AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS' WRITING PARAGRAPH THROUGH THE IMPLEMENTATION OF CONCEPT MAPPING AT MTs MA'ARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2013/2014

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1434 H/2013 M

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MENINGKATKAN KEMAMPUAN MENULIS PARAGRAF SISWA MELALUI PENERAPAN KONSEP PEMETAAN MTs MA'ARIF 01 PUNGGUR DI TAHUN AKADEMIK 2013/2014

ABSTRAK

Oleh:

NURUL LATIFAH

Menulis adalah salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Kemampuan siswa adalah ketika mereka mengeluarkan ide-ide, ekspresi perasaan secara tertulis sehingga tercipta sebuah karya kreatif. Selain itu, siswa sering mengabaikan untuk menguasai kemampuan ini, sehingga dari beberapa masalah seperti: keterampilan menulis siswa yang kurang baik, siswa tidak mampu mengekspresikan ide-ide, siswa takut jika membuat kesalahan sehingga mereka takut untuk mencoba lagi. Oleh karena itu, untuk meningkatkan keterampilan menulis mereka penulis menggunakan metode menerapkan pemetaan konsep dalam proses pembelajaran.

Penelitian ini bertujuan untuk mengetahui tingkat kemampuan menulis siswa melalui penggunaan konsep mapping di MTs Ma'arif 1 Punggur. Metode penelitian ini adalah penelirtian tindakan kelas. Tekhnik pengumpulan data yang di gunakan adalah dengan observasi, metode test berupa unjuk kerja siswa, dan metode dokumentasi. Lembar observasi guru di gunakan untuk menilai bagaimana guru menerapkan konsep mapping di kelas, lembar observasi aktifitas, tes soal untuk kerja siswa di gunakan untuk menilai dan mengetahui kreatifitas siswa kelas VIII MTs Ma'arif 1 Punggur.

Hasil dari pertemuan pada siklus pertama menyatakan bahwa keberhasilan penelitian belum tercapai karna yang mendapat nilai ≥ 60 kurang dari 8,8 %. Pada siklus kedua, 73.5 % siswa mendapat nilai lebih dari ≥ 60 . Ini berarti target dari pembelajaran tercapai. Hal ini dapat di lihat dari nilai rata-rata siswa yaitu 43.5 dari siklus I menjadi 62.76 pada siklus II. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa penerapan konsep mapping memimbulkan dampak yang positif bagi kemampuan menulis siswa hal ini terbukti dari kemampuan menulis siswa kelas delapan MTs Ma'arif 1 Punggur yang semakin meningkat.

INCREASING THE STUDENTS' WRITING PARAGRAPH THROUGH THE IMPLEMENTATION OF CONCEPT MAPPING AT MTs MA'ARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2013/2014

ABSTRACT
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Writing is one of the four language skills that must be mastered by the students. The ability of students is when they are out ideas, expression of feelings in writing so as to create a creative masterpiece. In addition, students often neglect to master this ability, so from some problems such as: writing skills of students who are less well, students are not able to express ideas, students was afraid if making a mistake that they are afraid to try again. Therefore, to improve their writing skills the author uses the method of applying the concept mapping in the learning process.

This study aims to determine the level of students' writing skills through the use of concept mapping in MTs Maarif 1 Punggur. This research method is class action research. Data collection techniques used is observation, test methods such as student performance, and documentation methods. Teacher observation sheet used to assess how teachers use concept mapping in the classroom, observation sheet activities, and test questions for students' work is used to assess and determine the class VIII student creativity MTs Maarif 1 Punggur.

Results of the meeting stated that the success of the cycle I of the research has not been achieved because that gets the value ≥ 60 less than 8.8 %. In the cycle II, 73.5 % of students scored more than ≥ 60. This means the target of the learning achieved. It can be seen from the average student value that is 43.5 from the cycle I to 62.76 on the cycle II. Based on these results it can be concluded that the application of the concept mapping improve the positive impact on students 'writing ability it is evident from the eighth grade students' increasing writing skills in MTs Maarif 1 Punggur.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Punggur, 26 Agustus 2013

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MOTTO

"Our job is not to be a success. Our task is to try, because in trying
that we discover and learn to build
opportunity to a success"

(Mario Teguh)

DEDICATION PAGE

I dedicate this thesis to the people that I love:

My beloved mom Siti Aminah

My beloved daddy Hasim

My almamater

All friends

ACKNOWLEDGMENTS

All praises to Allah SWT, the Most Gracious, and the Most Merciful, who always gives us what we need and has taught human being what we didn't know before. All thanks to Allah SWT for His gift especially the precious health to the writer that she could accomplish an undergraduate thesis. Peace always gives to our prophet Muhammad SAW, the best person in the world thanks for good guidance

Her deepest gratitude goes to my parents who are never tired to empower her spirit during the completion of this thesis, never last ending love for you. I also would like to express my warm thanks to the honorable lecturers of English Education Study Program who always patiently and wholeheartedly. To all my friends thank you for giving me such a colorful friendship.

With limitation of ability of the writer still has many mistakes in writing and presentation items. Therefore, the writer appologize hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro, 26 Agust , 2013

The Writer

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INTRODUCTION

A. Background of study

Writing is an important form of communication in day-to-day life. Writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing, and each culture has its own style for organizing academic writing.

Writing is a form of language use in writing, which of course requires a different treatment when compared with the activity of language use in oral form. In writing text, we can explore or express our ideas, feelings, and thoughts. In doing this activity, we must be able to use a good language and also must be able to arrange good sentence grammatically in order that the readers understand the content of our writing. Thus, writing is basically the processing ideas and thoughts by using knowledge of structure.

Paragraph is a group of related sentences between one sentence to another sentence. In writing paragraphs are also referred to as a short essay, because in this form the author put the idea or thought to form a topic or subject. In the first paragraph there is some form of sentences, the sentences are sentences of introduction, the main sentence or topic sentence, explanatory sentences, and closing sentence. These sentences are strung into a single unit that can form an

idea. The short length of a paragraph could determine how many paragraphs main idea that can be expressed.

The main problem in writing activities that have been faced by the majority of learners in Indonesia is still weak mastery of structure and texture. Therefore, it is important for English language learners to master the rules of the English language phrase-making so that the ability to expressing ideas in English can be improved. Ultimately the overall ability to perform activities also increases.

The application of concept mapping in writing paragraphs used to train the students to associate a concept or something that has been known by other concepts. In addition, can be used to connect the new things that can be attributed to what is already known. This concept is usually used to; helping the teachers to enable students, helping the students 'bridge' new things with what is already known in advance, directing class discussion, encourage students to think critically and creatively, enhance or develop vocabulary.

Based on pre survey data, the writer found that some of the eighth grade students of MTs Ma'arif 01 Punggur have difficulties in writing, especially in learning of writing paragraph.

