



**IMPROVING THE EIGHTH YEAR STUDENTS' WRITING  
ACHIEVEMENT THROUGH MIND MAPPING TECHNIQUE AT SMPN 1  
SITUBONDO IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

**By:  
DANIE AGUSTIN  
050210401278**

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

## REFERENCES

- Ali, M. 1993. *Strategi Penelitian Pendidikan*. Bandung: PT. Angkasa.
- Bodgan, and Biklen. 1992. *Qualitative Research for Education*. 2nd Ed. London: Allyn and Bacon, Inc.
- Bos, C. S. and Sharon, V. 1991. *Strategies for Teaching Students with Learning and Behavior Problems*. 2nd Ed. London: Allyn and Bacon, Inc.
- Bram, B. 1995. *Write Well: Improving Writing Skill*. Yogyakarta: Kanisius.
- Buzan, T. 2003. *The mind map book: how to use radiant thinking to maximize your brain's untapped potential*. London: Plume Books.
- Carino, P. 1991. *Basic Writing: A First Course*. New York: Harper Collins Publishers.
- Chaffee, J. 1999. *Critical Thinking Thoughtful Writing: A rhetoric with Reading*. New York: Harper Collins Publishers.
- Cohen, M. and Riel, M. 1989. *The Effect of Distance of Students' Writing*. American Education Research Journal.
- Cooper, J. M. 1999. *Classroom Teaching Skill*. 6th Ed. Boston: Houghton Mifflin Company.
- Elliot, J. A. 1991. *Action Research for Educational Change*. Milton Keynes: Open University.
- Fraenkel, J. R and Norman E. W. 2000. *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Gould, E, Robert D and William Smith. 1989. *Art of Writing*. New York: Random House Inc.
- Hadi, S. 1989. *Methodology Research*. Yogyakarta: Andi Offset.

- Hartfiel, V. F, Hughey, J. B, Deanna R. W, and Holly L. Jacobs. 1985. *Learning ESL Composition*. Massachusetts: Newbury House Publishers, Inc.
- Hudelson, S. 1995. *English as a Second Language*. California: Corwin Press, Inc.
- Hughes, A. 2003. *Testing for Language Teachers*. 2nd Ed. Cambridge: Cambridge University Press.
- Hughey, J. B., Deanna R. W., V. F. Hartfiel, and H. L. Jacobs. 1983. *Teaching ESL Composition: Principles and Techniques*. Massachusetts: Newbury House Publishers, Inc.
- Kanar, C. 1998. *Confident Writer*. 2nd Ed. Boston: Houghton Mifflin Company.
- McWhorter, K. 2001. *The Writer's Express: A Paragraph with Essay text with Readings*. 3rd Ed. Boston: Houghton Mifflin Company.
- Morrel, J. P. 2002. "Mind Mapping: Basic Rules." [Online]. <http://www.writing-life.com/news/html>. [October 2009].
- Scott, A. W. and Yteberg, L. H. 2001. *Teaching English to Children*. New York: Longman.
- Smith, R. J. and Dale D. J. 1980. *Teaching Children to Read*. 2nd Ed. Massachusetts: Addison–Wesley Publishing Company.
- Steele, V. 2004. "Using Mind Maps to Develop Writing." [Online]. <http://www.teachingenglish.org.uk/think/write/mind-map.shtml>. [October 2009].
- Thompson, C. 1994. *Language Arts: Content and Teaching Strategies*. New York: McMillan Publishing Company.

- Widyaningrum, N. R. 2005. *The Effect of Clustering Technique on Writing Achievement of the Second Year Students of SMA Negeri 1 Arjasa in the 2003/2004 Academic year*. Unpublished S1 Thesis. Jember: Jember University.
- Wingersky, B & Balaqh, H. 1999. *Integrating reading, Writing, and Grammar Skill: Third Edition*. Toronto: Wadsworth Publishing Company.
- Wood, N. V. 1991. *Strategies for College Reading and Thinking*. New York: McGraw-Hill Company.
- Yuliatin. 2007. *Improving the Eleventh Year Students' Writing Achievement by Using Mind Mapping Technique At MAN Jember 1 In The 2006/2007 Academic Year*. Unpublished S1 Thesis. Jember: Jember University.

## SUMMARY

**Improving the Eighth Year Students' Writing Achievement through Mind Mapping Technique at SMPN 1 Situbondo in the 2010/2011 Academic Year;** Danie Agustin, 050210401278; 2010; 49 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This Classroom Action Research was intended to improve the eighth year students' writing achievement through Mind Mapping technique at SMPN 1 situbondo in the 2010/2011 academic year. This research subjects were the students of class eight- I that was determined purposively, because their writing achievement score was the lowest among the nine existing classes (their mean score was 62) which was below the standard mastery of English of the school (70). It was known from the result of preliminary study, interview, and classroom observation. Besides, they also still faced difficulties in writing English. They had problems in generating and organizing the ideas, the use of grammar and vocabulary. Finally, both the researcher and the English teacher agreed to apply Mind Mapping technique because this technique was suitable and appropriate to overcome the students' problems in writing.

