

Improving Students Writing Skill in Figurative Language By Using Mind Mapping Method at SMA Swasta Imelda Medan

Restiana Tambunan, Taufik Ginting,
restitambunan034@gmail.com

Abstract

This study focuses on English teaching in class which discusses improving Writing skills in English through mind mapping, especially in a country that uses English as a second language. There are some problems in the teaching and learning aspects of a “writing” class. The problems can be from the teachers, the students and the environment. The main cause behind this problem is the traditional method that are being followed by many teachers to teach writing skills which focus on teaching a set of grammatical rules to students who are not fluent in the language. This research indicates that the use of mind mapping method can improve students’ writing achievement. The results from this paper suggest that mind mapping method may help teachers in teaching writing skills and improving the students’ writing skills in English.

Keywords: Figurative Language, Writing skill, Mind Mapping Method

1. The Background of the Study

A language is considered to be system of communicating with other people by using sounds, symbol, and words in expressing in meaning, idea or thought. This language can be used in many forms, primarily through oral and written communication as well as using expression through body language. According to Arikunto (2010;106) english is language of global terms that needs to be developed in indonesia. It is used as an internasional language which is spoken by many countries around the world. This system of communication consist of sounds, words, and grammar.

Language is very important because it is means of communication. He or she will chose the right words that he or she thinks can best convey his thought, felling and experience. He or she hope the listener will understand the meaning of the songs. A song has two meaning: literal meaning and figurative meaning.

Literal meaning means corresponding exactly to the original. Figurative meaning means connotative meaning. It is concerned with the meaning of the unfamiliar word in which most words have several meaning. Figurative meaning use figure of speech too.

Related to the backgroundof the study above, the problem of the study are formulated as follows 1. “ What are the types of figurative language that found on writing Text written by students’ of SMA Swasta Imelda Medan? “ 2. Does mind mapping method improve students ability in writing skill.

Figurative language is a form expression used to convey meaning or heighten effect often by comparing or identifying one thing with another that has a meaning or connotation familiar to the reader or listener and involves imagination. Thus, research should have good intensity of imagination and try to find the strategy of conveying each meaning.

It is expected that this work would be useful for :

1. People who are studying figurative language and non literal meaning
 2. To avoid the misconception in understanding figurative language
- 1) Theoretically
 1. The result of the study can become a new perspective in teaching figurative meaning in writing skill.
 2. The result of the study can become a new way in using mind mapping in teaching writing literary work
 - 2) Practically
 1. This researcher is expected to give information to the student, especially the student who learns English.
 2. For further research it is expected this study can motivate students or reader to do research on figurative language.

To conduct the study, there are some theories needed to explain some concept or term applied in the research concern. This study also uses some concern and that term that need to theoretically explain. The term must be classified to avoid ambiguity and misunderstanding. The term will be classified in the following.

Process of Writing

Many expert have classified some stages in the process of writing. One of them is Harmer (2004:5) who state that there are four stages. Those are planning, drafting, revising, and final drafting. The implementation of each if stage in the classroom is explained below.

1. Planning
Planning is pre-writing is an activity that aimed to encourage and stimulate the students to write. Since its function is to stimulate student's ideas to write, the writing activities must be prepared to provided them learning experiences of writing, like brainstorming. In this stage, the teacher will guide the students about the ideas they will likely write their text.
2. Drafting
At this stage, the student will foccus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their message to different audience such as peers, and other classmates.
3. Revising

The students review and re-examine the next to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of checking language error but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4. Editing/ Final editing

At this stage, the students are focussed on tidying up their works as they prepared the final draft to be evaluated by the teacher. The main activity done by students at this stage is editing their mistakes on the grammar, the spelling, the punctuation, the sentences and diction.

The Purpose of Writing

As the basic skills in learning English writing also has some purpose. According to McMahan, et al. In Sarinten (2010:63-64) the some purpose of writing as follows :

1. To express the writer's feeling

The writer wants to express his feeling and thought through the written form as in diary or a love letter. It is what is so called as expressive writing.

2. To entertain to readers

The writer intends to entertain the readers through written form and he usually uses authentic materials. It is called as literary writing.

3. To inform the readers

It is used to give information or explain something to the readers. It is a kind of information writing.