Table I
The Result of the Data Writing Test at the VIII^C Class of MTs Ma'arif 01 Punggur Lampung Tengah

No.	Range	Frequency	Percentage(%)	Category

1	90-100	0	0 %	Excellent
2	75-89	0	0%	Good
3	60-74	7	20.6%	Fair
4	0-59	27	79.4 %	Poor
Total		34	100 %	

Source: Teachers archive, English writing score at the eighth grade of MTs Ma'arif 01 Punggur (Pre Survey, May on 2013)

The description above shows that teaching by using suitable technique is necessary to increase skill in teaching learning process. The teaching activities must be well planned in such a way that learning will become interesting.

The teaching approach applied should be interesting and meaningful materials should also be developed based on specific consideration such as creating enjoyable materials. It is assumed that by the implementation of concept mapping in teaching writing paragraph, teaching learning process would be more effective to increase students' ability. Learning English also becomes more interesting because they can guess and discuss enjoyably with their friends and teacher.

Based on problem above the writer assumes that writing is the most important skill. To the best of the writer's knowledge, concept mapping is one of technique that can be used to increase writing paragraph. Finally, the writer would like to conduct a research entitled

"INCREASING THE STUDENTS' WRITING PARAGRAPH THROUGH THE IMPLEMENTATION OF CONCEPT MAPPING AT MTs MA'ARIF 01 PUNGGUR IN THE ACADEMIC YEAR OF 2013/2014"

In this research, the writer like to do the class action research. It's hoped to give motivation and improve the students writing ability, especially in writing paragraph.

B. Problem Identification

Based on the background above, the writer would like to identify the problems as follows:

1. The students have low ability in writing paragraph,

2. The most of students find the difficulties in developing the idea in their text and making the text unified, it is probably the teacher does not use appropriate technique,

3. The lack of students to implement some aspects of writing,

4. The instructor is less ability to use and find out a good and interesting method in teaching, especially in writing.

Based on problems mentioned above, the writer limits the problem only to use the implementation of concept mapping to increase the students' writing paragraph ability among eight grades of the students in MTs Ma'arif 01 Punggur.

C. Problem Formulation

Based on the problem above, the writer would like to identify the problem as follow:

1. Can the implementation of concept mapping increase the students' in writing paragraph ability at MTs Ma'arif 1 Punggur

D. Object of The Study

The objectives of the study as below:

1. The writer wants to know whether the implementation of concept mapping can increase the students' writing paragraph in learning English.

E. Benefit of study

After doing research and finding the results, the writer hopes that it will be useful.

1. For the students :

   a. To increase the students to learning English in writing skills.

   b. To increase the students writing paragraph in learning English.

2. For the teacher :

   To give input English teacher if the implementation of concept mapping can increase the students' ability in writing paragraph well or not.

3. For the school :

   The research can be used as information to incrase motivation the students' learning English.

4. For the researcher :

   The result of this research can be used as information to another researcher and contribution of knowledge in learning English for the future.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Writing Paragraph

a. Concept of writing a paragraph

The meaning of writing in Oxford Advanced Learner's Dictionary is: 1) the action of writing, in difference to reading, speaking, etc such as books, stories, or articles. 2) a group of part of writing, especially by a particular person or on a particular subject. 3) the particular way in which somebody forms letters when they write.[1]

According to Siahaan, writing is the talent of writer to deliver information to reader or club of readers.[2] Writing is a psychological activity of the language use to give information in the written text[3]. Its mean writing is a skill which the writer discusses about the major topic that aims to convey information to the reader.

Mike Sharples explain that writing is a special activity, both simple and hard[4]. This means that writing is the skill of each person who is an easy way to express what have in mind to the feelings. Writing is an activity that is easy and difficult, because the content in

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[1] A.S Hornby, *Oxford Learner's Dictionary,* Oxford University Express, New York, 2000, p. 1561

[2] Sanggam Siahaan, *The English Paragraph*, Yogyakarta; Graha Ilmu, 2008, p.2

[3] _____, *Issues in Linguistics*, Yogyakarta; Graha Ilmu, 2008, p.214-215

[4] Mike Sharples, *How We Write:Writing as creative design*, London ; Routledge, 1999 p.3

the text must match the subject and information submitted must be clear and understood by the reader.

Brown explains that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally.[5]

It means that writing is a process of communication which uses a conventional graphic system to convey a message to reader that should be learnt. And this skill cannot be mastered naturally. In this process, in order to have skill of writing someone should know the step of arranging letters, words, sentences, and paragraphs by using knowledge of structure and some other related to one another. It is also important because writing is drawing the graphic symbols that represent one language in order that people can understand it.

According to Siahaan, paragraph is a part of written text[6]. That consist of a few sentences, which are grouped in three parts; they are the beginning, the body, and the ending. Paragraph is parts of written text consist of several sentences in a context[7]. So, paragraph is a part of writing possessing more than a few sentences about a definite main topic and a definite controlling idea. The paragraph of explanation is

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[5] Douglas Brown, *Teaching by Principles* : *An Interactive Approach to Language Pedagog*y (2ⁿᵈ Ed), Addison Wesley, New York, 2001, p.334
[6] *Ibid*, p.5
[7] *Ibid*, p.215

sometimes used to describe something[8]. In writing a definition, paragraph is a part in writing that explains of a term is explained by using words that are easily understood.

The paragraph is the basic unit of academic writing in English[9]. So, the paragraph is a collection of a few sentences that have or contain a main idea and a few supporting sentences that help the reader to understand and appreciate the meaning of the content and information contained in a paragraph.

From the whole explanation above, writing paragraph is an activity of using language in written consisting of a sentences or clause or even only a phrase to expression of language skill that consist of a several sentences to give information to the reader. So, the readers understand messages or information. Besides that, writing paragraph is used to express and explain ideas. And the purpose of writing is to give information from the written to the reader and convey the message or information accurately, effectively, and correctly.

Paragraph in writing is a part of writing that contains several sentences, and which can be divided into three parts.[10] There are three

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[8] George E.Wishon and Julia M. Burks, *Let's Write English*, Canada;Van Nostrand Reinhold Ltd,1980, p.281
[9] Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate: Paragraph and Essays*, America: Person Education, Inc. 2008, p.3
[10] Sanggam Siahaan, *op,cit*, p.216

part of a paragraph that will be able to use it an almost all types of writing in English as follow[11];

1). Topic sentence

A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts; the topic and the controlling idea. The topic is the subject of the paragraph. And the controlling ideas is a limits the topic of the paragraph. Following the topic sentence, the other sentences can have a variety of functions, e.g.[12]: clarifying or re-stating the main idea, explaining the idea, qualifying the main point in some way, providing examples, giving supporting evidence, commenting on the main idea.

2). Supporting Sentences

The body or supporting sentences is developing the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. In terms of organization, especially of expository paragraphs, there are two types of supporting sentences; major supporting sentences and minor supporting sentences. Major supporting sentences tell us about the topic sentence. Minor supporting sentence tell us about the major supporting sentence.

