



**IMPROVING THE EIGHTH GRADE STUDENTS' RECOUNT WRITING
ACHIEVEMENT BY USING MIND MAPPING TECHNIQUE AT SMPN 1
BANGSALSARI IN THE 2012/2013 ACADEMIC YEAR**

THESIS

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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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DEDICATION

This thesis is honorably dedicated to the following people.

1. My beloved parents, Achmad Barokah and Muaini.
2. My pretty sister, Lasduwi Agustiningasih.

MOTTO

“I start by writing down anything that comes to mind. I write the paper as one big mass, kind of like free writing. Then I rewrite it into sentences.

I keep rewriting it until it finally takes some form.”

(Brady in Fulwiler)

STATEMENT OF THESIS AUTHENTICITY

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The Writer

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Jember, November 2013

The Writer

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SUMMARY

Improving The Eighth Grade Students' Recount Writing Achievement by Using Mind Mapping Technique at SMPN 1 Bangsalsari in the 2012/2013 Academic Year; Noferawati Sahbani, 090210401075; 2013; 54 pages; English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research which was intended to improve the eighth grade students' recount writing achievement by using Mind Mapping Technique. The subjects of this research were class VIII A students that were determined purposively. This was because the students experienced difficulties in paragraph writing. In other words, the students could not develop a topic into supporting details as well as arrange those details into a good paragraph writing they were going to write. Based on the interview result, the students' mean score was 60. It was below the standard score level of English at SMPN 1 Bangsalsari, that was 75. Therefore, the researcher proposed Mind Mapping as the technique to improve the students' recount writing achievement.

This research was conducted in two cycles. Each cycle covered four stages of activities: (1) planning the action, (2) implementing the action, (3) observing and evaluating, and 4) analyzing the data and reflecting the action. At least 75% of the 35 students had to fulfill at least three of the four indicators required in order that they categorized as active students. Besides, at least 75% of the 35 students had to got score ≥ 75 as the standard score level for the writing achievement test in order to achieve the success criteria of this classroom action research.

The result of observation in Cycle 1 related to the students' active participation was 45.71% in the first meeting, and then it increased up to 57.14% in the second meeting. Although it showed improvement, the target percentage of this research did not achieved yet. Meanwhile, the result of the students' writing

achievement test in cycle 1 showed that the mean score of the students' writing test was 69 in Cycle 1. There was 57.14% of the 35 students who got score ≥ 75 . The result indicated that the students writing test in Cycle 1 were still under the target score. Therefore, it was necessary to be continued to Cycle 2 by revising some necessary aspects related to the use of Mind Mapping Technique in the teaching learning process of recount writing. They cover: (1) giving clearer and simpler explanation to the students about how to tell the chronological of the events in order, (2) giving clearer and simpler explanations about how to compose sentences grammatically in a paragraph, (3) using louder voice and clearer articulation in giving explanation to the students in order that all of the students especially the students in the back row understand and paid attention on the researcher explanation.

In Cycle 2, the result of the students' active participation was 65.71% in the first meeting, and then it increased up to 80% in the second meeting. Meanwhile, the result of the students' writing achievement test in Cycle 2 showed that the mean score of the students' writing test was 79. There was 77.14% of the 35 students who got score ≥ 75 . It means that both the students' writing test and the students' active participation in Cycle 2 achieved the target percentage of this research.

Based on the above results, the actions in Cycle 2 had achieved the success criteria in this classroom action research. Therefore, it can be concluded that the use of Mind Mapping Technique could improve the eighth grade students' recount writing achievement and active participation at SMPN 1 Bangsalsari in the 2012/2013 academic Year.