4. To persuade the reader

The writer also wants to persuade or convince the reader about this opinion or concept or idea. It is called persuasive writing.

Mind Mapping

Hedge (1998:30) states making a mind mapping is a strategy for note making before writing. In other words, scribbling down ideas about a topic and developing those ideas as the mind makes association, so it can be said the mind mapping can give students a way to begin writing assignment. Hayes (1992:203) states through mind mapping a student turns random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms.

It has been stated before that mind map can give assistance for students to start writing assignment. In fact many students find writing difficult and most of them find getting started the most difficult part of writing. Hayer (1992: 203) states the mind map can reduce difficulty in starting writing assignment by giving students an organizing strategy to get them started. He explained that ideas are freely associated and written out without pressure.

Thereby reducing tension and resistance often associated with writing. The product of the prewriting activity is an organized cluster of thoughts, which helps students stay on task when they write.

Figurative Language

Reaske (1966:33) said "figurative language as language, which employs various figures of speech on kind of language, which departs from the language employed in the traditional, literal ways of describing person or objects". Figurative language means something usually more than what it says on the surface. Creative use of figurative language can produce messages which are emotionally alive, intellectually appealing and memorable. Figures of speech is a departure from the ordinary form of expression or the ordinary course of ideas in order to produce a greater effect.

The word meaning is commonly found in spoken or written language. Meaning is something which is asked and it is given in comprehension of a language. The word meaning can be used in many ways, referring to any kind of symbol that provokes some kind of thought. According to Danhiar (2011) in her paper entitled "Figurative meaning in simalungun pop songs" figurative means not original, not literal, or not actual sense or references. Figurative language is one kind of non-literal meaning. Non-literal meaning is based on the context or situation. Figurative meaning is meaning out of the real meaning or more imaginative that encourages our imagination. This definition explained that figures of speech related what we called connotative meaning. A figure of speech is a word or words used to create an effect, often where they do not have their original or literal meaning. Figurative language is essential in certain types of writing to help convey meaning and expression.

However, the linguistic point out to us that "language is not an entity" (Saussure: 1969: 1916). In traditional analysis, words in literal expression denote what they mean according to common or dictionary words in usage, while the words in figurative language connote they add layers of meaning. Figurative language is a word or phrase used in a different way from its usual meaning in order to create a particular mental picture or effect (Hornby 2005: 572). Figurative language is a part of language that is always used in our conversation in activity. Figurative language helps people in communicating to other people and also helps people to express their feelings. Figurative language is also used in singing because some people use figures of speech to show their feelings in writing songs. However, we are sometimes careless about the use of figurative language because it can give some effect to our culture. Using figurative language and being aware of the message. Moreover, since we learn about culture from around us, we must assume that we share it with them, so this kind of knowledge is likely to play a major role when we communicate with them, and when we use our language in our life.

To convert an utterance into meaning, the human mind requires a cognitive framework, made up of memories of all the possible meanings that might be available to apply to the particular words in their context. This set of memories will give prominence to the most common or literal meanings, but also suggest reasons for attributing different

meanings, e.g. the reader understands that the author intended it to mean something different. Figurative language or speech contains images, the writer or speaker describes something through the use of unusual comparisons, for effect, interest, and to make things clearer. Figurative language are known respectively as simile, metaphor, personification, metonymy, symbol, synecdoche, paradox, hyperbole, oxymoron, litotes, irony.

1. Simile

Kennedy (2007:490) affirms that simile is comparison of two things, indicated by some connective, usually like, as, than or verb such as resembles. Generally, simile is defined as a type of figurative language used to explain the resemblance of two objects (in shape, color, characteristic, etc)

2. Metaphor

The second type of figurative language is Metaphor. It is like a simile that is to make comparison but metaphor does not use “as” or “like” to create the comparison. Kennedy (2007:409) affirms that metaphor is a statement that one thing is something else, which in literal sense, it is not. It does not use connective word such as like or as. Metaphor only makes sense when the similarities between the two things become apparent or someone understands the connection.

3. Personification

It is a figure of speech in which a thing, an animal, or an abstract term (truth or nature) is made human (Kennedy 2007: 409) personification gives human characteristics to inanimate objects, animals, or ideas. This can really affect the way the reader imagines things. This is used in children’s books, poetry and fictional literature.