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[11] Cynthia A. Boardman and Jia Frydenberg, *op.cit*, p. 4

[12] Leonardo da Vinci programme and European Commission, *Writing in English A Practical Handbook for Scientific and Technical Writers*, Pilot Project Group, 2000, p.8

3). Concluding Sentence

The concluding sentence of a paragraph is generally needed in a stand-alone paragraph. Usually, a concluding sentence is a statement of the topic sentence. That is, it gives the same information as the topic sentence, but the information is expressed in a different way. A concluding sentence serves two purposes. The first, it signals the end of the paragraph. The second, it leaves the reader with the most important ideas to remember[13]. A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of important points. However, a concluding sentence is not needed for every paragraph in a multiparagraph essay.

b. Characteristic of writing paragraph

In writing a paragraph there are some characteristic that must be considered in order the meaning or information to be presented can be more easily and clearly understood by the reader. In addition to organization, writing in English must also have the characteristics of coherence, cohesion, and unity[14].

1). Coherence

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[13] Alice Oshima and Ann H, *Writing Academic English*.pdf, p.13
[14] *Ibid,* p.18

Coherence is the connectedness between one sentence with another sentence[15]. A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can be understood with ideas easily. The principles for ordering depend on the type of all paragraphs in writing.

2). Cohesion

Cohesion is another characteristic of a good paragraph in writing[16]. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3). Unity

Unity is the final characteristic of a good written paragraph. All the supporting sentences should relate to the topic sentence. It means that all the sentences in a paragraph discuss only one main idea.

From the whole explanation above, the characteristic of writing paragraph it's very important in writing because the presence of some these characteristics it will be help the reader to understand more clearly what is conveyed by the writer. And information from sentences is one with sentence who another must be mutually related to your subject. Thus, a well-written paragraph and correct the

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[15] *Ibid* p.13
[16] *Ibid*, p.23

information submitted will be clear and easily understood by the reader.

c. **Types of writing paragraph**

The type of the writing paragraph as a productive language skill is classified according to the specific purposes of the writer put in the text to be communicated to the readers[17]. There are four forms of writing paragraph. What is the form used in each paragraph?[18]

1). Narration is the forms of writing used to relate the story of facts or events of his world experience in order his readers can see, feel, smell, hear, and taste it as he can.

2). Description is the writer to analyze and explain an object with a purpose to reveal out its aspects and the nature of their interrelationship vividly. Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear.

3). Exposition is used in giving information, making explanations, and interpreting meanings. In an exposition type, the writer tries to show the (new) truth of fact of an object in order the readers

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[17] *Ibid,* p.217

[18] George E.Wishon and Julia M. Burks, *Let's Write English*, Canada;Van Nostrand Reinhold Ltd,1980, p.378

believe or disbelieve something related to the object they are experiencing.

4). Argumentation is used in persuading and convincing the readers to believe or disbelieve the truth of the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.

d. Process of writing

In the writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. In writing process, according to Brown there is several aspect of writing as follow;

1). Content   : the substance of the writing and the idea expression
2). Organization : the logical organization of the content
3). Vocabulary : the selection of words those are suitable with the content
4). Grammar   : use grammatical form and syntactic pattern
5). Mechanics: use of the graphic convention as a second language.[19]

Writing Performance	Scores	Levels	Indicators
Content	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It is

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[19] *Ibid*, p.357

			very suitable to the title.
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The student less understand the content. Their writing is less complete and less detail.
	10-16	Poor	The students do not understand the content of writing.
Organization	18-20	Excellent	Writing really organized and neat. It is really clear, much ideas and the sequence is very logic.
	14-17	Good	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, less ideas and the sequence is less logic.
	7-9	Poor	Writing is not organized, not clear and low idea. The sequence is not logic.
Vocabulary	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriate.
	17-14	Good	The students have many vocabularies. They use the words effective and appropriate.
	13-10	Fair	The students have little vocabularies. The words less effective and less appropriate.
	7 – 9	Poor	The students do not master the word and their writing like translation.
Grammar	22-25	Excellent	The students can master the grammatical well.
	21-18	Good	The students uses and arranges the sentences simply.
	17-11	Fair	The students are difficult using and arranging the simple sentences.

	5-10	Poor	The students do not master the grammatical in their writing.
Mechanics	5	Excellent	The students master the mechanics in writing.
	4	Good	The students can master the mechanic in writing.
	3	Fair	The students less master the mechanic in writing.
	2	Poor	The students do not master the mechanic in writing and their writing are difficult to read.

In teaching the writing process, be aware that students will find their own methods. At least toward the beginning of the year, encourage students to use the following strategies: prewriting, drafting, self revising, peer/adult revising, editing and publishing,

1). Prewriting

Prewriting is the first stage of the writing process. The goal here is to generate ideas. [20] Examples of prewriting include anything from a sentence or two describing a project's organization to an extensive outline with references to where you will place notes. Three usable formats for prewriting include the following:[21]

a). Bubbling (mind web)

b). Outlining

c). Drawing/writing a captioned cartoon strip

2). Drafting

[20] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook For Tutoring And Remediating Students*, America; United States of America, 2008, p. 179

[21] Garth Sundem, M.M. *Improving Student Writing Skills*, USA: *Shell Education, 2007, p.41*

Drafting is an early version of a piece of writing[22]. Most of us cannot compose anything well at the first try. This is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps.

3). Revising

Revising is the heart of the writing process[23]. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is often neglected in the writing process. Students often feel that they have already written the paper, and they see any extra work, such as revising, as just that extra work. But in revising lies the greatest potential for learning. While revising, students learn techniques to make their writing better techniques they can apply the next time they draft[24]. Both drafting and revising are creative, but they differ in emphasis. Drafting is more spontaneous and active; revision, more thoughtful and critical[25].

4). Editing

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[22] Thomas S,Kane, *The Oxford Essential Guide to Writing*, New York; Oxford University Press Inc, 2000, p.34

[23] *Ibid*, p.179

[24] *Ibid*, p.55

[25] *Ibid*, p.36

Editing is the stage where grammar, spelling, and punctuation errors are corrected.[26] The method for teaching conventions elicits one of the most heated debates in teaching. To drill or not to drill that is the question. Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks.[27]

5). Publishing and Sharing

Publishing and sharing is where students' writing is shared with an audience. In additionally, publishing is central to the implementation of Authentic Writing[28]. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

e. Teaching writing

Teaching writing is different with teaching speaking because both of the activities are different. In speaking can express their mind orally

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[26] *Ibid,* p.179
[27] *Ibid,* p.61
[28] *Ibid,* p.62

and the result, whereas in teaching writing to express the idea in written form.

According Kasihani, teaching writing is a continuation of previous activities. This is a complex skill because it requires the need to spell ability, structure and using vocabulary. Aim to train students to write and spell, uses punctuation, and get to know a new vocabulary and structure in sentence[29]. Its mean teaching writing is very important in order to build students language skill. Therefore, teacher should know the problem faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

From the whole explanation above, teaching writing is the teaching language ability and organization of ideas. More specifically it's said that teaching writing requires the element of writing including grammar, sentences, organization, vocabulary, and mechanic. In order word, teaching writing guides the students not only to write sentence in text but also to organize idea in writer form. And the materials in teaching writing aids are always necessary to be use in every teaching learning process.

