



**THE EFFECT OF USING MIND MAPPING TECHNIQUE ON THE  
ELEVENTH GRADE STUDENTS' WRITING ACHIEVEMENT AT SMAN 1  
GLENMORE IN THE 2012/2013 ACADEMIC YEAR**

**THESIS**

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

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**2013**

## **DEDICATION**

This thesis is dedicated to:

1. My beloved father, Komayi, and my beloved mother, Maslikah, who always support and motivate me to finish my study. Thank you for your support, motivation, and everlasting love.
2. My dearest sister, Oky Dwi Kartika Sari, who always cheers me up.

## STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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### **THE EFFECT OF USING MIND MAPPING TECHNIQUE ON THE ELEVENTH GRADE STUDENTS' WRITING ACHIEVEMENT AT SMAN 1 GLENMORE IN THE 2012/2013 ACADEMIC YEAR**

#### **THESIS**

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I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, July 2013

Writer

## TABLE OF CONTENTS

	Page
<b>TITLE</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>STATEMENT OF THESIS AUNTHENTICITY</b> .....	iv
<b>CONSULTANTS' APPROVAL</b> .....	v
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	vi
<b>ACKKNOWLEDGEMENT</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>TABLE OF APPENDICES</b> .....	x
<b>LIST OF TABLES</b> .....	xi
<b>SUMMARY</b> .....	xii
<b>CHAPTER 1. INTRODUCTION</b> .....	1
<b>1.1 Background of the Research</b> .....	1
<b>1.2 Problem of the Research</b> .....	3
<b>1.3 Objective of the Research</b> .....	3
<b>1.4 Significance of the Research</b> .....	4
<b>1.5 Operational Definitions of the Research</b> .....	4
<b>CHAPTER 2. REVIEW OF RELATED LITERATURE</b> .....	6
<b>2.1 The Nature of Writing</b> .....	6
<b>2.2 Writing Achievement</b> .....	7
<b>2.3 The Aspects of Writing</b> .....	8
2.3.1 Grammar .....	9
2.3.2 Vocabulary .....	9
2.3.3 Mechanic .....	9
2.3.4 Content .....	11
2.3.5 Organization.....	11
<b>2.4 Types of Writing Text</b> .....	12
<b>2.5 The Process of Writing</b> .....	13



<b>2.6 Mind Mapping Technique</b> .....	14
<b>2.7 Steps of Creating Mind Mapping Technique</b> .....	16
<b>2.8 Applying Mind Mapping in Writing Hortatory Exposition</b>	
Text .....	18
<b>2.9 The Effect of Mind Mapping Technique on Students' Writing</b>	
Achievement .....	20
<b>2.10 Research Hypothesis</b> .....	21
<b>CHAPTER 3. RESEARCH METHODS</b> .....	22
<b>3.1 Research Design</b> .....	22
<b>3.2 The Internal Validity in This Research</b> .....	24
<b>3.3 Are Determination Method</b> .....	24
<b>3.4 Respondent Determination Method</b> .....	25
<b>3.5 Data Collection Method</b> .....	25
3.5.1 Writing Test .....	26
3.5.2 Observation .....	28
<b>3.6 Data Analysis Method</b> .....	29
<b>CHAPTER 4. RESEARCH RESULT AND DISCUSSION</b> .....	30
<b>4.1 The Result of Homogeneity Test</b> .....	30
<b>4.2 Description of the Treatment</b> .....	31
<b>4.3 The Result of Observation</b> .....	31
<b>4.4 The Results of Main Data</b> .....	32
4.4.1 The Result of Post Test .....	33
4.4.2 Hypothesis Verification .....	33
<b>4.5 Discussion</b> .....	34
<b>CHAPTER 5. CONCLUSIONS AND SUGGESTIONS</b> .....	36
<b>5.1 Conclusions</b> .....	36
<b>5.2 Suggestions</b> .....	36
<b>REFERENCES</b> .....	38
<b>APPENDICES</b> .....	41

