



**IMPROVING THE ELEVENTH GRADE STUDENTS'  
ANALYTICAL EXPOSITION WRITING ACHIEVEMENT AND  
ACTIVE PARTICIPATION THROUGH MIND MAPPING  
TECHNIQUE AT MADRASAH ALIYAH DARUS SHOLAH  
JEMBER**

**THESIS**

**Composed as One of the Requirements to Obtain S1 Degree at the English Education  
Program of Language and Arts Education Department of Teacher Training and  
Education of Jember University**

**By**

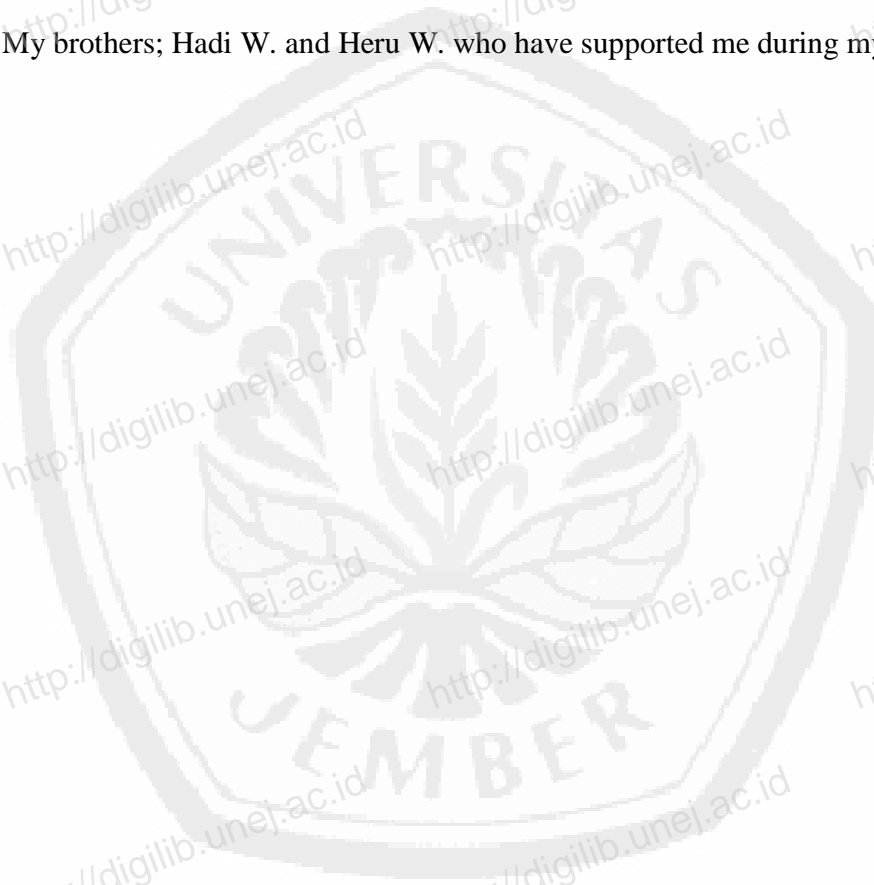
**Ika Wahyu Riyanti  
NIM 060210491281**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2010**

## **DEDICATION**

My beloved parents; Hariyono and Sujati who have done so much for me to pray and to give all of their affection so that I could finish my study.

My brothers; Hadi W. and Heru W. who have supported me during my study.



**CONSULTANT APPROVAL SHEET**

**THESIS**

**IMPROVING THE ELEVENTH GRADE STUDENTS'  
ANALYTICAL EXPOSITION WRITING ACHIEVEMENT  
THROUGH MIND MAPPING TECHNIQUE AT MADRASAH  
ALIYAH DARUS SHOLAH JEMBER**

By:  
Name : Ika Wahyu Riyanti  
Identification Number : 060210491281  
Level of Class : 2006  
Department : Language and Arts  
Program : English Education  
Place of Birth : Ponorogo  
Date of Birth : July 24<sup>th</sup>, 1985

Approved by;