In many classroom teachers not only provide useful current information and material for specialized reading, but also contribute to improve learning in a number of ways. It's clear than in teaching learning

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[29] Kasihani, K.E Suyanto, *English for Young Learner*, Jakarta: Bumi aksara, 2008, p.26

process the teacher need materials to help him as well as teaching aids. The materials are needed in speaking, listening, reading and writing.

Furthermore, the materials of teaching learning aids are always needed in teaching learning process including in teaching writing. The teacher should select the materials based on the topic that will be discussed in the classroom and of course it should be related to the syllabus. However, it has to be ordered well in order to reach the subjective and instruction.

2. Concept mapping

a. Definition of Concept Mapping

A concept map is a visual organizer that can improve students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways.[30] A concept map is deepening understanding and comprehension. It means concept mapping is a learning technique that teachers use to facilitate the learning process and can improve students' understanding of the thinking process.

Concept mapping is a technique commonly used in teaching to train students to connect a concept or something that has been known by other concepts.[31] In addition, it can be used to connect the new things that can be attributed to what is already known. This concept is usually used

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[30] http://www.readingrockets.org/strategies/concept_maps/ 20 2 2013

[31] *Ibid*,p.95

to; helps teachers to enable students, helping students 'bridge' new things with what is already known in advance, directing class discussion, encourage students to think critically and creatively, enhance or develop vocabulary.

Concept mapping is an educational tool that encourages meaning and learning[32]. Meaningful learning or learning with understanding is much stronger and longer-lasting than rote learning or learning by memorization because students address the conceptual meaning of the knowledge being learned, and link this new information with previous knowledge. Concept mapping is an active, creative, visual and spatial learning activity in which concepts are organized according to their hierarchical relationships.

Learning through visual word is better than learning through explanation and descriptive because seeing in believing that concept mapping not only provide bases for answer to factual question but also can stimulate a variety of creative word. The use of concept mapping in the classroom with the idea that can be said that, from the words as one of the basic language can helps to from the sentence. The collection of sentences will form a paragraph.

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[32] Angel0 J. Pinto& Howard J. Zeitz, *Concept Mapping: A Strategy For Promoting Meaningful Learning In Medical Education*, Carfax Publishing Ltd, 1997, P.114

From the explanation above, it can be concluded that the concept mapping is a learning technique that aims to encourage student creativity in thinking, improve and develop vocabulary. So, concept mapping visually illustrates the relationships between concepts and ideas. This concept are linked by words and phrases that explain the connection between the ideas, helping students organize and structure their thoughts to further understand information and discover new relationships. Most concept maps represent a hierarchical structure, with the overall, broad concept first with connected sub-topics, more specific concepts.

b. **Benefits of Concept Mapping**

In teaching writing using concept mapping to improve students' skills in making the paragraphs more easily[33], and concept mapping serves several purposes for learners, namely;

1) Helping students brainstorm and find new ideas

2) Helping students to make a good paragraph unity.

Its mean using concept mapping in teaching writing can provide many benefits to the students, because can help students organize new information, and to make meaningful connections between the main idea and other information.

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[33] http://www.inspiration.com/visual-learning/concept-mapping 20 2 2013

c. Implementation of concept mapping through writing paragraph

Teaching writing by using concept mapping through writing paragraph is suited to help students to improve their writing performance in terms of content, organization, and use language, therefore using this technique can help the teaching of writing paragraphs with ease, fun and motivating students to be better express what have in mind. This technique was chosen since it helped the students to generate ideas and develop them.

The method involved in the writing process including prewriting, writing, and post writing. The main objective of the study is aim at developing concept mapping technique to improve the students' performance in writing paragraph.

The concept mapping technique involved process approach and using three-phase techniques in the implementation, namely pre activity, main activities, post activity.

1). Pre activities

The pre activities included reviewing the students' knowledge about writing paragraph and concept mapping.

2). Main activities

The main activities involved assigning the students to generate ideas using concept mapping on free topics, asking them to start writing their drafts, reminding them of some linguistic points, asking them to proofread and give comments on each other's work, and giving them time to edit and revise their work.

3). Post activities

The post activity is involved submitting the students' final work, asking their feeling and difficulties in learning using concept mapping, and eliciting them to conclude the lesson. The success of the implementation of these procedures was by implementing concept mapping in writing paragraph on free topics. The topics that had to be developed by the students were not determined by the teacher so that the students could write freely and more creative.

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

1. By using concept mapping as the technique of teaching, the students will be able to increase their writing paragraph ability at MTs Ma'arif 1 Punggur.

CHAPTER III

RESEARCH METHOD

A. Location Setting and subject of research

The object of this research is MTs Ma'arif 01 Punggur, it is located on Kampung Sidomulyo, Kecamatan Punggur, Lampung Tengah. The total of teacher and staff here are 34 teachers. The total of the students eighth grade are 153 students.

The students of this research are 34 students of class VIII^C of MTs Ma'arif 01 Punggur. The writer has chosen this class because most of the students have low score in English lesson especially in writing paragraph.

Table 2

The Subject of the Research

Class	Sex		Total
	Male	Female	
VIII^C	11	23	34

B. Object of the Action Research

a. Classroom Action Research

Classroom Action Research is a method of finding out what works best in classroom so that can improve student learning.[1] Creswell explain that classroom action research or a mixed method approach is where the

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[1] http://www.julianhermida.com/algoma/scotlactionresearch.htm 22-2-2013

writers tend to do research that become active in the classroom.[2] The writer conducted an investigation that involves collecting data either simultaneously or with a collection of information both numerical and text information so that the final database represents both quantitative and qualitative information.

According to Kunandar, classroom action research is an action research conducted by teachers also as researchers in class or collaborated with others by designing, implementing, and reflecting the collaborative and participatory actions as the aim to improve or enhance the quality of the learning in class through specific actions in a cycle.[3] Rochiati explains that classroom action research is how teachers can organize their teaching activity and learn from their own experience.[4] It means, action research is a way or effort in solving a problem that is done directly by the teachers and also as researchers in order to improve or enhance the quality of classroom practice.

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[2] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Sage Publications, Inc, 2003, p.18

[3] Kunandar, *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta:Pt Grafindo Persada, 2011,p.45

[4] Rochiati Wiraatmadja, *Metode Penelitian Tindak Kelas*, Bandung: PT Remaja Rosdakarya, 2010, p.13

b. The Goal of CAR

There are several goals of this CAR such as:

1. To solve the real problems that occur in the classroom which are experienced directly in the interaction between teachers and students who are learning.

2. Increasing the relevance of education, this is achieved through an increment in the learning process.

3. As a means of in-service training, which supplies teachers with the skills and methods, sharpen and enhance the analytical power of consciousness itself.

4. Increasing the quality of education through improvement instructional practices in the classroom to develop different types of skills and increasing student motivation.