## TABLE OF APPENDICES

	Page
<b>A. Research Matrix</b> .....	41
<b>B. The Schedule of Administering the Research</b> .....	42
<b>C. The Names of the Respondents</b> .....	43
<b>D. Homogeneity Test</b> .....	44
<b>E. The Answer Key of Homogeneity Test</b> .....	48
<b>F. Post Test</b> .....	50
<b>G. Lesson Plan 1</b> .....	51
<b>H. Lesson Plan 2</b> .....	61
<b>I. Lesson Plan 3</b> .....	70
<b>J. The Tabulation of Homogeneity Test</b> .....	77
<b>K. The Calculation of Homogeneity Test</b> .....	79
<b>L. The Tabulation of Post Test</b> .....	81
<b>M. The Calculation of Post Test</b> .....	84
<b>N. Field Notes</b> .....	87
<b>O. Students' Work Sheet</b> .....	93
<b>P. The Example of the Way Giving Score in Experimental Class</b> .....	99
<b>Q. The Example of the Way Giving Score in Control Class</b> .....	103
<b>R. Statement Letter for Accomplishing the Research from SMAN 1 Glenmore</b> .....	106
<b>S. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education, Jember University</b> .....	107

## LIST OF TABLES

	Page
<b>Table 4.1 The Result of ANOVA .....</b>	<b>30</b>
<b>Table 4.2 The Summary of the Post-Test Result Analysis .....</b>	<b>33</b>

## SUMMARY

**The Effect of Using Mind Mapping Technique on the Eleventh Grade Students' Writing Achievement at SMAN 1 Glenmore in the 2012/2013 Academic Year;** Yanita Ika Forsiana, 080210491007; 2013: 36 pages; English Language Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This experimental research was conducted to know whether or not there was a significant effect of using mind mapping technique on the eleventh grade students' writing achievement at SMAN 1 Glenmore in the 2012/2013 academic year. Mind mapping technique that was used as prewriting technique in this research was expected to be able to help the students in writing skill. This technique was used as a treatment for the experimental class, while the control class was taught by using modeling technique.

The research design of this research was pre-experimental design with Nonequivalent-Groups Posttest-Only Design. The data collection's methods were writing test and observation. In addition, the data in this research were analyzed by using *t*-test. The population of this research was all of the eleventh grade students of SMAN 1 Glenmore in the 2012/2013 academic year. The research respondents were determined by using cluster random sampling by administering homogeneity test. After that, the result of homogeneity test was analyzed by using ANOVA. Based on the result of ANOVA, the population of the research was homogeneous. Therefore, two classes were chosen randomly by lottery. From the result of the lottery, it could be concluded that grade XI IPS 2 was the experimental class and XI IPS 1 was the control class. The number of respondents was 56 students, consisting of 28 students of each class when the post test was conducted.

The primary data of this research were collected from students' scores of writing test. The primary data were collected from the result of post test that was

given to both classes after the treatment. Then, the result of post test was analyzed by using independent sample *t*-test formula to know whether or not there was a significant effect of using mind mapping technique on the eleventh grade students' writing achievement. Based on the calculation of *t*-test, it showed that the value of *t*-computation was 2.96, while the value of *t*-table with the significant level 5% (2-tailed) and the degree of freedom 54 was 2,004. It means, the value of *t*-computation was higher than the value of *t*-table (2.96>2.004). Therefore, the null hypothesis ( $H_0$ ) formulated: "there is no significant effect of using mind mapping technique on the eleventh grade students' writing achievement at SMAN 1 Glenmore in the 2012/2013 academic year" was rejected. On the other hand, the formulated alternate hypothesis ( $H_a$ ): "there is a significant effect of using mind mapping technique on the eleventh grade students' writing achievement at SMAN 1 Glenmore in the 2012/2013 academic year" was accepted.

The research result proved that there was a significant effect of using mind mapping technique on the eleventh grade students' writing achievement at SMAN 1 Glenmore in the 2012/2013 academic year. Therefore, it is recommended for the English teacher to use mind mapping technique as an alternative technique in teaching writing.