4. Metonymy

According to Perrine (1969: 57), metonymy is the use of something closely related for the thing actually meant. It is a figure of speech in which the name of one object is replaced by another which is closely associated with it.

5. Symbol

According to Yanni (2004; 569) Symbol is any object or action that represents something beyond its literal self. The meaning of any symbol, whether an object, an action, or a gesture is controlled by its context. A symbol can be defined simply as any object or action that means more than itself.

6. Synecdoche

Synecdoche is the use of a part of a thing to stand for the whole of it or vice versa (Kennedy 2007: 479) from the definition above a synecdoche is a figure of speech in which a part is used for the whole

7. Paradox

Paradox is a statement which seems to contain opposite facts but is or may be true (Robert 1986 134). Paradox occurs in a statement that at first strikes us as self-contradictory but that on reflection makes some sense

(Kennedy, 2007: 497)

8. Hyperbole

Kennedy (2007: 496) affirms hyperbole is emphasizing a point with statement containing exaggeration , Hyperbole can be added to fiction to add color and depth to character. Hyperbole is a figure of speech that it is intentional exaggeration or overstating. Sometimes Is used for comic purpose, but more often it is used seriously Hyperbole can produce very dramatic effect.

9. Oxymoron

Murthy (2003; 507) affirms that an oxymoron is a figure of speech which is used to express to contradctory qualities of the same the thing. Oxymoron is a when two words are put together that contradicts each other

10. Litotes

Litotes is opposite from hyperbole. It is kind of understatement where the speaker uses negative of a word ironically, to mean the opposite. According to murray(1995 ;451). Litotes is expression of one's meaning by saying something is the direct opposite of one's thought to make someone's remarks forceful.

11. Irony

According to Kennedy (2007;46) irony is a kind of figurative language involving a relationship between the realities describe and the term used to describe it.

Factors of Using Figurative Language

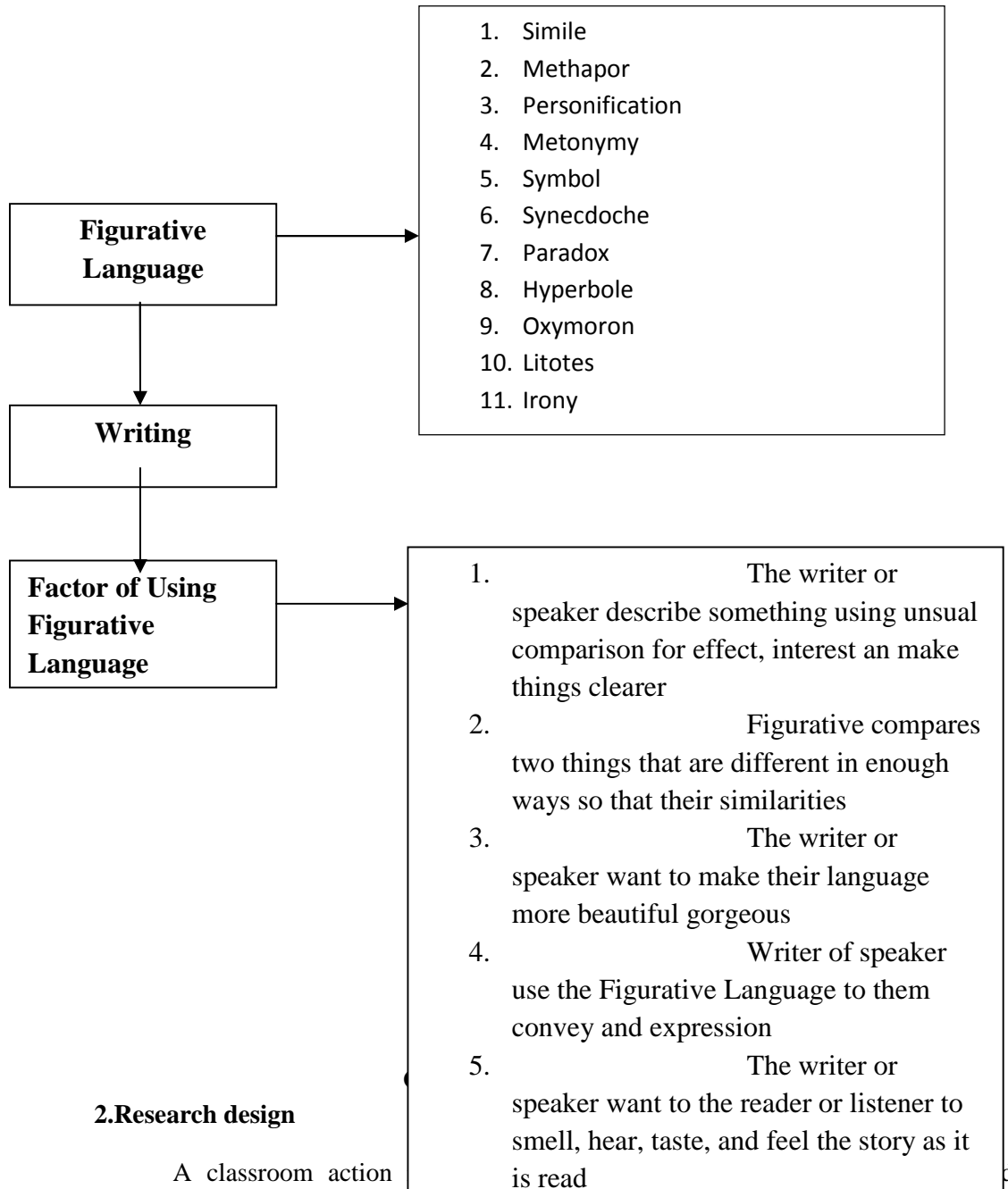
Here some reason why figurative language has prominant place in human conversation :

