peristiwa-peristiwa, karakter-karakter, atau bahkan objek-objek yang sekils tampa tidak relevan dengan alur utama.

b. Fakta-fakta Cerita


C. METODE PENELITIAN


Terkait dengan unsur-unsur intrinsik dalam karya sastra, Robert Stanton membagi unsur-unsur fiksi menjadi tiga unsur utama, yaitu fakta, sarana cerita, dan tema. Fakta cerita dalam sebuah karya sastra meliputi alur, tokoh dan penokohan, dan latar. Kemudian, sarana sastra meliputi judul, sudut pandang, gaya dan tone, symbolisme, dan ironi. Sedangkan, tema merupakan sesuatu yang menjadi

D. HASIL DAN PEMBAHASAN
Hasil penelitian Tema dan Fakta Cerita dalam Novel *Dari tanah Haram ke Ranah Minang* karya Ummuki adalah sebagai berikut.

1. Tema
Tema merupakan aspek cerita yang sejarah dengan makna dalam pengalaman manusia, sesuatu yang yang menjadikan pengalaman begitu diingat.

<p>| Tabel 1 |
| Tema dalam novel <em>Dari Tanah Haram ke Ranah Minang</em> |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Tema</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Perjuangan seorang perempuan menghadapi getirnya kehidupan</td>
</tr>
</tbody>
</table>

Tabel di atas menerangkan bahwa tema novel adalah “perjuangan seorang perempuan menghadapi getirnya kehidupan. Hal tersebut dapat dilihat pada data berikut.

“dorr to door aku menawarkan diri mencari pekerjaan, tampaknya jalan itu masih belum terbuka untukku. (DTHRM: 135)

Kutipan data di atas menggambarkan getirnya kehidupan yang Hanifa jalani.

2. Fakta- fakta cerita

<p>| Tabel 2 |
| Fakta-fakta Cerita dalam novel <em>Dari Tanah Haram ke Ranah Minang</em> |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Fakta-fakta cerita</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alur</td>
</tr>
<tr>
<td></td>
<td>Bagian 1</td>
</tr>
<tr>
<td></td>
<td>Bagian 2</td>
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<tr>
<td></td>
<td>Bagian 3</td>
</tr>
<tr>
<td>2.</td>
<td>Karakter</td>
</tr>
<tr>
<td></td>
<td>Religius</td>
</tr>
<tr>
<td></td>
<td>Murah hati</td>
</tr>
<tr>
<td></td>
<td>perhatian</td>
</tr>
<tr>
<td></td>
<td>Keras</td>
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<tr>
<td></td>
<td>Pemarah</td>
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<tr>
<td></td>
<td>Taat</td>
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<td>Pengertian</td>
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<td></td>
<td>pengganggu</td>
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<td></td>
<td>Suka perintah</td>
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<td></td>
<td>Pekerja keras</td>
</tr>
</tbody>
</table>

a. Alur
   Secara umum, alur merupakan rangkaian peristiwa dalam sebuah cerita.
   1) Bagian Awal
      “Bergegas kuturunkan barang-barang dari dalam mobil. Tas-tas besar di bak belakang toyota pick up kuangkat satu per satu. Uh, nasib jadi pembantu, batinku.” (DTHRM:20)
   2) Bagian Tengah
      “Aku merasa hidup ini belum berpiah padaku. Dari hari ke hari, bulan ke bulan, dan kini sudah lebih dari setahun membina rumah tangga, hidup kami selalu dirundung kesulitan demi kesulitan.” (DTHRM: 173)
   3) Bagian Akhir
      “Setelah kembali ke Tabarjal, aku, Yusra, dan Baba dititipkan di rumah Mama Khadijah. Mama, Saidi, dan Nabil pergi bersama Mama Fatimah berlibur ke Jordan.” (DTHRM:186)

Data di atas menggambarkan bahwa alur yang terdapat pada novel adalah alur bolak-balik. Pada bagian awal menceritakan bahwa tokoh utama sudah bekerja di Arab Saudi, di bagian ke dua digambarkan bahwa tokoh utama mengalami masalah ekonomi yang tak kunjung usai, kemudian pada bagian ke tiga kembali menceritakan kehidupan tokoh utama di Arab Saudi.

b. Karakter
   Karakter dapat diartikan sebagai tokoh dan juga penokohan
   1) Religius
      Karakter religius adalah berpegang pada norma-norma ketuhanan, menjalankan syariat agama yang dianutnya.
      “setelah memanjamkan doa di seputiga malam, aku merebahkan tubuh di pembaringan” (DTHRM: 38)
Kutipan di atas menggambarkan bahwa Hanifa memiliki sifat religius taat beribadah.