This research was carried out in two cycles. Each cycle covered the stages that include planning the action, implementing the action, observing and evaluating, and reflecting the action. These activities were conducted in each cycle. The first cycle was conducted in three meetings including the writing test. The data about the students' writing achievement were collected through the writing test. Meanwhile, observation was used to monitor the teaching and learning process of writing by using checklist and field notes.

The results of the students' writing achievement in the first cycle showed that the percentage of the students who got score 70 or more was 53.13%. In addition, the

results of observation in Cycle I revealed that only 65.51% of 32 students actively participated in the teaching and learning process of writing by using Mind Mapping technique. The rest of the subjects (34.49% of 32 students) were passive in joining the lesson. They were reluctant to ask questions and answer the teacher's oral questions. Besides, some students did not pay much attention to the lesson; some students tend to talk to their friends and learned another subject. Based on those results, it could be concluded that the action given in the first cycle was not successful yet. Therefore, the actions were continued to the second cycle by revising the lesson plans in the first cycle by considering the students' weaknesses and errors they made on the writing test in the first cycle. In Cycle II, the English teacher gave more explanation about recount text including the text organization. Besides, the English teacher gave them opportunities to ask the problems they had face. The results of the students' writing achievement test in the second cycle showed that 78.12% of 32 students got score 70 or more. It improved from 53.13%, in Cycle I to 78.12% in Cycle II. Besides, there was also an improvement on the percentage of the students' active participation in the teaching and learning process of writing by using Mind Mapping technique. It improved from 65.51% in Cycle I to 79.68% in Cycle II. It means that both the students' writing test and the students' active participation in the teaching and learning process of writing by using Mind Mapping technique improved in the second cycle and fulfilled the success criteria of this research. Thus, the action research was ended.

Based on the results above, it could be concluded that the use of Mind Mapping technique in the teaching and learning process of writing could improve the students' writing achievement in two cycles. Then, it is suggested to the English teacher and the students to apply Mind Mapping technique as an alternative technique in teaching writing. It is due to the fact that Mind Mapping technique could improve the students' writing achievement. At last, for the future researcher, this research could be used as references to conduct further research dealing with the other genre of writing text to improve the students' writing skill.

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>TITLE</b> .....	ii
<b>CONSULTANT’S APPROVAL</b> .....	iii
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	iv
<b>DEDICATION</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF APPENDICES</b> .....	x
<b>LIST OF TABLES</b> .....	xi
<b>SUMMARY</b> .....	xii
<b>I. INTRODUCTION</b>	
1.1 The Research Background .....	1
1.2 The Research Problems.....	3
1.3 The Research Objectives.....	3
1.4 The Operational Definition .....	4
1.5 The Research Significance.....	5
1.6 The Scope of the Research.....	6
<b>II. RELATED LITERATURE REVIEW</b>	
2.1 Writing Definitions .....	7
2.2 Writing Skill in English and its Element .....	8
2.3 Types of Writing .....	9
2.4 Competencies of Writing at SMPN 1 Situbondo .....	10
2.5 Mind Mapping Technique.....	11

2.5.1 The Concept of Mind Mapping Technique.....	11
2.5.2 Forms of Mind Mapping Technique .....	12
2.6 The Application of Mind Mapping Technique in Teaching Writing...	13
2.7 Improving Writing Ability through Mind Mapping Technique.....	15
2.8 Research Hypothesis .....	18

### **III. RESEARCH METHOD**

3.1 Research Design .....	19
3.2 Area Determination Method .....	22
3.3 Subject Determination Method .....	22
3.4 Data Collection Methods .....	22
3.4.1 Qualitative Data .....	23
3.4.2 Quantitative Data .....	23
3.5 Research Procedure .....	25
3.5.1 The Planning of the Action .....	25
3.5.2 The Implementation of the Action .....	26
3.5.3 Classroom Observation and Evaluation.....	26
3.5.4 Reflection of the Action.....	27
3.6 Data Analysis Method.....	27

### **IV. RESEARCH RESULT AND DISCUSSION**

4.1 The Results of the Action in Cycle 1 .....	29
4.1.1 The Results of Observation in Cycle 1 .....	30
4.1.2 The Results of Writing Achievement Test in Cycle 1 .....	33
4.1.3 The Results of Reflection in Cycle 1 .....	35
4.2 The Results of the Actions in Cycle 2 .....	37
4.2.1 The Results of Observation in Cycle 2 .....	38
4.2.2 The Results of Writing Achievement Test in Cycle 2 .....	39



4.2.3 The Results of Reflection in Cycle 2 .....	41
4.3 Discussion.....	42

**V. CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	45
5.2 Suggestion .....	45

**REFERENCES**

**APPENDICES**