1. The writer or speaker describes something using unusual comparison, for effect, interest, an make things clearer.
2. Figurative compares two things that are different in enough ways so that their similarities
3. The writer or speaker want to make their language more beautiful gorgeous
4. Writer of speaker use the figurative language to hel them convey and expression
5. The writer or speaker want the reader or listener to smell, hear, taste and feel the story as it is read
6. To make beautiful word in literary works or in songs.

Conceptual Framework.

Figurative language is words or phrase used for dramatic effect and used out of their literal meaning to add emotional intensity. Figurative language is connotative meaning that concerned with meaning of the unfamiliar word in which most words have several meaning. The writer composes the data to used references whether of not the figurative language and then by comprehending the use of figurative language, this research can is useful as the

guidance in studying the use of figurative language and the type or the function in more analysis so that it is easier to studying and convey the meaning of figurative language.



2. Research design

A classroom action

Classroom action research according to Weitman(1990) is a substantial type of classroom inquiry that is focused on teachers' practice to increase students' learning. An improvement that is derived from teachers' endeavors through reflection action within the research. To do

the reflection, the researcher has to recognize the problem happens in the classroom to sustain her finds out the way to figure out the problem.

In doing the action research, there are four phases within one cycle will be passed by the research. Those are: planning, acting, observing, and reflecting. These phases will be conducted repeatedly for the other cycle. If the result is not reached yet, as of the objective of the research meets. For detail, it will be explained in the following explanation

Population and Sampling

Population

According to Sugiono (2010:117) Population is geographic generalization there are : object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. The whole of research subject (Arikunto, 1998:115). The population of this study is one class of senior high students at SMA Imelda medan. There are consist of 25 students

Sampling

In this study, the writer used purposive sampling to obtain the sample. According to Hadi (1990:75) sampling is the ways of doing to get sample. Sampling is constitute to choose some of individual process in research so they or individual as a voluntary. The purpose of sampling is use some of individual to get information about population. Sampling is the way to take sample.

The research instruments is being applied in this study for quantitative data. According to Arikunto (2010:174), sample is some or the representative of population which is going to be observed.

Therefore, this research will be used to identify the students's ability understanding implicature in English conversation. It will also describe and classify the data into the ability.

For qualitative data the writer uses observation. The observation techniques are methods by which an individual or individuals gather firsthand data on programs, processes, or behaviors being studied. The observations will be conduct by the collaborators in every meeting in cycle I and cycle II. It will done to observe the teaching and learning process in class. The observations will done using the observation checklist/guide.