2) Pantang menyerah
   Karakter pantang menyerah yaitu usaha untuk tetap kuat untuk mencapai tujuan yang diinginkan meski cobaan datang berulang kali.
   “walau lenganku mulai kewalahan menggendong titipan Ilahi ini, aku tidak boleh mengeluhi karenanya.” (DTHR:136)
   Berdasarkan data di atas digambarkan Hanifa adalah sosok yang pantang menyerah.

3) Tidak peduli
   Karakter tidak peduli yaitu sifat yang tidak ingin mengetahui permasalahan yang terjadi disekitar.
   “Lihat aja nanti! Banyak Tanya amat, sih? Kayak wartawan ajal” (DTHR: 166)
   Komunikasi yang kurang baik dalam keluarga membuat Hanifa menyimpan berbagai pertanyaan masa depan keluaraga di kepalanya.

Karakter tokoh dalam novel *Dari Tanah Haram ke Ranah Minang* karya Ummuki adalah religius, pekerja keras, ramah, pantang menyerah, tidak peduli, cemas, keras, perhatian, taat, pemarah, pengganggu, dan suka perintah. Adapun karakter yang dominan muncul adalah religius, pantang menyerah, dan tidak peduli.

c. Latar
   Latar adalah gambaran tempat, waktu, dan segala situasi di tempat terjadinya peristiwa.
   1) Latar tempat
      Latar tempat tersebut merupakan suatu tempat kejadian atau peristiwa yang terjadi dalam novel.
      a) Kamar
         “Setelah pengisian pulsa berhasil, aku bergegas ke kamar tempat aku biasa istirahat.”(DTHR:14)
         Data tersebut menggambarkan bahwa tokoh aku yaitu Hanifa bermaksud menelepon keluarga di kamarnya agar lebih leluasa.
      b) Panti sosial
         Data di atas menggambarkan bahwa latar tempat berada di Panti Sosial Bina Bangsa.
      c) Guyarat
         “Aku dan keluarga Mama lagi-lagi kembali ke Guyarat” (DTHR: 194)
         Data di atas menunjukkan bahwa latar tempat terjadinya peristiwa berada di Guyarat. Guyarat adalah nama kota yang padat, disitulah anak majikan Hanifa tinggal.

2) Latar waktu
   Latar waktu yaitu di mana latar menunjukan para tokoh melakukan berbagai kegiatan dalam cerita ketika terjadinya peristiwa.
a) Sepertiga malam
   “Setelah memanjatkan doa di sepertiga malam, aku merebahkan tubuh di pemberangan”. (DTHR:M: 38)
   Pada data di atas menunjukkan bahwa latar waktunya yaitu sepertiga malam.

b) Jam dua pagi
   “Jam dua pagi... hmmm... berarti di Indonesia sekarang jam enam pagi. Ya, ini saat yang tepat untuk menelepon, pikirku”. (DTHR:M: 14)
   Pada data di atas digambarkan bahwa latar waktu dalam sebuah peristiwa yaitu jam dua pagi.

c) Sore
   “menjelang petang, mobil Kijang Super dengan nomor polisi BA 23xxx XX berhenti di sebuah bangunan tua” (DTHR:M:109)
   Pada data di atas menggambarkan bahwa latar waktunya yaitu terjadi pada sore hari.