5. Increasing professional attitude teachers

6. Cultivate academic culture in the school environment

7. Increase processing efficiency education learning.[5]

From the explanation above, the goals of CAR are to increase teaching in classroom and to motivate students to be engaged successful learners through a classroom environment where they are participants and leaders. Besides that, the goal of CAR is to investigate a self-selected issue in the

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[5] *Ibid.;* p.63

classroom to effect positive changes in the teaching and in the students' learning. In this way, teachers have the opportunity to extend existing professional development experiences to meet them individual needs and the needs of students.

In the Classroom Action Research, the researcher would like to conduct the research in two cycles. There is a relationship between one and the others. They are:

1.   Planning

2. Acting

3. Observing

4. Reflecting

Here is step of classroom action research design:

	Planning	
Reflecting	Cycle I	Acting
	Observing	

	Planning	
Reflecting	Cycle II	Acting
	Observing	

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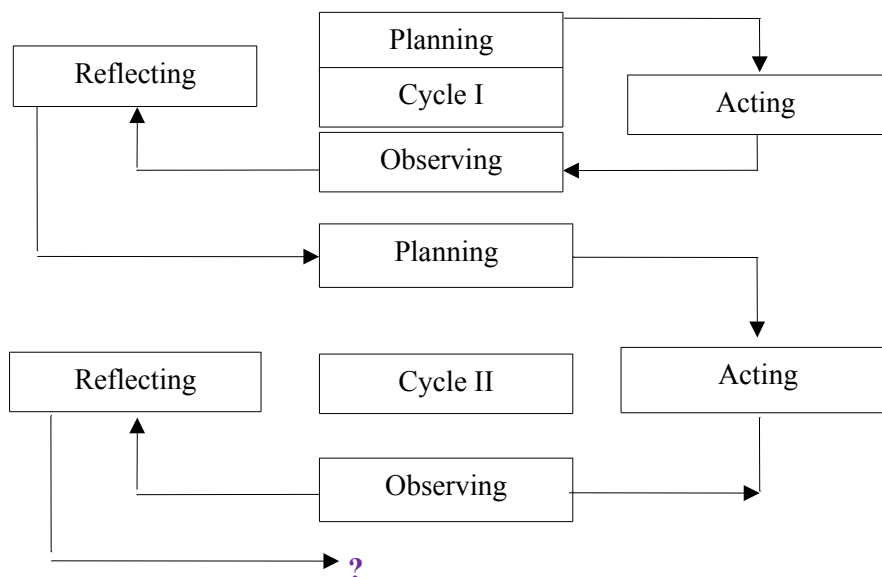
Sequence of action-reflection cycles.[6]

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[6] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Bumi Aksara, Jakarta, 2002 p.16

Cycle I

1. Planning

    Planning is to prepare instructions to implement classroom action research, namely:

    a. The writer identifies the problem causes and finds the problem solving

    b. The writer makes a lesson plan

    c. The writer prepares the material, approach and technique of teaching

    d. The writer prepares the source of learning

    e. The writer prepares format to observe

    f. The writer prepares format to evaluate the students' activities after teaching learning process.

2. Acting

    Acting is the implementation of description planning. In this step the writer acts as follows:

    a. Pre Teaching Activities

        1) The writer asks prays and greets the students.

        2) The writer checks the attendant list.

        3) The writer asks the students condition.

        4) The writer chooses the appropriate with the material going to be taught.

    b. While Teaching Process

1) The writer applies the lesson plan.

2) The writer explains about the concept mapping

3) The writer asks the students to make a short paragraph.

4) The writer moves among the students control their activities.

5) The writer gives evaluation.

c.   Post Teaching Activities.

1) The writer asks to the students to answer some question related to the writing paragraph

2) The writer greets the students.

3. Observing

In this step the researcher will observe the process of teaching learning by using observation format, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, student's good participation and student's error. The important things in teaching learning process are noted by observer.

4. Reflecting

Reflecting is the last step in this process. The researcher will analysis and discusses the observation result during teaching process, such as the weakness and strength from the action in this steps, the researcher uses data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

Cycle II

1. **Planning**

Planning is preparation an instruction to implementation classroom action research, namely:

a. The writer identifies the problem causes and finds the problem solving

b. The writer makes a lesson plan

c. The writer prepares the material, approach and technique of teaching

d. The writer prepares the source of learning

e. The writer prepares format to observe

f. The writer prepares format to evaluate the students' activities after teaching learning process.

2. **Acting**

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follow:

a. Pre Teaching Activities

1. The writer asks prays and greets the students.

2. The writer checks the attendant list.

3. The writer asks the students condition.

4. The writer Chooses the appropriate with the material going to be taught.

b. While Teaching Process

1) The writer applies the lesson plan.

2) The writer asks students to make this paragraph about the topic.

3) The writer gives explanation to the student how to make paragraph writing by using concept mapping.

4) The writer gives evaluation.

c. Post Teaching Activities.

1) The writer asks to the students to answer some question related to the topic.

2) The writer greets for the students.

3. Observing

In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participation and student's error. The important things in teaching learning process are noted by observer.

C. Data collection technique

To collect the data, the writer uses the data collection method as follows:

1.   **Observation**

Observation is an activity in observing and collecting data to determine the effect of the action has that has been done. [7] It means that the observation is an examination conducted by researchers who are directly and actively involved in the process of implementation of the action. This observation as one manifestation of the observation is used to record qualitative data such as behaviors, activities, and other processes.

2. Tests

According to Douglas Brown, test is a method form of data retrieval submitted a number of questions to measure knowledge or achievement of learning outcomes, attitudes, talents, interests, and other.[8] The test consists of pre-test and post-test. So, the writer will use test in form pre-test and post-test in CAR.

a. Pre test

The pre-test will be in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post test

The post-test will be in the last meeting after doing treatments to find out whether the treatments give any contributions to the students' achievement in the class or not. The improvement will be seen if the

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[7] *Ibid.;* p.143

[8] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* Second Edition , San Fransisco State University, 2001,p.384

average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the implementation concept mapping whether it is able to increase the student's writing paragraph.

3. **Documentation**

Documentation is a method of data collection to investigate written objects such as books, magazines, records documents, and other relevant information.

The writer uses this method to get the data about the history of the school, the sum of teacher, official employed and students at MTs Ma'arif 01 Punggur.

4. **Field note**

Field note is instrument to write phenomenon that happen it. The function of field note to know development of action and development of students in learning process.

D. **Data Analysis Method**

Data analysis will be conducted by taking the average score of the pre-test and post- test in cycle 1 and cycle 2. Furthermore, to know the result the writer will compare between pre-test and post test. Then, the result will be matched by

minimum standard (KKM) at the school at least 60. If from the cycle 1, there are some students are not successful so researcher will conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

CHAPTER IV

THE RESULTS AND INTERPRETATION

A. Result of the Research

1. Profile of the School

MTs Maarif 1 Punggur began on January 1, 1977 to the present, with the Operational Permit No: 11/MTs/LT/85 dated October 8, 1985. That in Initiate and nurtured by Ky. Ali Hashim.