The first consultant

The second consultant

Dr. Budi Setyono, M.A.  
NIP. 19630717 199002 1 001

Dra. Wiwiek Eko Bindarti, M.Pd.  
NIP. 19561214 198503 2 001

## APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and examined by the Examiners Committee of the Faculty of Teacher Training and Education of Jember University. Examined on:

Day : Wednesday

Date : September 1, 2010

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

The Team of Examiners

The Chairperson,

The Secretary,

Dra. Musli Ariani, M.App.Ling  
NIP. 19680602 199403 2 001

Dra. Wiwiek Eko Bindarti, M.Pd  
NIP. 19501017 198503 2 001

The Members:

Signatures

1. Drs. Bambang Suharjito, M.Ed  
NIP. 19611023 198902 1 001

(.....)

2. Dr. Budi Setyono, M.A.  
NIP. 19630717 199002 1 001

(.....)

The Faculty of Teacher Training and Education

The Dean

Drs. H. Imam Muchtar, S.H, M.Hum  
NIP. 19540712 198003 1 005

## SUMMARY

**Improving the Eleventh Grade Students' Analytical Exposition Writing Achievement and Active Participation through Mind Mapping Technique at Madrasah Aliyah Darus Sholah Jember;** Ika Wahyu Riyanti, 060210491281; 2010: 58 pages; English Education Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Writing is an important skill to communicate ideas, thoughts, concepts and feelings in written forms. It refers to production process to produce a piece of written work. Considering the acquisition of English as a foreign language, writing plays a very important role to help the students be able to understand and remember what they have just got about the new language. In fact, many students still experience difficulties in analytical exposition writing text.

Based on the preliminary study with the English teacher of Madrasah Aliyah Darus Sholah Jember, it was known that the eleventh grade of IPS students still experienced difficulty in writing especially in text writing. It was indicated by the percentage of the students who got the score of at least 65 in the previous writing test given by the teacher, that was 62.5 %. Therefore, the researcher proposed Mind Mapping technique to overcome the students' problem in writing.

Some experts argue that mind mapping technique is an essential technique to develop ideas in the written forms. Chaffee (1999:13) claims that mind mapping is a powerful approach for writing to help students generate the ideas and begin organizing them into various relationships with the details in visual way. Gerson and Gerson (1993: 183-184) claim that mind mapping is more visual and free form. This technique develops the ideas so clear and detailed. Since it is started with the main topic, then provide some components and subpoints. The components are the statements that support the idea in the main topic. Then subpoints are the statements that support the components and the main topic indirectly.

This technique was chosen as the alternative teaching techniques of writing lesson under the reason that this technique was useful to assist the students to write text well and it could be applied in the various genres of text. This technique was used to develop and generate the ideas into good analytical exposition writing. It is expected that by using mind mapping technique the students are able to write analytical exposition easily.

This study employed a classroom action research design with the cycle model. This study aimed at improving the eleventh grade students' analytical exposition writing achievement through mind mapping technique at Madrasah Aliyah Darus Sholah Jember to improve the eleventh students' grade active participation in teaching learning process of writing through mind mapping technique at Madrasah Aliyah Darus Sholah Jember. The stages of this classroom action research covered a sequence of steps, namely the planning of the action, implementation of the action, class observation and evaluation and reflection of the action.

This research was conducted at Madrasah Aliyah Darus Sholah Jember from April 27<sup>th</sup>, 2009 up to May 18<sup>th</sup>, 2009. It was done collaboratively with the English teacher. The doer of the actions was the researcher and the observer was the English teacher. This research was carried out into two cycles in which in cycle 1 consisted of four meetings including the test and in the cycle 2 had three meetings including the test. The research subjects were the students of class XI IPS. The primary data were collected from the observation of students' active participation by using checklist and students' writing achievement test. The criteria used to evaluate the success of the action were as follows: (1) if 75% of the students achieve the score of at least 65 as the standard score and (2) if 75% of the students participate actively in the writing teaching learning process by using mind mapping technique. Moreover, another observation was conducted to observe the teacher's activity during teaching learning process. It was collected by using fieldnote.