3) Latar suasana
   Latar suasana adalah kondisi yang terjadi pada sebuah cerita yang di alami oleh para tokoh.

a) Tegang
   “Dia kedapatan sedang ger-ger di HP bersama laki-laki!”
   Bapak muda yang memakai pakaian tidur itu membuka pembicaraan sambil menunjuk ke arah pembantu-nya (DTHR:M: 2).
   Data di atas menggambarkan bahwa latar suasana yang sedang terjadi adalah menegangkan.

b) Haru
   “mak, ini Hani, Mak. Si bungsu, Mak. Maafkan Hani ya, Mak, karena telah meninggalkan Mak selama ini.” Air mata keharuan mengalir deras di pipiku.
   (DTHR:M: 205)
   Kutipan data di atas menggambarkan bahwa latar suasana yang sedang terjadi adalah haru.

c) Memprihatinkan
   “berapa kali kardus alas tidur kami hilang dibawa pemulung yang lewat. Pernah beberapa kali botol susu putriku pun ikut disambar pemulung untuk ditimbang.”
   (DTHR:M:152)
   Pada data di atas menunjukkan bahwa latar suasana yang sedang terjadi adalah memprihatinkan. Kehidupan yang keras membuat keluarga kecil Hanifa tidak memiliki rumah.

E. KESIMPULAN


F. DAFTAR PUSTAKA


THE USE OF MIND MAP TO IMPROVE STUDENTS
WRITING DESCRIPTIVE TEXT

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ABSTRACT

The aim of the study is to improve the students’ skill in learning English especially writing descriptive text. This research belongs to experimental research. Based on the observations, the problems found in teaching writing were ineffective strategy and instruction, language structure, vocabulary and lack of motivation. The data were obtained by interviewing the tenth grade students of SMK Yusuf Abdussatar Kediri Lombok Barat, holding the discussion with the English teacher, and doing observations in the English teaching and learning process. The instruments of the study were a pre-test and post-test, observation guidelines, and interview guidelines. Qualitative and quantitative methods were used to collect the data. The data were analyzed from the field notes, interview transcript and the result of the pre-test and post-test. The result of the study showed that the students’ writing descriptive text in English teaching and learning process improved through mind map. The result of the research showed that the mean score of post-test was higher than that of the mean score of the pre-test. The mean score of pre-test was (62.78) and the mean score of post-test was (75. 89). Thus, there was an increasing point of 13. 11.

Keywords: mind-map, writing, descriptive text.
A. INTRODUCTION

English plays an important role in improving students’ knowledge and helps the students gain success in every subject at school. In the globalization era, English was not only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science, technology and culture. Therefore, language can be a subject to be studied at school in Indonesia. In the English teaching-learning process, there were four skills that should be mastered. They were listening, speaking, reading, and writing (Bruce, 2008).

In reality, learning to write was difficult especially for writing in a second or foreign language in an academic context. Writing was one of the most difficult productive skills that require specialized skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

Based on the observation at SMK Yusuf Abdussatar Kediri, there were many problems that were found in the writing class. The students lacked vocabulary. It was because the teaching-learning process only depended on the strength of memory. When the researcher conducted an observation in the classroom, the teacher instructed the students to memorize all the unfamiliar words on the whiteboard and in the next meeting the teacher tested some of students to say the words and mention their meaning. The students found difficulties to start writing. It was because the students were often confused to express their ideas in writing. Another problem was that they have low understanding of grammar. There were some problems that experience by middle and high school students especially in writing descriptive text such as ineffective instruction, lack of motivation, language structure, text difficulty, and vocabulary (Lenski and Lewwas, 2008; Woolley, 2011).

To solve the problems above, the students need a technique to help them to understanding the new words easily. The technique was a tool to achieve a goal. The technique that was needed to improve their writing skill was a technique that can make the students easy in expressing their ideas, to arrange the words to be a good sentence. One of the techniques that can make the students find it easy to express and organize their ideas was the mind mapping. Mind map is a method to make the students find it easy to absorb information into their brain and take it out from their brain. Mind map is a way to note effectively and creatively and it will map the ideas literally (Buzan, 2008). This technique can improve students’ creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them find it easy to learn English especially in writing skill. That was why the researcher used the mind map technique to improve students’ writing skill. It is because there are some benefits that were offered by the mind mapping technique in the English teaching-learning process, especially in writing skill.