Research Procedure

The writer will use cycle 1 and cycle 2. Each cycle consist of planning, action, observation, reflection

Cycle 1

1. Planning

The researcher made in observation to know student's problem in writing comprehension before doing the research. Based on the result, it was found that the students' writing skill was still low. To solve that problem, multichoice model would be applied. The researcher made lesson plan which involved the scenario of teaching. In this research, the researcher would be as the teacher and the English teacher would be collaborator who observed the teaching learning process in which the use of multichoice model.

2. Action

In this session, there are four meetings. There were many things done by researcher. It was started by explaining the definition and the level of writing skill. After introduced to the students, the researcher explained the produce of multichoice model. After that, the students were given writing test to apply multichoice model doing writing essay about figurative language.

3. Observation

In this session, the researcher observed and wrote student's activity doing teaching and learning process. The researcher used observation sheet and diary notes to get the result. Some of student did not seriously to follow the study because the teacher explained too fast. Some of them were inactive and they were disturbing their friends by making any noisy because they did not like writing.

4. Reflection

In this session researcher did an evaluation from the action which has been done before. It used help teacher makes decision by analyze the situation and the student difficulties or problem in understanding the lesson. Researcher took the feedback from the teaching and the learning process from the result of the observation and the student's test.

Cycle 2

1. Planning

Based on the result the first cycle, the researcher decide to continue to the second cycle. The first cycle indicated that the students score were still low. It happened because the students still got difficulties and the interaction between the teacher and the students was not effective enough. At this time, students would be thought by more interesting strategy than thought in the cycle 1.

2. Action

In this session, before giving the test, the teacher explained more detail about figurative language. Then, they were choose one of the correct answer.

3. Observation

In this session, the teacher observed the process of studying and learning using observation sheet. Diary notes and questionnaire. The result showed that the students became more active and serious during the lesson. The situation of the class during teaching learning process was livelier than the first cycle. Not only they responded every question asked by teacher well, but also they were not shy to ask some question about unclear points anymore.

4. Reflection

Based on the writing test scores and the observation result in the cycle II, students writing score were improved. It was found that most of the students got satisfying achievement. From the observation result in every meeting. It could be concluded that teaching-learning process in which multichoice model was applied had ran well. The interaction between the teacher and the students was better than that of in the first cycle. The cycle of this researcher could be stopped because the students achievement in writing had been improved significantly

5. Scoring of the Test

To find out the improvement of the students' writing capability, their multichoice data and the papers were score with the scoring bellow

No	Items evaluated	Score	Criteria
1.	Content	30-27 (excellent)	Knowlegde, substantive, etc
		26-22 (good)	Some knowledge of subject Adequete range, etc
		21-17 (poor)	Limited knowledge of Subject, little substantive
		16-13 (very poor)	Does not show knowledged of subject, not subject, etc
2.	Organization	20-18 (excellent)	Fluent expression ideas Clear stated, etc
		17-14 (good)	Somewhat choopy, loose Organized
		13-10 (poor)	Non fluent, ideas confused Of disconnected
		9-7 (very poor)	Does not communicative no Organization
3	Vocabulary	20-18 (excellent)	Effective word
		17-14(good)	Occasional error of word
		13-10(poor)	Error of word
		9-7(very poor)	Little knowledge of english vocabulary
4.	Language focus	25-22	Effective complex

		(excellent)	Construction
		21-19(good)	Effective but simple construction
		17-11 (poor)	Major problem in simple Construction
		10-5 (very poor)	Virtually no mastery of Sentence construction role
5.	Mechanics	5 (excellent)	Demonstrates mastery of Sentences construction
		4 (good)	Occasional error of spelling punctution and capitalization
		3 (poor)	Frequents error spelling, Punctuation and capitalization
		2 (very poor)	No mastery of conversation Dominated but error of spelling Punctuation, capitalization

Technique of Analizing Data

To know the development of students' score for each cycle, here writer computes and categorizes the mean of the students and the standard percentage in each test.

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

Where: X= the mean of the student

x= the total score

N= the number of the students

To categorize the precentage number of students, the precentage of students who get up to 70 applied. The writer use thid following formula:

$$P = R/T \times 100\%$$

Where:

P= the precentage of the student

R= the number of student who get the point of above 70

T= the total number of students who do the test.

