


**THE EFFECT OF MINDFUL LEARNING TOWARD
STUDENTS' WRITING COMPETENCY AT
TWELFTH GRADE STUDENTS OF SMA NEGERI 1
KEDIRI IN ACADEMIC YEAR 2018/2019**

SKRIPSI



**Diajukan kepada
Universitas Pendidikan Ganesha
Untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan
Program Sarjana Pendidikan Bahasa Inggris**

**Oleh
I MADE JULIO SAPUTRA
NIM 1412021096**

**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA**

2020

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI
GELAR SARJANA PENDIDIKAN**

Menyetujui,

Pembimbing I,



Kadek Sonia Piscayanti, S.Pd., M.Pd.
NIP. 198403042008122002

Pembimbing II,



Dewa Ayu Eka Agustini, S.Pd., M.S
NIP. 19810814200122002

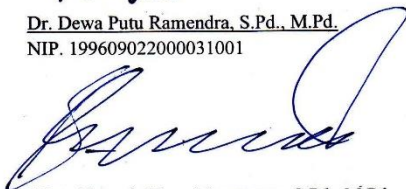
Skripsi oleh I Made Julio Saputra ini,
telah dipertahankan di depan dewan penguji
pada tanggal: 10 Februari 2020

Dewan Penguji,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 199609022000031001

(Ketua)



I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.
NIP. 198210052006041005

(Anggota)



Kadek Sonia Piscayanti, S.Pd., M.Pd.
NIP. 198403042008122002

(Anggota)



Dewa Ayu Eka Agustini, S.Pd., M.S.
NIP. 9810814200122002

(Anggota)

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan

Pada:

Hari : Rabu

Tanggal : 12 Februari 2020

Mengetahui,

Ketua Ujian,

Sekretaris Ujian,



Dr. I Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031002



Luh Diah Surya Adnyani, S.Pd., M.Pd.
NIP. 198309232008122001

Mengesahkan,

Dekan Fakultas Bahasa dan Seni,



Prof. Dr. I Made Sutarna, M.Pd.
NIP. 196004241986031002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "*The Effect of Mindful Learning toward Students' Writing Competency at Twelfth Grade Students of SMA Negeri 1 Kediri in Academic Year 2018/2019*" beserta seluruh isinya adalah benar-benar karya saya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 12 Februari 2020

Yang membuat pernyataan



I Made Julio Saputra
NIM. 1412021096

ACKNOWLEDGEMENTS

First of all, the writer would like to express the highest and greatest gratitude to the Almighty God for his blessing so this thesis entitled “*The Effect of Mindful Learning toward Students’ Writing Competency at Twelfth Grade Students of SMA Negeri 1 Kediri in Academic Year 2018/2019*” could be accomplished in time.

My sincerest gratitude also expressed to my first and second thesis advisor, Kadek Sonia Piscayanti, S.Pd., M.Pd and Dewa Ayu Eka Agustini, S.Pd., M.S for the continuous and valuable guidance, advice, support, suggestion, correction, and encouragement in writing this thesis so that this thesis could be finished. The deepest gratitude to all lectures of English Language Education of Ganesha University of Education for their support, guidance, and knowledge that had been given to the writer during my study in the University.

Furthermore, the writer would like to give thanks to some parties who had contributed to the success of the thesis. They are:

1. The headmaster of SMA Negeri 1 Kediri and all the staffs who kindly helped the writer in the process of collecting the data. Thank you for the permission, advice, and information during the data collection in the school.
2. All the members of the XII IPA7 and XII IPA8 graders who have been very cooperative with the writer in collecting the data process. Thank you for being the subject of the study.
3. My great parents I Putu Suardita and Ni Made Suradi, along with my beloved older sister and younger brother Ni Putu Dewi Susanti and I Komang Agus Arta Wiguna for the never-ending sincere love, support, and prayer to the writer.
4. My best playmates Adi Arsika, Dian Widyasari, Dinda Pratiwi, Heri Pribadhi, Diska Radisti, Mahatya Valdini, Ryansastiti Pertiwi, Mega Tri Wahyuni, Kresna Agung Pratama, Ngakan Putu Ari K.P, Adwitiya Gunottama, Sintha Triana, Widhi Suryawardana, Dios Widiartha, Hery Pramantiya, Gede Semarabawa, Dian Mastari, Dipa Sanjaya, Wandu

Kustiaman, Adi Sukmaningsih, and Made Ardia, thanks for your support, prayer, love, spirit, guidance, advice, and encouragement in writing this thesis.