In accordance with the background of the study above, there were some problems found in writing descriptive text. Among others were methods, content, vocabulary, instructional materials,
environment, ineffective instruction, lack of motivation, grammatical features and language features. Those issues cause the students to experience difficulties in writing descriptive texts (McNamara, 2007: Lenski and Lewinis, 2008; and Woolley, 2011).

The objective of the research was using the mind map technique to improve the students’ writing descriptive text in the English teaching-learning process at SMK Yusuf Abdussatar Kediri and to answer How was the mind mapping technique applied in the classroom to improve the students’ writing descriptive text in the English teaching learning process at SMK Yusuf Abdussatar Kediri.

The study has both practical and theoretical significance as follows: Practical significance: It was hoped that the result of This study can give information and insight to English teachers about mind map in teaching writing descriptive text. Theoretical significance: By using mind map, it was hoped that the result of This study can contribute to the development of language teaching especially in teaching writing.

B. THEORETICAL REVIEW

Writing is an essential form of communication. It is used to communicate indirectly. Writing is an instrument of both communication and self-expression. On the other hand, it expresses our feelings, our hopes, dreams, and joys as well as our fears, angers, and frustration. Good writing depends on a set of specific writing skill. It does not follow automatically from good grammar and adequate vocabulary. In addition, writing is one of the skills that improve students’ language and also stimulates the students’ ability in learning English (Pincas, 1982; Hughey, 1983 in Nesen, 2010).

Writing can be a slow, painful process even in our mother tongue, but when it is in a second language the problems (and the pain) were magnified. Given the amount of conscious effort involved in the writing process, learners in EFL classrooms understandably expect feedback on their work and may feel discouraged if it is not provided (Hedge, 1988 in Gilmore, 2009).

Buzan (2008) states that “mind mapping is an easy way to place information to brain and take information out from brain. Mind Mapping is creative and effective way to write and will map your mind by a simple way”. In This definition, five important concepts of mind mapping are used. First, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Second, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Third, the mind mapping helps people to keep information in the long-term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourth, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams,
people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts.

These new concepts are connected to the known concepts having a tight relationship with the new concepts. All mind maps are using color and the form is radiant thinking. All mind maps have basic structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

Descriptive text is a text which say what a person or a thing is like. A text that describe the features of someone, something, or a certain place. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has generic structure, there are two generic structure of descriptive text as below: 1) Identification: identifying the phenomenon to be described or mention the special participant. 2) Description: describing the phenomenon in parts, qualities, or characteristics. The use of adjectives and compound adjectives. Adjectives are words that describe or modify another person or thing in the sentence. Adjectives are words that describe nouns or pronouns. They may come before the word they describe (That is cute puppy) or they may follow the word they describe (That puppy is cute). For example; 1) A five hundred seated football stadium, 2) A beautiful ancient

Related Studies conducted by Kusumaningsih in 2008. She investigated the use of mind mapping as a visual media in improving students’ writing skill. The result of her study showed that there were several improvements of students’ score in writing. The second was a study conducted by Miswiria (2007). She also conducted her study related to the using of mind mapping technique. In her research, she used the steps of using mind mapping technique to improve students’ writing narrative text. She used mind mapping as the visual media, the result showed that the mind mapping technique stimulated the students for writing.

Another study was carried out by Wahyudi (2008). He did an experimental study to prove the effectiveness of mind mapping technique in improving students’ writing in narrative text. The result showed that the students’ ability in writing narrative text improved significantly. Moreover, the result showed that the mind mapping stimulated the students for writing. It was because by using the mind mapping technique, the students can develop their ideas, imagination, vocabulary, and creativity.

C. RESEARCH METHOD

Experimental research was a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. It provides the means by which people in schools, business and community organizations; teachers; and health and human services may increase the effectiveness of the work in which they were engaged (Stringer, E. T.: 2007). The study uses an experimental research. It was a process to improve education by
incorporating change and involves educators working together to improve their own practice (Mertler, 2009). Thestudy take place at SMK Yusuf Abdussatar Kediri West Lombok. The participants of the study were the tenth-grade students of SMK Yusuf Abdussatar Kediri.