The teachers and staff at MTs Maarif 01 Punggur is as much as ± 34 people. Teacher relationships with colleagues, administrative staff, and the principal looks harmonious and mutually supportive atmosphere of the school so as to create a comfortable, peaceful, and peace. MTs Ma'arif Punggur have some infrastructure and facilities are sufficient and the total students of MTs Ma'ari 1 Punggur in academic year 2013/2014 from grade VII until IX are 450 students.

2. Description of Finding

In this research, the researcher as an English teacher and Mrs. Miftahul Janah, S.Pd as collaborators doing research in two cycles, and each cycle consisting of planning, action, observation, and reflection. It starts from the first cycle performed on the date, July 15, 2013, and the second cycle was conducted on 1 August 2013

a. cycle 1

The first cycle consists of planning, action, observation, and reflection. However, before the first cycle is done, the researcher conducted pre-test scores to determine student grades early and used as a comparison with the post-test scores. The results of pre-test scores of students can be explained, as follows:

Table 3
Table of the Result Score of Student's Pre-test

No	Name	C	O	V	G	M	Total score pre test I
1	AAR	10	10	10	5	2	37
2	AM	15	10	10	5	2	42
3	AN	10	10	10	10	2	42
4	ANG	15	10	20	15	3	63
5	BP	10	10	8	10	2	40
6	BR	10	15	10	10	2	47
7	DSY	10	10	9	5	2	36
8	DSE	10	10	8	10	2	40
9	DQ	10	9	9	9	2	32
10	DO	10	10	10	10	2	42
11	DS	10	8	7	10	2	37
12	ES	10	10	9	10	2	41
13	ENK	10	7	10	10	3	40
14	FDH	10	10	10	15	3	48
15	FK	10	10	9	10	2	41
16	HMK	10	15	7	10	2	44
17	IA	15	10	20	15	3	63
18	LSW	10	8	10	10	2	40
19	LR	10	10	15	10	2	47
20	LS	10	10	10	10	2	42
21	MAA	10	10	15	10	2	47
22	MH	10	10	8	10	2	40
23	NA	15	15	10	10	2	52
24	NAN	10	8	10	10	2	40
25	N	10	8	15	10	2	45

26	RN	15	10	20	15	2	62
27	SA	10	10	10	10	2	42
28	TS	10	10	10	5	2	37
29	TLE	10	10	9	5	2	36
30	TLI	10	8	10	10	2	40
31	TWA	15	10	15	15	2	57
32	UTM	10	10	10	10	3	43
33	WL	10	10	10	10	2	42
34	ZA	10	5	10	5	2	32
Total score							1479
Highest score							63
Average score							43.5
Lowest score							32
Student pass							8.8%

Source : The result score of pre-test

Based on the results of pre-test scores in the table above, the researcher received a total score of pre-test with a score summarizes the questions to get the total score of the students. After that, to determine the average value, the researchers summarize the total score of all students and divided by total students. In the pre-test, the total score was divided 1479, so the average score of 43.5. Researchers is the highest score was 63 and the lowest score is 32. Based on the standard KKM (Criteria Mastering Material), there is 3 students are able to pass the exam with a score of ≥ 60 by percentage 8,8 %.

1) **Planning**

Based on pre-test results, the researchers found several problems such as passive students in learning English, they do not like to disclose the ideas in writing in English. So researchers wanted to focus on the issue. Before

doing the implementation in cycle I, the researchers collaborate with subject teachers of English (Mrs.Miftahul Janah S.Pd) to plan the things that need to be prepared, among others, lesson planning and implementation, evaluation sheets and sheets of observations.

2) Acting

The first meeting took place on July 15, 2013, the implementation of the action in the first cycle are:

a) Early activities

Before teachers begin the lesson, the teacher friendly greetings in advance to the students when entering the classroom, checking students' attendance, give an idea to the students about the teaching materials to be studied and make sure that students are ready to learn.

b) Core activities

Teacher explains about the mapping application in writing descriptif consep paragraphs, provide examples, and then together with the students to discuss thoroughly about descriptive paragraph. After that, the teacher gives the student a booklet then instruct students to create a short descriptive paragraph in accordance with the theme or image has been instructed. After the students have finished, the results of the writing collected in front of the class. And teachers provide correction of the results of their work.

c) **The final activity**

Teacher asks students about the difficulties experienced by students during the learning process, along with some reflections have been studied to determine the impressions and suggestions for improvement in an effort to motivate students to work hard to accomplish the task given. The bell rang, and the teacher told the students to continue the next meeting and the teacher closed the meeting with greetings.

3) Observing

In observing the research presented in two meetings in cycle 1 overall implementation of concept mapping in writing skills. Observations can be seen in the table:

Table 4
The result of the students score of pre test and post test cycle I

No	Name	Score	
		Pre Test	**Post Test**
1	AAR	37	45
2	AM	42	50
3	AN	42	50
4	ANG	63	70
5	BP	40	50
6	BR	47	60
7	DSY	36	45
8	DSE	40	50
9	DQ	32	42
10	DO	42	50
11	DS	37	45
12	ES	41	50
13	ENK	40	50

14	FDH	48	60
15	FK	41	50
16	HMK	44	52
17	IA	63	70
18	LSW	40	45
19	LR	47	61
20	LS	42	50
21	MAA	47	45
22	MH	40	50
23	NA	52	60
24	NAN	40	45
25	N	45	50
26	RN	62	60
27	SA	42	50
28	TS	37	45
29	TLE	36	61
30	TLI	40	50
31	TWA	57	56
32	UTM	43	50
33	WL	42	50
34	ZA	32	45
Total score		1479	1762
Average		43,5	50.8

Based on the table above, it can be seen that the process of assessment of English language teaching and learning activities undertaken by students with the application of the consep mapping in writing descriptive paragraph Cycle I suggest that from 34 students only 8 students that passed the exam with score $\geq$ 60. It can be concluded that the application of the consep mapping in writing descriptive paragraph in the learning process shows sufficient qualifications.

Table 5
The students activity cycle I

No	Name	Score of the students activity	Percentages
1	AAR	2	40%
2	AM	1	40%
3	AN	3	60%
4	ANG	4	60%
5	BP	3	60%
6	BR	2	40 %
7	DSY	1	40%
8	DSE	3	60%
9	DQ	3	60%
10	DO	2	40%
11	DS	2	40 %
12	ES	1	40%
13	ENK	2	40 %
14	FDH	2	40 %
15	FK	3	60%
16	HMK	2	40 %
17	IA	3	60%
18	LSW	2	40 %
19	LR	3	60%
20	LS	2	40 %
21	MAA	3	60%
22	MH	2	40%
23	NA	1	40%
24	NAN	3	60%
25	N	2	40 %
26	RN	4	60%
27	SA	2	40 %
28	TS	3	60%
29	TLE	2	40 %
30	TLI	2	40 %
31	TWA	2	40 %
32	UTM	1	40%
33	WL	2	40 %
34	ZA	1	40 %
Total		76	

Indicators of the students' activities that observed are:

1. Giving attention to the teachers' explanation
2. The students answered the question (oral, written)
3. Asking-answering the question to-from the teacher-other students
4. Making note from the material
5. Doing the assignment

Based on table above, it can be inferred that the learning process has done well.