5. And all members of My beloved big family ADRENALINE EED 2014, KKN Undiksha 2017, KPN Sail Pasigala 2018, JPI Bali 2019, Jegeg Bagus Tabanan 2019, Nol Derajat, Komunitas Mahima, Teater Kampus Seribu Jendela, Teater Kalangan, and DPC Patria Buleleng for being such a great companion during our togetherness.

Finally, the writer hopes that this thesis can be useful and beneficial for the reader. Therefore, critics and suggestions for the improvement of this thesis are most welcomed.

Singaraja, 12 Februari 2020

I Made Julio Saputra

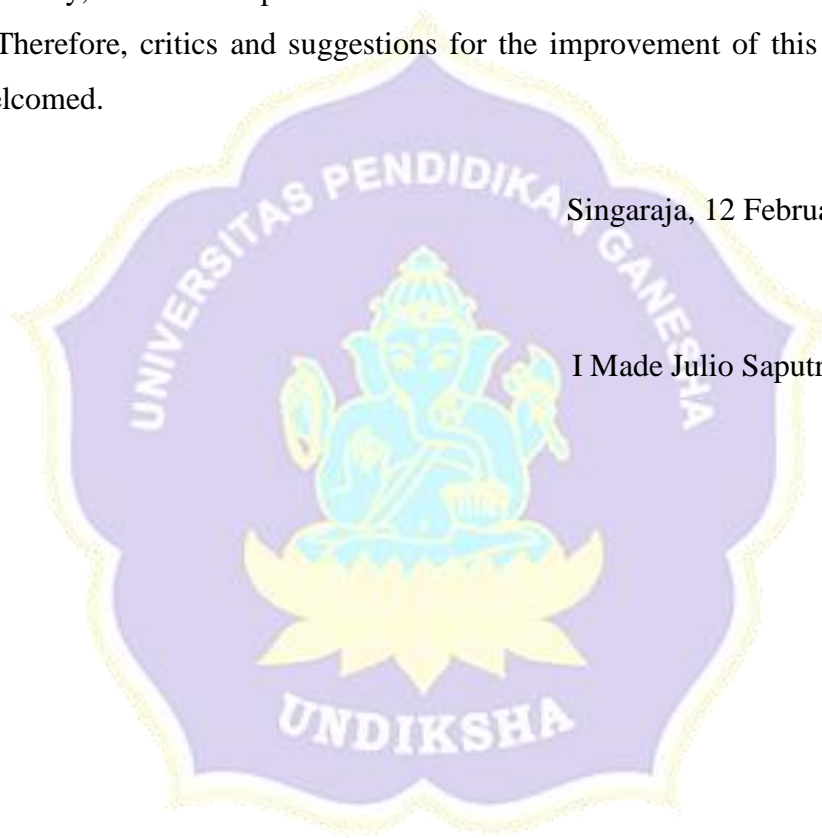


TABLE OF CONTENT

	Page
Cover Page	i
Statement Sheet.....	ii
Approval Sheet.....	iii
Passed Exam Sheet.....	iv
Validity Sheet.....	v
Acknowledgement.....	vi
Table of Content.....	viii
List of Tables.....	xi
List of Figures	xii
List of Appendices	xiii
Abstract	xiv
 CHAPTER I INTRODUCTION	
1.1. Research Background.....	1
1.2. Identification of the Research Problems.....	6
1.3. Limitation of the Research Problems	6
1.4. Research Questions.....	7
1.5. Research Objectives	7
1.6 Significances of the Research.....	7
1.6.1 Theoretical Significances	7
1.6.2 Practical Significances	8
1.6.2.1 For Teachers	8
1.6.2.2 For Students	8
1.6.2.3 For Other Researchers	8