The research data collection was qualitative and quantitative in nature. The data were obtained by interviewing the students, giving questionnaires, doing observations during the teaching and learning process, and holding discussions with the English teacher as the collaborator. The qualitative data were in the forms of field notes, interview transcripts, and questionnaires. The questionnaire and interview were conducted to obtain data or information about the students’ response to the implementation of the technique.

1. **The questionnaire** was conducted to obtain data or information about the students’ attitudes toward the implementation of the technique. It was conducted to obtain data or information about the students’ attitudes toward the implementation of the technique to answer the research question.

2. **The interview** also conducted to obtain comprehensive data from the participants. The interview revealed the students’ attitudes toward the implementation of the mind mapping technique in teaching writing. The interview items were open-ended questions, in which had aim to reveal specific information which could be compared and contrasted with information gained from the test and questionnaire. The quantitative data were the scores of the students’ writing before and after the actions were applied. The quantitative data were used to support the qualitative description. The data were also aimed to describe the actions. They were collected by means of the writing test.

3. **Writing Test**

To obtain valid scores that defined students’ writing skill, clear criteria to assess their works were needed. To qualify the need, the researcher adopted the rubric of Anderson (2003: 92). Students’ writings were assessed by the researcher and English teacher. There were six aspects to be assessed in students’ writing, namely, ideas and development, organization, vocabulary, sentence structure, and capitalization and punctuation, spelling.

**D. DISCUSSION**

1. **Qualitative Data**

   a. **Determining the Thematic Concern- Reconnaissance**

   To explore and find out information about the real situation of the teaching and learning process, the researcher did the Reconnaissance step on April, 2019. In the Reconnaissance step, some activities were conducted. They were observing the teaching and learning process, interviewing some students of the X grade and the English teacher, and having discussion with the English teacher as the collaborator.
b. Planning

Together with the English teacher, the researcher designed some plans to be implemented in the action research. In this step, some techniques that were considered suitable to be implemented in improving students’ writing skill were selected. The actions planned to be carried out were as follows:

1) Implementing the mind map technique in every meeting
2) Using classroom English effectively
3) Giving rewards to the active students
4) Action and Observation

c. Action and Observation

The action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Before the cycles were conducted, the researcher gave a pretest to the students to know how far the students’ writing skill. After the cycles were conducted, the researcher gave a posttest to the students understand the enhancement of students’ writing skill. The topics used in the English teaching and learning process were descriptive text. Together with the English teacher as the collaborator, the researcher observed and recorded the students’ reactions during the activities and did the interview with some students of grade X after the English lesson. Based on the observation, field notes, and interview, the involved members discussed the implemented actions and analyzed the result.

2. Quantitative Data

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity were employed.

1. Democratic validity was a process validity related to the extent to which the research was truly collaborative. This study tried to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

2. Outcome validity was related to the notion of action leading to outcomes that were “successful” within the research context. This research was expected to be able to solve more than one problem in the teaching-learning process, for example ones which were related with writing skills, motivation and involvement.

3. Process validity was related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussions with the headmaster in the scheduled time initiated the process of this study.

4. Catalytic validity was related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and
the action taken as a result of these changes. In this case, the students and teachers’ responses to the changes occurring to themselves were asked.

The processes of Cycle I were:

**a. Planning**

*First meeting:*

1) The researcher and English teacher gave the students a pre-test to know their basic skill writing descriptive text.

2) The researcher and English teacher brought color pencils for the next meeting.

*Second meeting:*

1) The researcher and English teacher delivered an example of mind mapping and teach students in general how to make it generally.

2) The researcher and English teacher thought students how to make a mind map based

3) The researcher and English teacher asked the students to make simple a mind map as an early practice.

4) The researcher and English teacher gave a task to the students to make a mind map

5) The researcher and English teacher discussed the answer of the questions.

6) The researcher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process.

7) The researcher prepared observation sheets and field notes to observe and record the teaching learning process.

*Third meeting:*

1) The researcher and English teacher returned back on how to make mind map to make the students were familiar with it.

2) The researcher and English teacher see whether the students understood how to make mind map well or not.

3) The researcher and English teacher gave a task to the students to make a mind map

4) The researcher and English teacher discussed the answers of the questions with the students.

