

ABSTRACT

Wandut, Laurensia Angela. (2018). The Effects of Mind Mapping on the Students' Writing Process in *Paragraph Writing Class*. Yogyakarta: Sanata Dharma University.

This research is about the effects of mind mapping on the students' writing process in Paragraph Writing Class in Sanata Dharma University. The aim of this research was to find out the effects of mind mapping on students writing process in Paragraph Writing Class.

The researcher formulated two research problems in this research: (1) How is mind mapping implemented in Paragraph Writing Classes? (2) How does mind mapping affect students' writing process in Paragraph Writing Classes?

With these questions, the researcher conducted mixed methods to answer those research questions. The participants of this research were fifty (50) students from Paragraph Writing Class C and E in the English Language Education Study Program Sanata Dharma University. The data was gathered from observation, questionnaire, and interview results.

The first finding revealed that the implementation of writing using mind mapping involved some processes first is choosing a topic, writing related words, choosing supporting ideas, writing the supporting sentences and writing a paragraph based on mind mapping. The second finding showed that the implementation of mind mapping affects students' writing process in some aspects. The students stated that the implementation of mind mapping as their brainstorming activity could help them not only to reduce some difficulties in writing but also to motivate them to write, organize their ideas in their writing and promote their creativity in writing as well. However, there were several suggestions from the students for the better implementation of mind mapping in the future especially in writing class.

Keywords: Mind Mapping, Paragraph Writing.

ABSTRAK

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Penelitian ini adalah tentang pengaruh mind mapping terhadap proses menulis siswa pada kelas paragraph writing. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana mind mapping mempengaruhi siswa dalam proses menulis pada kelas Paragraph Writing.

Peneliti membuat dua rumusan masalah dalam penelitian ini: (1) Bagaimana penerapan mind mapping di kelas Paragraph Writing? (2) Bagaimana mind mapping mempengaruhi proses menulis siswa dalam kelas Paragraph Writing?

Dengan rumusan masalah tersebut, peneliti menggunakan metode campuran untuk menjawab pertanyaan penelitian. Peserta dalam penelitian ini adalah lima puluh (50) siswa dari kelas Paragraph Writing C dan E Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Data di kumpulkan dari hasil observasi, kuisisioner, dan wawancara.

Hasil pertama menunjukkan bahwa penerapan menulis menggunakan mind mapping melibatkan beberapa proses, yakni; memilih sebuah topic, menulis kata kata yang berhubungan, memilih ide pendukung, menulis kalimat – kalimat pendukung dan menulis sebuah paragraf. Hasil kedua menunjukkan bahwa penerapan mind mapping di kelas Paragraph Writing mempengaruhi siswa dalam beberapa aspek. Para siswa menyatakan bahwa penerapan mind mapping sebagai kegiatan pramenulis dapat membantu mereka bukan hanya mengurangi beberapa kesulitan dalam menulis tetapi juga mind mapping memotivasi mereka untuk menulis, membantu mereka dalam merorganisir ide-ide dalam menulis dan dapat mendorong kreativitas mereka dalam menulis. Tetapi, ada beberapa saran dari para siswa untuk penerapan mind mapping yang lebih baik kedepannya, khusus pada kelas-kelas menulis.

Kata Kunci: *Mind Mapping, Paragraph Writing*