CHAPTER II LITERATURE REVIEW

2.1. Theoretical Review	9
2.1.1 Writing.....	9
2.1.2 Writing Competency.....	14
2.1.3 Writing Process.....	15
2.1.4 Features of Good Writing	17
2.1.5 Conventional Writing Strategy	18
2.1.6 Mindful Learning.....	21
2.1.7 Characteristics in Mindful Learning.....	24
2.1.8 The Stages in Mindful Learning.....	26
2.1.9 Learning Model in Mindful Learning.....	27
2.2 Empirical Review.....	30
2.3 Conceptual Framework	33
2.4 Research Hypothesis.....	34

CHAPTER III RESEARCH METHOD

3.1 Place and Time of Research.....	35
3.2 Research Design.....	35
3.3 Population, Samples, and Sampling.....	37
3.4 Research Variables.....	41
3.5. Procedures of Data Collection.....	42
3.6. Research Instruments	43
3.6.1 Writing Scoring Rubric	43
3.6.2 Teaching Scenario.....	44
3.6.3 Writing Competency Posttest.....	47
3.7 Validity and Reliability Instruments	47
3.7.1 Validity of Instruments	47
3.7.2 Reliability of Instruments.....	49

3.8 Data Analysis	51
3.7.1 Descriptive Statistic Analysis	52
3.7.2 Inferential Statistic Analysis	53
3.7.3 Statistical Analysis	56

CHAPTER IV FINDINGS AND DISCUSSION

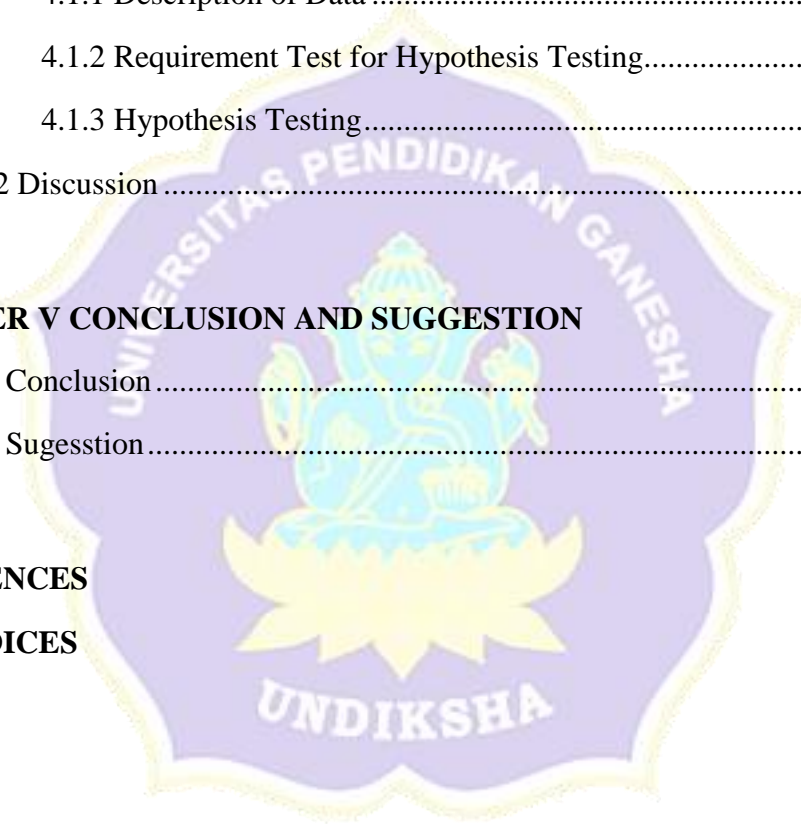
4.1 Findings	57
4.1.1 Description of Data	57
4.1.2 Requirement Test for Hypothesis Testing.....	63
4.1.3 Hypothesis Testing.....	65
4.2 Discussion	67