5) The researcher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process.

6) The researcher observation sheets and field notes to observe and record the teaching learning process.

**b. Actions and observation**

There were three meetings in Cycle I. The first meeting was for a pre-test and the two meetings after the pre-test were the actions. In the pre-test, students had to do one title to compound paragraph. At the end of the pre-test, the researcher asked the students to bring color pens for the next meeting.
The second meeting was conducted by the English teacher and the researcher was the observer and made field notes. The researcher gave the example of mind mapping to the students. They were surprised because they did not know mind mapping before. The teacher gave the handouts about how to make mind mapping. Then, he explained to the students about mind mapping. The students paid attention to him. After that, the teacher asked the students to learn the example of mind mapping and they could give questions to the teacher if they did not understand. Many students asked the teacher to give more explanation about making mind mapping. Then, teacher explained more about it. Some students understood the teachers’ explanation but some others seemed confused.

To know more about mind mapping, the teacher gave the students example of mind mapping of how to make mind map. The students learned how to make a mind mapping based on the reading text seriously. They were interested in making a mind map because it was a new thing for them. There were no students that were sleepy in the classroom. Then, they made it in the paper provided. The teacher asked the students to make mind map. The students and the teacher discussed the answers together. The teacher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process.

In the third meeting, the teacher asked the students whether they still remembered how to make a mind map or not. The students said that they still remembered it. After that the teacher gave them a task in the form of writing text. The teacher asked the students to do the task. Some students felt happy with the task but some others were not because there were some words whose meanings they did not understand. The teacher helped them to tell them the meaning of those words. The teacher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process.

There were some students who still made mistakes in doing the task. They were still confused with how to make a mind map based on the text. At the end of the meeting, the teacher summarized the material and asked them to bring dictionaries for the next meeting.

c. Reflections

Based on the observation done in Cycle I, the teacher did not get the difficulties to transfer the material about mind mapping. In the first meeting, students did the pre-test. In the second meeting, the students were enthusiastic to know about mind mapping but they still looked confused when making a mind map using symbols, images, lines and colors. It was the first time to make a mind map for them.

R: (What do you think about making a mind map?)
S1: (I’m still confused to make it.)

Interview 1

In the terms of making a mind map based on the reading text, most of the students got difficulties in getting the keywords of the text.
R: (What do you think about making a mind map and writing descriptive paragraph?)
S2: (It’s difficult. I have difficulties in looking for the keyword)
R: (Why?)
S2: (I don’t understand the meanings of some words).  
R: (OK, it will be better if you bring a dictionary for the next meeting)

**Interview 2**  
In the third meeting, the students were familiar with mind mapping. Some students said they were very happy to make a mind map because it was very interesting.  
R: (What was your opinion of making mind map?)  
S3: (I’m happy, Miss because I can use images and colors so it doesn’t make me bored)

**Interview 3**  
R: (What was your feeling about making mind map?)  
S4: (I’m very happy because it was very interesting for me)  
R: (What else?)  
S4: (It makes me easier to comprehend the reading text)

**Interview 4**  
There were many students who made mistakes in writing descriptive text. Some students did not understand yet how to make a mind map and used it to write a descriptive text. During the process of making mind map, some students often asked the meanings of some vocabularies. The students got difficulties in translating English words because they rarely used them. In addition, many students did not bring their dictionaries and rarely used them to deal with difficulty vocabularies. Hence, the researcher asked every student to bring a dictionary in the next meeting.

d. **Summary I**  
Based on the reflection above, there were some actions that were successful but some others were unsuccessful. The researcher described the successful and unsuccessful actions as follows:

1) The successful actions  
   a) The students looked enthusiastic to make a mind map to write a descriptive text.  
   b) The students were not sleepy in the classroom.  
   c) The students actively participated in the teaching learning process.

2) The unsuccessful actions  
   a) Some students were still confused in making mind mapping.  
   b) Some students got difficulties in understanding the meaning of words in writing text.  
   c) Some students got difficulties in writing descriptive text.