The actions in cycle 1 were conducted from April 27<sup>th</sup>, 2010 up to May 5<sup>th</sup>, 2010. The result of observation in cycle 1 revealed that the average of students' active

participation in the second meeting and the third meeting was 67.42 %. This result did not achieve the target requirement of this research. In addition, the percentage of the students who got the score of at least 65 was 69.57 % or it was obtained by 16 students out of 23 students doing the writing achievement test (one student did not attend to the test). It meant that the result did not achieve the target requirement of this research. There was one student who was absent in this test because the student was sick. Therefore, the results of cycle 1 had not achieved the target requirements of the research. It was caused by the students' errors in grammar and mechanics. Thus, the action was continued in the second cycle by revising the writing materials and the lesson plans.

The actions in cycle 2 were done on May 11<sup>th</sup>, 2010 up to May 18<sup>th</sup>, 2010. The result of the action in cycle 2 showed the improvement. The result of observation checklist showed that the average of students' active participation in the first meeting and second meeting was 78.24 %. Furthermore, the students who got the score of at least 65 were 79.2 % which was better than the one in cycle 1.

Based on the results, it could be concluded that the use of mind mapping technique could improve the students' active participation and the students' writing achievement in the writing teaching learning process. Finally, it is suggested for the English teacher to use Mind Mapping as the alternative teaching technique of writing that can make the improvement for both the students' active participation and writing achievement during the writing teaching learning process of writing. Moreover, this research finding is also expected to be useful for the students to frequently practice this technique not only in writing analytical exposition text, but also in the other writing text types. Additionally, this research can be used by the other researchers as the information to undertake a further research related to the application of mind mapping technique so that they will be well prepared to what they have to do in the research.

## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, The Almighty, who always leads and provides blessing, mercy, and guidance to me, that I am able to finish this thesis entitled *“Improving the Eleventh Grade Students’ Analytical Exposition Writing Achievement and Active Participation through Mind Mapping Technique at Madrasah Aliyah Darus Sholah Jember”*.

In relation to the writing and finishing of this thesis, I would like to express the deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Department.
3. My thesis consultants, Dr. Budi Setiyono, M.A. and Dra. Wiwiek Eko, M.Ed. who have spent much of their time to read, to correct, to give some suggestions and to improve this thesis become better.
4. My lecturers at English Education Program who have taught me with various knowledge during my study.
5. My academic supervisor, Dra. Wiwiek Eko Bindarti, M.Pd.
6. The Headmaster of Madrasah Aliyah Darus Sholah who has given me permission to conduct the research.
7. My friends in English Department, especially in the 2006 Alih Program generation who have been good partners during my study.

Finally, I have finished this thesis; nevertheless, I expect that it will be useful not only for myself but also for the readers. Any constructive suggestion or criticisms will be respectively welcomed and appreciated.

Jember, September 2010

Writer



## TABLE OF CONTENTS

	<b>Page</b>
<b>TITLE</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>CONSULTANT APPROVAL SHEET</b> .....	<b>iii</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>iv</b>
<b>SUMMARY</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF DIAGRAMS</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>

### **I. INTRODUCTION**

1.1 Background of the Research .....	1
1.2 Research Problems .....	4
1.3 Research Objectives .....	4
1.4 Operational Definition of Key Terms .....	4
1.3.1 Students' Writing Achievement .....	5
1.3.2 Analytical Exposition .....	5
1.3.3 Mind Mapping Technique .....	5
1.5 Research Significance .....	5

### **II. REVIEW OF RELATED LITERATURE**

2.1 Writing Achievement .....	7
2.2 Writing Assessment .....	8
2.3 Analytical Exposition Text .....	9
2.4 Mind Mapping Technique .....	11
2.4.1 Steps of Creating Mind Mapping .....	13

2.4.2 The Advantages of Mind Mapping in Writing .....	14
2.5 Teaching Writing Analytical Exposition by Using Mind Mapping .....	14
2.6 Research Hypotheses .....	19