4) Reflecting

Based on the results of the first meeting, it can be said that most of the students got tough in the learning process. This happens because the students have not used in the application consep mapping learning system, but by using different learning methods are expected to facilitate students in expressing ideas difficult to understand by students.

Results of the second meeting. We can use the media learned of the image associated with the material being taught at the time. We can see the difference in the students' understanding of the ability to express an idea into a paragraph on the first meeting and the second meeting. We can see an increase in students' understanding of English language learning.

Although there are differences in learning between the first meeting and the second meeting but it is expected that students will be better able to accept and understand the lessons delivered. It can be seen from the increasing value of students between the first meeting and the second meeting.

a. **Cycle II**

Cycle II is similar to the cycle I, consisting of planning, action, observation, and reflection. This will explain in more detail as follows:

1) **Planning**

In planning, researchers and collaborators discuss the tools or media that will be given to students. Because researchers will use the images associated with the materials for classroom teaching.

2) **Acting**

Implementation of the action cycle II is run by a reflection on the cycle I, whereas the material covered in the learning cycle II cycle remains the same as I. The action learning cycle II is divided into three activities, namely:

a) **Early activities**

Before teachers begin the lesson, the teacher friendly greetings in advance to the students when entering the classroom, checking students' attendance, giving students an overview of the material to be learned and make sure that students are ready to learn.

b) **Core activities**

Teacher explains about the application consep mapping in writing descriptive paragraphs, provide examples, and then together with the students to discuss thoroughly about descriptive paragraph. After that, the teacher gives the student a booklet then instruct students to create a short descriptive

paragraph in accordance with the theme or image has been instructed. After the students have finished, the results of the writing collected in front of the class. And teachers provide correction of the results of their work.

c) End of activity

Teacher asks students about the difficulties experienced by students during the learning process, along with some reflections have been studied to determine the impressions and suggestions for improvement in an effort to motivate students to work hard to accomplish the task given. The bell rang, and the teacher told the students to continue the next meeting and the teacher closed the meeting with greetings.

3) Observing

In observing the two studies presented at the meeting of the cycle II of the implementation concept mapping in writing skills. Observations can be seen in the table:

Table 6

Table of the Result Score of Student's Post-test II

No	Name	C	O	V	G	M	Total score pre test II
1	AAR	15	10	14	18	3	60
2	AM	20	15	10	18	3	66
3	AN	15	10	20	17	2	64
4	ANG	20	10	18	20	4	72
5	BP	16	10	10	18	2	56
6	BR	20	10	20	17	2	69
7	DSY	20	15	15	15	3	68
8	DSE	20	12	10	18	3	63
9	DQ	17	13	14	18	2	64

10	DO	15	15	12	18	2	62
11	DS	15	14	15	17	2	63
12	ES	20	15	15	20	4	74
13	ENK	18	12	12	15	3	60
14	FDH	15	15	10	15	3	58
15	FK	15	12	14	15	2	58
16	HMK	15	15	10	17	2	59
17	IA	15	13	20	15	3	66
18	LSW	15	10	15	18	2	60
19	LR	18	12	15	18	2	75
20	LS	15	14	15	20	3	67
21	MAA	15	10	20	15	2	62
22	MH	15	10	15	15	2	57
23	NA	15	15	14	15	3	62
24	NAN	19	10	14	17	2	62
25	N	15	12	15	15	3	60
26	RN	18	13	20	20	3	74
27	SA	18	13	15	18	2	66
28	TS	20	14	13	10	3	60
29	TLE	20	12	10	13	2	57
30	TLI	15	10	14	12	2	53
31	TWA	20	15	15	15	3	68
32	UTM	20	10	15	15	4	64
33	WL	15	13	15	10	2	55
34	ZA	15	10	13	10	2	50
Total score							2134
Highest score							75
Average score							62.76
Lowest score							50
Student pass							73.5%

After the treatment, the students could develop their writing skill, it seen from the result score of post-test II, the researcher were the highest score was 75 and the lowest score was 50, while the average score in VIII grader was 62.76. Based on the standard of KKM (Criteria of Mastering the

Material), there were 25 students that passed the exam with score ≥ 60 with

the percentage 73.5% in post-test II. It means that cycle II are success.

Table 7
The students activity cycle II

No	Name	Score of the students activity	Percentages
1	AAR	3	60%
2	AM	4	60%
3	AN	4	60%
4	ANG	5	100%
5	BP	5	100%
6	BR	4	60 %
7	DSY	5	100%
8	DSE	4	60%
9	DQ	5	100%
10	DO	5	100%
11	DS	4	60 %
12	ES	3	60%
13	ENK	4	60 %
14	FDH	5	100 %
15	FK	4	60%
16	HMK	5	100 %
17	IA	5	100%
18	LSW	4	60 %
19	LR	5	100%
20	LS	4	60 %
21	MAA	5	100%
22	MH	3	60%
23	NA	2	40%
24	NAN	4	60%
25	N	4	60 %
26	RN	5	100%
27	SA	3	60 %
28	TS	4	60%
29	TLE	4	60 %
30	TLI	3	60 %

31	TWA	3	60 %
32	UTM	5	100%
33	WL	4	60 %
34	ZA	3	60 %
Total		139	

Based on table above, it can be inferred that the learning process has done well. It looked on there were 2.9 % of the students on good categories, and 61.8 % on very good categories, then 35.3% on excellent categories.

4). Reflecting

Based on the observations the learning process in cycle II, it can be said that the learning process with the application of the mapping consep in short writing descriptive paragraph shows a good qualification. This success is due researchers have revised and improved teaching and learning process in cycle I.

In cycle II, students are more active, more eager to express these ideas into an easy and interesting writing in accordance with what has been instructed by the teacher, students are more motivated to learn English.

B. Interpretation

1. Interpretations and Learning Result at Cycle I

Table 8
The Students Score at Cycle I

No	Name	Pre-test Score	Post-test 1 Score	Increasing	Explanation
1	AAR	37	45	8	Increased

2	AM	42	50	8	Increased
3	AN	42	50	8	Increased
4	ANG	63	70	7	Increased
5	BP	40	50	10	Increased
6	BR	47	60	13	Increased
7	DSY	36	45	9	Increased
8	DSE	40	50	10	Increased
9	DQ	32	42	10	Increased
10	DO	42	50	8	Increased
11	DS	37	45	8	Increased
12	ES	41	60	19	Increased
13	ENK	40	50	10	Increased
14	FDH	48	45	-3	Decreased
15	FK	41	50	9	Increased
16	HMK	44	50	6	Increased
17	IA	63	70	7	Increased
18	LSW	40	45	5	Increased
19	LR	47	65	18	Increased
20	LS	42	50	8	Increased
21	MAA	47	45	-2	Decreased
22	MH	40	50	10	Increased
23	NA	52	60	8	Increased
24	NAN	40	45	5	Increased
25	N	45	50	5	Increased
26	RN	62	60	-2	Decreased
27	SA	42	50	8	Increased
28	TS	37	45	8	Increased
29	TLE	36	47	11	Increased
30	TLI	40	50	10	Increased
31	TWA	57	56	-1	Decreased
32	UTM	43	50	7	Increased
33	WL	42	50	8	Increased
34	ZA	32	40	8	Increased
Total		1479	1762		Increased
Average		43.5	50.8		Increased

In this research pre-test and post-test was done individually. It aims to

determine the ability of students before and after treatment. From the pre-test

and post-test first cycle, it can be concluded that there is an increase of the

score results of students. It can be seen from the average 43.5 becomes 50.8.

