



**THE EFFECT OF USING MIND MAPPING TECHNIQUE
ON THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT
AT SMP 06 DIPONEGORO WULUHAN JEMBER
IN THE 2012/2013 ACADEMIC YEAR**

THESIS

By

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

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2013

STATEMENT OF THESIS AUTHENTICITY

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved late father, Suseno and my wonderful mother, Seni Arwati;
2. My amazing brothers, Ari Indra Purnama Suseno and Bharta Irmawan Suseno;
3. My girlfriend, Miwisa Ayu Deviani;
4. My best friends, M. Mirza Gifari, Edo Pahlevi, Aulia Sufihara, Maretho P., Intan M. Q. A., Anom A., Amalia R. I., and Prayogi N. Utomo;
5. All my friends and colleagues.

MOTTO

Imagination is more important than knowledge, for imagination is limitless. *)

(Albert Einstein)

*) Einstein, A., in Buzan, T. 2005. *The Ultimate book of mind maps*. London: Thorsons.

CONSULTANTS' APPROVAL

THE EFFECT OF USING MIND MAPPING TECHNIQUE ON THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT AT SMP 06 DIPONEGORO WULUHAN JEMBER IN THE 2012/2013 ACADEMIC YEAR

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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are extremely appreciated.

Jember, June 2013

The Writer

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SUMMARY

The Effect of Using Mind Mapping Technique on the Seventh Grade Students' Tense Achievement at SMP 06 Diponegoro Wuluhan Jember in the 2012/2013 Academic Year; Chrisna Irmawan Suseno, 090210401055; 2013: 50 Pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The experimental research was intended to know whether or not there was a significant effect of using mind mapping technique on the seventh grade students' tense achievement at SMP 06 Diponegoro Wuluhan Jember in the 2012/2013 academic year. In this research, the researcher applied mind mapping technique in teaching tenses as it is believed to be a good way because of its advantages in teaching learning process. In this research, the researcher used mind mapping technique for teaching the simple present tense and present continuous tense. This technique was used as the treatments for the experimental group, while the lecturing technique and question-answer were used for the control group.

The population of this research was all of the seventh grade students of SMP 06 Diponegoro Wuluhan Jember in the 2012/2013 academic year. The research respondents were determined by using cluster random sampling based on the result of the homogeneity analysis by using ANOVA formula. Based on the result of ANOVA, the population of the research was homogeneous. Therefore, two classes were chosen as the respondents of the research (VII-B and VII-E) by using lottery. The number of the respondents was 77 students, consisting of 40 students of grade VII-E as the experimental group that was taught tenses by using mind mapping technique, while the control group consisted of 37 students of grade VII-B was taught tenses by lecturing technique and question-answer.

The primary data of this research were collected from the students' scores of tense posttest. The tense posttest was given to both the experimental group and the control group after the treatments given. Then, the results of the posttest were analyzed to find the mean difference of both groups. Furthermore, they were analyzed

by using independent sample t-test formula to know whether there was a significant effect on the use of mind mapping on the students tense achievement.

The result of the data analysis of t-test showed that the value of t-test was 3.123, and the value of t-table with the significance level 5% and the degree of freedom 75 was 1.667. It means that the value of t-test was higher than that of t-table ($3.123 > 1.667$). Consequently, the formulated null hypothesis (H_0): “There is no a significant effect of using mind mapping technique on the seventh grade students’ tense achievement at SMP 06 Diponegoro Wuluhan Jember in the 2012/2013 academic year” was rejected. On the contrary, the formulated alternative hypothesis (H_a): “There is a significant effect of using mind mapping technique on the seventh grade students’ tense achievement at SMP 06 Diponegoro Wuluhan Jember in the 2012/2013 academic year” was accepted.

After knowing the result of the data analysis, the degree of relative effectiveness (DRE) was applied. The result of DRE was 9.36%. It means that using mind mapping technique in teaching tenses was 9.36% more effective than teaching tenses by using the lecturing technique and question-answer.

The research results proved that there was a significant effect of using mind mapping technique on the seventh grade students’ tense achievement at SMP 06 Diponegoro Wuluhan Jember in the 2012/2013 academic year. In addition, using mind mapping technique in teaching tenses was 9.36% more effective than teaching tenses by using the lecturing technique and question-answer. It means that the students in the experimental group got better scores in the tense posttest than the students in the control group. Therefore, it is recommended for the English teacher to use mind mapping technique as an alternative technique in teaching tenses to increase the students’ tense mastery.