The Procedure of Analizing Data

The procedure of analizing data is a prosedure for obtaining raw data and converting it into information useful for decision-making by users. Data is collected and analyzed to answer questions, test hypotheses or disprove theories. Here some procedure that are applied in order to analyze the data of the research:

1. Scoring the students' speaking test
2. Counting the score
3. Tabulating the score
4. Comparing the score
5. Making conclusion or finding

3. Data Analysis

The data in this research were classified into two kinds, quantitative data (writing test score) and qualitative data (diary notes, observation sheets, questionnaire and interview) which had been gathered in two cycles. Each cycles consist four meetings in this reseacr. The data were taken from the first year students of SMA Imelda Medan class XII Mia 1 science that consist of 30 students and the researcher took 30 students as sample.

The Quantitative Data

The quantitative data were taken from result during conducted in four meetings. Two meetings were conducted cycle 1 in this research. The first test as pre-test was given before conducting an action in the first cycles. The test was given to the students without treatment. The test of post-test cycle 1 and cycle II were given to the students after teaching for each cycle had been completely finished.

The score of the students from pre-test, post-test cycle II showed improvement continuously. There is an improvement of the students' writing achievement by applying.

The Qualitative Data

The qualitative data were taken from diary notes, observation sheet, and questionnaire sheet.

Diary notes

The diary notes was aimed to know the researcher personal evaluation about situation during teaching-learning process. They were written in every meeting. The diary notes describe to the researcher the reflection and evaluation of implementing multichoice model.

Observation Sheet

Obeservation Sheet were used to know the situation of teaching and learning process such as the students activities during learning, the interaction between teacher and students, the students ability in doing writing Figurative Language, the application of multichoice model in teaching learning process. Those observation sheets were filled by the teacher as collaborator in this research. So, based on the observatiom sheets, it can be conclude that the teaching and learning process by applying multichoice model run well.

Questionnaire sheet

Questionnaire sheet which was done in the last meeting, it is to know the students opinion about applying multichoice model in students' writing skill. In Questionnaire sheet, there were three categories of answer, namely : (A) strongly agree (B) Agree (C) Disagree.

By considering the improvement of students writing achievement, it can be proven by the increasing of the students' score from assesment before given multichoce model, assesment during cycle 1 and assesment during cycle II. The score of the students kept growing from cycle I to cycle II. The assessment score during cycle I was higher than assessment before given multichoce model.

4.2.1 The analysis Quantitative data

The quantative data were taken form writing test score. the test of the post test cycle I and cycle II were given to the students after teaching for each cycle had been completely finished. In the pre-test, the total score 4.000 and the post-test in cycle I the total score 5.667 and the last post-test in cycle II the total score 8.333

Table 4.1. The Specific Score of Students' Speaking Score in each Test

No	Initial name	Pre-test	Cycle 1	Cycle 2
1	Lois Inka	50	60	90
2	Sekar dyah ayu	40	60	80
3	Lenni	50	60	90
4	Nurul pratiwi	40	50	80
5	Tarisa elza nabila	30	50	80
6	Sri wahyuni	20	40	50
7	Sarah niel	60	70	100
8	Novia ananda putri	40	60	70
9	Yuga marpaung	40	70	80
10	Ruby Julio oemar	60	70	80
11	Leni anggraeni	50	60	70
12	Natasya Amelia	40	60	90
13	Salsa F	50	60	70
14	Dava	50	60	70
15	Zaka	30	50	90
16	Yoga	40	50	70
17	Gabriella	40	60	90
18	Rina	50	60	80
19	Desti aji lestari	30	50	80
20	Putri hardini	20	50	90
21	Jihan ananda	20	50	90
22	Dinda chairunisa	40	60	100
23	Nuraini meisarah	20	50	100
24	Dwina pebitha syahputri	40	50	70
25	Maya lestari	50	60	90
26	Fitria ningsih	40	60	80

27	Muhammad wahyu	30	50	50
28	Frans adam	50	60	80
29	Riki hartono	40	60	80
30	Agus	40	50	90
	TOTAL	1.200	1.700	2.430
	MEAN	4.000	5.667	8.100

It was found that students score kept moving up. The improvement of students score in writing test can be seen from the mean of students score in every test through this following formula :

$$X = \frac{\sum x}{N} \times 100\%$$

Where: X= the mean of the student
x= the total score
N= the number of the students

The mean of the students score in every test were :

Pre-test $X = \frac{4000}{30} \times 100\% = 13,33\%$

Post-test C 1 $X = \frac{5,667}{30} \times 100\% = 18.89\%$

Post-test C 2 $X = \frac{8,100}{30} \times 100\% = 27,00\%$

From the data above, the mean of the students score improved from 13,33 to 27,00. It mean that students writing improved. In this research, the indicator of succesful students achievement in essay test writing was if 70% students have got score up to 65 in their writing test.

