



**IMPROVING YEAR XI IPS 2 STUDENTS' NARRATIVE TEXT WRITING
ACHIEVEMENT THROUGH MIND MAPPING TECHNIQUE
AT SMAN 4 JEMBER**

THESIS

Composed to fulfill one of the requirements to obtain S1 degree at the English
Education Program, Language and Arts Education Department the Faculty of Teacher
Training and Education Jember University

By:

**Eka Meita Wulandari
NIM. 070210491169**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JEMBER
2011**

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Eka Meita Wulandari
NIM 070210491169

The Consultants:

Consultant I : Drs. Bambang Suharjito, M.Ed.
Consultant II : Drs. Sugeng Ariyanto, M.A.

APPROVAL OF THE EXAMINATION COMMITTEE

This Thesis is Approved and Received by the Examination Committee of the Faculty of Teacher Training and Education, Jember University on:

Date : June 14th, 2011

Place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson,

The Secretary,

Dra. Siti Sundari, M.A.
NIP 195812161988022001

Drs. Sugeng Ariyanto, M.A.
NIP 195904121987021001

The Members:

- | | |
|---|---------|
| 1. Dra. Wiwiek Istianah, M.Kes., M.Ed., App.Ling.
NIP 195010171985032001 | 1. |
| 2. Drs. Bambang Suharjo, M.Ed.
NIP 196110251989021004 | 2. |

The Dean,
Faculty of Teacher Training and Education

Drs. H. Imam Muchtar, S.H., M.Hum.
NIP 195407121980031005

DEDICATION

This thesis is dedicated to:

1. My beloved father, Dariyono;
2. My beloved mother, Rahayu;
3. My beloved brother and sister, El Muhaimin Robisari and Ellyna Majesty Ayundari.

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I praise to thank Allah SWT, the Almighty and the Merciful, who always gives me guidance, so that I am able to finish the thesis entitled “Improving Year XI Students’ Narrative Text Writing Achievement through Mind Mapping technique at SMAN 4 Jember”.

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Finally, I expect that this thesis will be useful for me and for the readers. However, I realize that this thesis might have some weaknesses. For this reason, any comments and suggestion would be considered to make it better.

Jember, June 2011

The Writer

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SUMMARY

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Keywords: narrative text, students' writing achievement, mind mapping technique

This Classroom Action Research was intended to improve year XI students' narrative text writing achievement through Mind Mapping technique at SMAN 4 Jember. This research subjects were the students of class XI IPS 2 that were determined purposively, because their writing achievement score was relatively the lowest among the other classes (their average score was 65.58) which did not attain yet the minimum passing grade at the school that was 70.

This research was done in two Cycles. After knowing the result of Cycle 1 did not achieve the target, the action was continued to the Cycle 2. Each Cycle covered four activities: the planning of the action, the implementation of the action, observation and evaluation, analysis and reflection of the action.

The data about the students' writing achievement were collected by administering writing test through Mind Mapping technique. Observation was used to monitor the process of teaching writing through Mind Mapping technique and the students' active participation. The observation was done in two ways: observation guide and observation checklist. This CAR was categorized successful if the result showed $\leq 75\%$ of the students obtained 70 or higher and 60% of the students actively involved during teaching and learning process.

The result of the students who got 70 or higher in Cycle 1 was 58.33%. In other words, there were only 21 students of 36 students who got score ≥ 70 . It means that the result did not achieve the target of this research, that was 75%. Besides, the result of observation checklist showed that the students' active participation in teaching learning process of writing through Mind Mapping technique was 44.74%

(Meeting 1) and 50% (Meeting 2). Thus, the percentage of the students' active participation in the process of teaching writing through Mind Mapping technique was $< 60\%$. Therefore, the actions were continued to Cycle 2 by revising some necessary aspects.

In Cycle 2, the result of the students' writing test was higher than Cycle 1. The percentage of the students who got the targeted score in Cycle 2 was 77.77% . Regarding the students' active participation in writing class, it also showed improvement from 56.75% in Meeting 1 up to 72.22% in Meeting 2. From those result, it can be seen that this second cycle had achieved the target of this CAR, and this action of this research stopped.

Based on the results, it could be concluded that teaching writing through Mind Mapping technique could improve the students' writing achievement and their active participation in the process of teaching learning. Therefore, the research results are expected to be useful for the English teachers and the students.