### **III. RESEARCH METHODOLOGY**

3.1 Research Design.....	20
3.2 Area Determination Method .....	22
3.3 Research Subjects.....	22
3.4 Data Collection Method.....	23
3.4.1 Observation .....	23
3.4.2 Writing Test .....	24
3.5 Research Procedures .....	26
3.5.1 Planning of the Action .....	27
3.5.2 Implementation of the Action .....	27
3.5.3 Class Observation and Evaluation .....	27
3.5.4 Data Analysis and Reflection of the Action.....	29

### **IV. RESEARCH RESULTS AND DISCUSSION**

4.1 The Results of the Action in Cycle 1 .....	31
4.1.1 The Result of Observation in Cycle 1 .....	33
4.1.2 The Result of Writing Achievement Test in Cycle 1.....	40
4.1.3 The Result of Reflection in Cycle 1 .....	42
4.2 The Results of the Action in Cycle 2 .....	44
4.2.1 The Result of Observation in Cycle 2.....	45
4.2.2 The Result of Writing Achievement Test in Cycle 2 .....	50
4.2.3 The Result of Reflection in Cycle 2.....	52
4.3 Discussion .....	53

## **V. COCLUSION AND SUGGESTIONS**

5.1 Conclusion .....	57
5.2 Suggestions .....	57

<b>REFERENCES .....</b>	<b>59</b>
-------------------------	-----------



## LIST OF TABLES

	Page
Table 3.1 The Observation Checklist.....	23
Table 3.2 The Scoring Criteria.....	25
Table 4.1 The Result of Observation Cycle 1 Meeting 1 and 2.....	37
Table 4.2 The Average Results of the Students' Active Participation in Cycle 1.....	39
Table 4.3 The Result of Writing Test Cycle 1 .....	40
Table 4.4 The Classification and Frequency of the Students' Writing Achievement Test Scores Based on the Targeted Minimum Score ...	41
Table 4.5 The Revisions of the Action in Cycle 1 .....	43
Table 4.6 The Result of Observation Cycle II Meeting 1 and 2 .....	47
Table 4.7 The Average Results of the Students' Active Participation in Cycle 2 .....	50
Table 4.8 The Result of Writing Test Cycle 2 .....	50
Table 4.9 The Classification and Frequency of the Students' Writing Achievement Test Scores Based on the Targeted Minimum Score .....	51

## LIST OF DIAGRAMS

	Page
1. The Design of the Classroom Action Research .....	22
2. Students' Active Participation .....	53
3. Students' Writing Achievement.....	54



## LIST OF APPENDICES

1. Research Matrix
2. The Guideline of Research Instruments
3. The Students' Previous Writing Test Score of XI – IPS Class
4. Lesson Plan 1 Cycle 1 Meeting 1 and Meeting 2
5. Lesson Plan 2 Cycle 1 Meeting 3
6. Writing Achievement Test in Cycle 1
7. The Result of Observation for Students' Active Participation in Cycle 1 Meeting 2
8. The Result of Observation for Students' Active Participation in Cycle 1 Meeting 3
9. Fieldnote of Cycle 1 Meeting 1, 2 and 3
10. Scoring Record of Writing Achievement Test Result in Cycle I
11. Students' Work Sheet in Cycle 1
12. Lesson Plan 3 Cycle 2 Meeting 1
13. Lesson Plan 4 Cycle 2 Meeting 2
14. Writing Achievement Test in Cycle 2
15. The Result of Observation for Students' Active Participation in Cycle 2 Meeting 1
16. The Result of Observation for Students' Active Participation in Cycle 2 Meeting 2
17. Fieldnote of Cycle 2 Meeting 1 and 2
18. Scoring Record of Writing Achievement Test Result in Cycle 2
19. Students' Work Sheet in Cycle 2
20. Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University
21. Statement Letter for Accomplishing the Research from Madrasah Aliyah Darus Sholah Jember

22. Consultation Sheet

L.1 Consultant 1

L.2 Consultant 2