The number of the students who were competent in essay test of writing was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

4.1 The result of observation sheet for cycle 1

Focus	Points that Observed	Cycle 1		
		1	2	3
	1. Students pay attention to be teacher's			

Students	Explanation			
	2. Students are enthusiastic along the lesson Process			
	3. Students give feedback			
	4. Students enjoy the class			
	5. Students have their own idea of writing Test			
	6. Students act writing test in front of Class			
	7. All students understand the lesson			
	8. Each student gets student gets turn of Writing			
	9. Students can apply writing skill			
	10. Students understand the meeting of re writing			

$$\text{Score} = \frac{\pi}{\text{total score}} \times 100\%$$

$$\text{Score} = \frac{20}{30} \times 100\%$$

$$\text{Score} = 66,66\%$$

Table 4.2. Students' Observation Sheet in Cycle 2

Focus	Points that Observed	Cycle 1		
		1	2	3
Students	1. Students pay attention to be teacher's Explanation			
	2. Students are enthusiastic along the lesson Process			
	3. Students give feedback			
	4. Students enjoy the class			
	5. Students have their own idea of writing Test			
	6. Students act writing test in front of Class			
	7. All students understand the lesson			
	8. Each student gets student gets turn of writing			
	9. Students can apply writing skill			

	10. Students understand the meaning of re writing skill			
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$$\text{Score} = \frac{\pi}{\text{total score}} \times 100\%$$

$$\text{Score} = \frac{26}{30} \times 100\%$$

$$\text{Score} = 86,66\%$$

Table 4.3. The Percentage of Students' writing skill

Test	Students who got points 60 up to 100	Percentage
Pre-test	2	6,66%
Cycle 1	18	60,60%
Cycle 2	28	27,00%

Table 4.3 showed the improvement of the students score from pre-test to the second competence test (cycle second) . the pre-test 6,66% (only 2 students) who got 60 points. The fist cycle was 60,66% (18 students). In the second cycle was 93,33% (28 students).

The analysis of qualitative data

Diary Notes

The result of diary notes that had been written from each meeting showed much improvement of students. Im the first meeting, they had difficult in writing comprehensio. In the second meeting , the researcher explained about figurative language and applied Multichoice model. Fortunately, in the next meeting the students learn writing through multichoice model. Based on diary notes, in every meeting the students showed the improvement in their behaviour during teaching learning process and their achievement in writing skill.

observation Sheet

Observation sheet got in the first cycle performed that the research was not succes even though teacher and students had done all the process the teaching learning process in a good way it was because multichoice model was still new for the students so that they syill needed more time to adapt with this model. In cycle two, they could use multichoice model in writing skill.

Questionnare Sheet

The data that have collected from questionnaire sheet post in the cycle 1 and post test cycle 2. In the questionnaire cycle I talk about figurative language. And questionnaire in the cycle II talks about multichoice model. Nobody students disagreed with the statement. Many students agreed strongly with it. And many students agrred with it. So, it meant that multichoice model was applicable for students in figurative language.

The Activities of the Students

This classroom action research consist of two cycle where cycle I consist of two meetings and cycle of two meetings. Si,there were four meetings all together. Before the use of multichoice model there was a test namely test 1 (Orientation test) conducted in the first meeting. This test was aimed to get the students ability before the treatment conducted and also investigated students problem faced on writing skill. Based on the finding test 1, it was found that the students were still bad on writing skill. After knowing students problem on writing skill, the treatment was begun. It was done in two cycle each carried out four step: palnning, action, observation and reflection.