2. **Interpretations and Learning Result at Cycle II**

Table 9
The Students Score at Cycle II

No	Name	Post-test 1 Score	Post-test 2 Score	Increasing	Explanation
1	AAR	45	60	15	Increased
2	AM	50	66	6	Increased
3	AN	50	64	14	Increased
4	ANG	70	70	0	Constant
5	BP	50	56	6	Increased
6	BR	60	69	9	Increased
7	DSY	45	68	23	Increased
8	DSE	50	63	13	Increased
9	DQ	42	64	22	Increased
10	DO	50	62	12	Increased
11	DS	45	63	18	Increased
12	ES	60	74	14	Increased
13	ENK	50	60	10	Increased
14	FDH	45	58	13	Increased
15	FK	50	58	8	Increased
16	HMK	50	59	9	Increased
17	IA	70	66	-4	Decreased
18	LSW	45	60	15	Increased
19	LR	65	75	10	Increased
20	LS	50	67	17	Increased
21	MAA	45	62	17	Increased
22	MH	50	57	7	Increased
23	NA	60	62	2	Increased
24	NAN	45	62	17	Increased
25	N	50	60	10	Increased
26	RN	60	75	15	Increased
27	SA	50	66	16	Increased
28	TS	45	60	15	Increased
29	TLE	47	57	10	Increased
30	TLI	50	53	3	Increased
31	TWA	56	68	12	Increased

32	UTM	50	64	14	Increased
33	WL	50	55	5	Increased
34	ZA	40	50	10	Increased
Total		1762	2134		Increased
Average		50.8	62.76		Increased

Based on the results of pre-test and post-test on the cycle II, it can be concluded that the application of consep mapping as a teaching method in the classroom can improve students' writing skills. The students can write with easy and unity descriptive paragragh. All students attending class from the first treatment until the last treatment. The students feel comfortable in the classroom during the learning process. They are able to understand and accept the new learning method with good. The students' score in cycle II have increase it can be seen from average score that increase from 50.8 to 62.76. This means that students can achieve the target value has been determined by KKM.

3. **Interpretations and Learning Result at Cycle I and II**

Table 10
**The Increasing of Students Scores at Cycle 1 and Cycle II**

No	Name	Pre-test I Score	Post-test 1 Score	Post-test 2 Score	Explanation
1	AAR	37	45	60	Increased
2	AM	42	50	66	Increased
3	AN	42	50	64	Increased
4	ANG	63	70	70	Constant
5	BP	40	50	56	Increased
6	BR	47	60	69	Increased
7	DSY	36	45	68	Increased
8	DSE	40	50	63	Increased

9	DQ	32	42	64	Increased
10	DO	42	50	62	Increased
11	DS	37	45	63	Increased
12	ES	41	60	74	Increased
13	ENK	40	50	60	Increased
14	FDH	48	45	58	Increased
15	FK	41	50	58	Increased
16	HMK	44	50	59	Increased
17	IA	63	70	66	Decreased
18	LSW	40	45	60	Increased
19	LR	47	65	75	Increased
20	LS	40	50	67	Increased
21	MAA	47	45	62	Increased
22	MH	40	50	57	Increased
23	NA	52	60	62	Increased
24	NAN	40	45	62	Increased
25	N	45	50	60	Increased
26	RN	62	60	75	Increased
27	SA	42	50	66	Increased
28	TS	37	61	60	Increased
29	TLE	36	47	57	Increased
30	TLI	40	50	53	Increased
31	TWA	57	56	68	Increased
32	UTM	46	50	64	Increased
33	WL	42	50	55	Increased
34	ZA	32	40	50	Increased
Total		1479	1762	2134	Increased
Average		43.5	50.8	62.76	Increased

Based on the increase in every cycle, it can be seen that the application concept mapping able to improve students' writing performance. The students understand the material and they are very enthusiastic in following the lessons learned from the cycle I to the cycle II. The students' writing performance has increased, for clear explanations, scores increased each cycle can be seen in the graph below:

Graph 1
Graph of the Result of Pre test and Post test
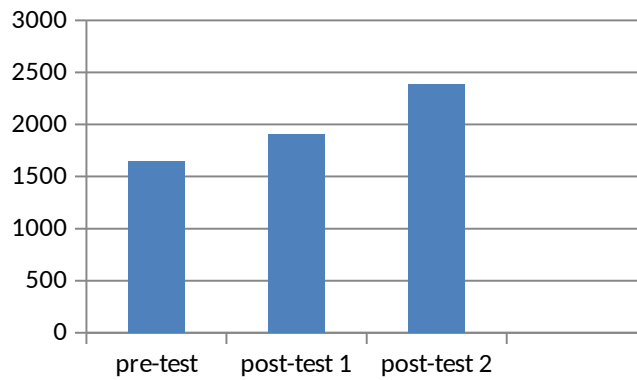
Based on the explanation above, it can be inferred that, there was an increasing of implementation concept mapping in writing. There was progress from 43.5 to 50.8 and to 62.76. It means that the students can achieve the target, the target 73.5% students gain score 60 or more.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing research and analyze all the data in the process of improving students' writing paragraphs descriptive by the implementation of concept mapping to students of class VIII MTs Maarif 1 Punggur Central Lampung, researchers drew the following conclusions:

1. Concept mapping increase the students' creative in writing paragraphs. By the implementation of concept mapping in teaching methods, students feel enjoy in doing class assignments. This method provides a new atmosphere and new ways of teaching writing. This is shown by the reaction of the students when they are given a second treatment in the second cycle.

2. Concept mapping increase students learn to write well. It also can improve students' ability in writing descriptive paragraphs. Using concept mapping in teaching writing it can be create an attractive atmosphere in the process of language learning in particular writing. This can be seen from the results of the process and learning outcomes reflected in the increased participation of students in each activity. It was revealed that the participation of more than 31.6 % of the students are very active and learning outcomes of the test on the cycle II is

higher than in cycle I. That's more than 73.5 % students got a score of ≥ 60.

B. Suggestion

Given the results of the study, the researchers wanted to ask some suggestions as follows:

1. In any language learning process teachers should be able to select appropriate learning media that can create, creative, effective, attractive, and fun atmosphere is active in teaching and learning.

2. Concept mapping is one technique that has proven suitable to be applied in the teaching of writing in particular descriptive paragraph. So, English teachers should use it primarily a descriptive paragraph in the learning process.

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