   The processes of Cycle II were

a. **Planning**

   *First meeting:*  
   1) The researcher and English teacher review the material about how to make a mind map.  
   2) The researcher and English teacher gave a task to the students to make a mind map  
   3) The researcher and the English teacher asked the students to open their dictionaries when they found any difficult word.  
   4) The researcher and the English teacher asked the students to make a group of two to do the task, so that they could share their knowledge in making mind map.
5) The researcher and English teacher asked some students to come in front of class to show and compared their mind maps to the others students.
6) The researcher and the English teacher discussed the students writing.
7) The researcher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process.
8) The researcher prepared observation sheets and field notes to observe and record the teaching learning process.

Second meeting:
1) The researcher and English teacher returned to how to make a mind map. It could make the students understand how to make mind map well.
2) The researcher and English teacher gave a task to the students to make a mind map.
3) The researcher and the English teacher asked the students to make a group of two to do the task, so that they could share their knowledge in mind map.
4) The researcher and English teacher discussed the answers of the questions with the students.
5) The researcher and the English teacher asked the students to make a group of two to do the task, so that they could share their knowledge in mind map to write a descriptive text.
6) The teacher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process.
7) The researcher prepared observation sheets and field notes to observe and record the teaching learning process.

Third meeting:
The third meeting of Cycle II was used for post-test. Post-test was one of the instruments to know whether the students’ writing good or not.

b. Actions and observations

There were three meetings in Cycle II. The first two meetings were for the actions and the last was for the post-test. In the first meeting, the teacher reviewed the material about how to make a mind map and write a descriptive text based on the mind map. The students paid attention to the teacher because some of them were still confused in making mind map. After that, the teacher gave a task to the students to make a mind map based on the topic that have given by the teacher. The teacher asked the students to open their dictionaries when they found any difficult word. In doing the task, the teacher asked the students to make a group of two, so that they could share their knowledge about mind map. After the students had finished doing their task, the teacher asked some students to come in front of class to show and compared their mind maps to the other students. The students discussed their mind maps to know whether the mind map was correct or not. After that, the teacher discussed the answers of the questions. The students participated actively in answering the questions. The teacher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process.
In the second meeting, the teacher returned to the discussion on how to make mind map. It could make the students understand making mind map well. The teacher gave a task to the students to make a mind map and write a descriptive paragraph based on their mind map. The English teacher asked the students to make a group of two to do the task like that in the previous meeting. This activity helped students to make cooperation and share their knowledge. Because of this activity the students who could make the mind map well would share their knowledge to the other students who still confused in making a mind map. The last activity was the discussion of their difficulties in writing descriptive text. The teacher gave reward in the form of additional score for the students who were participated actively in the teaching and learning process. The third meeting of Cycle II was post-test. Post-test was one of the instruments to reveal whether the students’ writing improved or not. The students did the post-test seriously.

c. Reflections

In Cycle II, the students were more interested in making mind map. They made the mind map seriously. The teacher asked them to bring dictionaries in the previous meeting so that they were ready with dictionaries on their tables. They could open the dictionary to look for the vocabularies they need.

**Interview 1**
R: *(What do you think about the mind mapping technique?)*
SS: *(Good, I like it)*
R: *(What else?)*
SS: *(It was interesting because I can draw some pictures)*
R: *(What about vocabularies you don’t understand?)*
SS: *(I bring the dictionary so that I can open it)*

**E. CONCLUSION**

In fact, by the end of action research, some students still have difficulties in making mind mapping. Nevertheless, presented with instructional media, the students became more active and enthusiastic in learning English. They actively got involved in the process of teaching and learning. By applying mind mapping in writing descriptive text, the students could enjoy the teaching and learning process. In addition, most students seemed to be enthusiastically and happily involved in the activities. In the term of quantitative data, the improvement of students’ writing ability was supported by students’ pre-test and post-test scores. The results of this research show that the mean score of post-test was higher than the mean score of the pre-test.

By being involved in the research directly, the English teacher got more knowledge about teaching English in the classroom especially how to improve students’ reading comprehension through mind mapping. Furthermore, the English teacher got improvement in his knowledge about the writing technique. He hoped that what he got from the research could be implemented in his teaching and learning process in the future.
F. REFERENCES