Cycle 1

1. Planning

The researcher made in observation to know student's problem in writing comprehension before doing the research. Based on the result , it was found that the sctudents' writing skill was still low. Tosolve that problem, multi choice model would be applied The rescarcher made lesson plan which involved the scenario of teaching In this research, the researcher would be as the teacher and the English teacher would be collaborator who observed the teaching learning proces in which the use of multiple choice model.

2. Action

in this session, there are four meetings . there were many things done by researcher. It was started by explaining the definition and the level of writing skill. After introduced to the students, the researcher explained the produce of multiple choice model. After that, the students were given writing test to apply multichoice model doing writing essay about figurative language

Observation

in this session, the researcher observed and wrote student's activity doing teaching and learning process. The researcher used observation sheet and diary

notes to get the result. Some of student did not seriously to follow the study because the teacher explained to fast. Some of them were inactive and together disturbing their friends by making any noisy because they did not like writing.

Reflection

in this session researcher did an evaluation from the action which has been done before. It used help teacher makes decision by analyze the situation and the student difficulties or problem in understanding the lesson. Researcher took the feedback from the teaching and the learning proces from the result of the observation and the student's test.

Cycle 2

1. Planning

Based on the result the first cycle, the researcher decide to continue to the second cycle. The first cycle indicated that the students score were still low. It happened because the students still got difficulties and the interaction between the teacher and the students was not effective enough. At this time, students would be thought by more interesting strategy than thaught in the cycle 1

2.Action

In this session, before giving the test, the teacher explained more detail about figurative language. then, they were choose one of the correct answer.

3.Observation

In this session, the teacher observed the process of studying and learning using observation sheet. Diary notes and questionnaire. The result showed that the students became more active and serious during the lesson. The situation of the class during teaching learning process was livelier that the first cycle. Not only they responded every question asked by teacher well, but also they were not shy to ask some question about unclear points anymore.

4.Reflection

Based on the writing test scores and the observation result in the cycle II, students writing score were improved. It was found that most of the students got satisfying achievement. From the observation result in every meeting. It could be concluded that teaching-learning process in which multichoice model was applied had ran well. The interaction between the teacher and the students was better than

that of in in the first cycle. The cycle of this researcher could be stopped because the students achievement in writing had been improved significantly

The Research Finding

Both quantitative and qualitative data were organized from the whole meetings. The first cycle was begun by giving test 1 in order to discover the ability of the students in writing before the use of Multichoice model . from the result of the test 1, it was found that students achievement in writing was still low. They were still confused in writing skill. Then, they were taught by using multichoice model

After conducting test II in cycle, students writing scores was better than test I, but the percentage of students who achieved the standard score was not 70% yet. They still get some difficultie. After that, the cycle II was conducted and they were given more choose the answer trough multichoice model in detail.

Based on qualitative data gathered from observatin sheet, questionnaire sheet and diary notes during cycle I and II, it was found that students also made improvement while teaching learning process. Observation and diary notes result showed that the students were more active during the teaching learning process. In the beggining, not all the students were interested in studying.

There were found some students chatted during the lesson. Besides that, they were still shy when they were given chance to ask question about unclear points. But in thenext meetings, the students showed their enthusiasm either in asking or answering question. The questionnaire showed that students strongly ageedthat the use of multichoice model had helped them in writing the text. These all qualitative data supported the research findings which were based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the use multichoice model had been successfully improved students achievement in writing skill.

4.Conclusions

The method of mind mapping is a method that can improve students' writing skill. From the research that has been done, it can be concluded that:

1. The mean scores of the students from pre-test to post-tes cycle 2 are 13,33 and 27,00. The decreasing of their percentage score from the orientation test until the cycle 1 is significantly changed. The orientation test is 13,33% cycle 1 is 18,80% and cycle 2 is 27,00%. The range from orientation test to cycle 2 is 18,80%. it can be known that mind mapping method is a method that can improve students' ability especially in writing .
2. The process of the writing improving was observed by using diary notes, action, observation, reflection. So from the both instruments, it is showed thaat the students could

be taught by using mind mapping method and they could get accustomed to it. They were taught. They could enjoy the lesson, they could get lesson, and also they could communicate in English with their friends without any disruption from other side. The observation sheet also shows a good result of the students' participation from cycle 1 to cycle 2. The calculation of observation sheet is to 100%. It means that from points in the observation sheet shows the improving of students' writing ability.

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