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	78
5.2 Sugestion.....	79

REFERENCES

APPENDICES

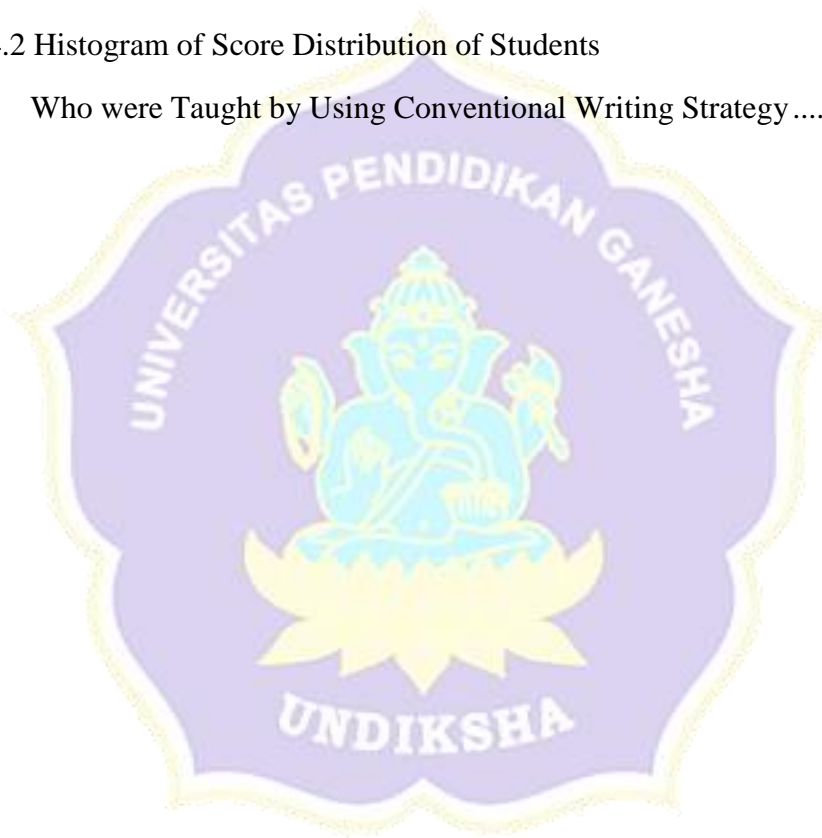


LIST OF TABLES

Table 3.1 Research Design.....	36
Table 3.2 Number of Students in Population.....	37
Table 3.3 The Result of Normality Test Before Treatments.....	39
Table 3.4 The Result of Independent Sample Test (t-test) Before Treatments.....	40
Table 3.5 Blue Print of Writing Scoring.....	43
Table 3.6 The Comparison of Steps of Teaching Writing in Experimental Group and Control Group.....	44
Table 3.7 Cross Tabulation Table.....	48
Table 3.8 The Qualification for Measuring Content Validity.....	49
Table 3.9 The Qualification for Reliability Coefficient.....	50
Table 3.10 The Result of Reliability Test of the Instruments.....	51
Table 3.11 Criteria for Normal Distribution Test.....	54
Table 3.12 Criteria for Homogeneity Test.....	55
Table 3.13 Criteria of Determining Significant Difference.....	56
Table 4.1 The Description Analysis of Post-Test.....	57
Table 4.2 Score Distribution of Students Who Were Taught by Mindful Learning.....	59
Table 4.3 Class Interval of Each Category.....	60
Table 4.4 Score Distribution of Students Who Were Taught by Using Conventional Writing Strategy.....	61
Table 4.5 Class Interval of Each Category.....	63
Table 4.6 Case Processing Summary.....	64
Table 4.7 The Result of Normality Test of Post-Test.....	64
Table 4.8 The Result of Homogeneity of Post-Test.....	65
Table 4.9 The Result of Independent Samples Test (t-test).....	66

LIST OF FIGURES

Figure 3.1 The Relationship between Independent Variable and Dependent Variable.....	41
Figure 3.2 Gregory Formula for Testing Content Validity	48
Figure 3.3 The Analysis Result of Content Validity.....	49
Figure 4.1 Histogram of Score Distribution of Students Who were taught by Using Mindful Learning	60
Figure 4.2 Histogram of Score Distribution of Students Who were Taught by Using Conventional Writing Strategy	62



LIST OF APPENDICES

Appendix 1 The Latest Students' Writing Score	87
Appendix 2 The Analytical Writing Scoring Rubric	91
Appendix 3 Lesson Plans for Experimental and Control Group.....	93
Appendix 4 Writing Competency Post-Test	145
Appendix 5 The Result of Content Validity	146
Appendix 6 Data Tabulation of Try Out on Students' Writing Competency	149
Appendix 7 The Result of Post-Test on Students' Writing Competency	152
Appendix 8 The Calculation of Score Interval	155
Appendix 9 Descriptive Statistic Analysis.....	159
Appendix 10 Attachment Letters	161

