



**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**

THESIS

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

By

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. 1.
NIP 195010171985032001
2. Drs. Bambang Suharjito, M.Ed. 2.
NIP 196110251989021004

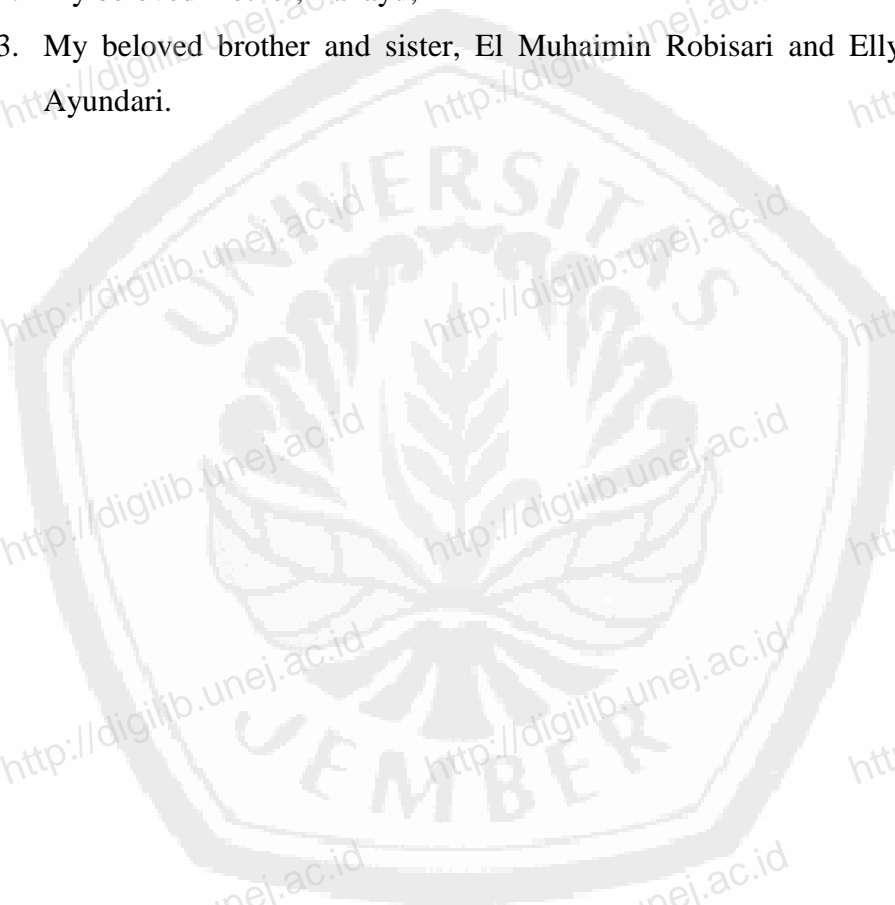
The Dean,
Faculty of Teacher Training and Education

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.



ACKNOWLEDGEMENT

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”.

I would like to express my sincere thanks to:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education;
4. The first and second consultant, Drs. Bambang Suharjito, M.Ed. and Drs. Sugeng Ariyanto, M.A., who guided and helped me to finish this thesis;
5. The Academic Supervisor, Dra. Wiwiek Eko Bindarti, M.Pd.
6. The Principal and English teacher of SMAN 4 Jember, Dra. Hj. Husnawiyah, M.Si. and Drs. Bambang Sunardi, M. Hum. and the XI IPS II students of SMAN 4 Jember who helped me to obtain the research data;

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

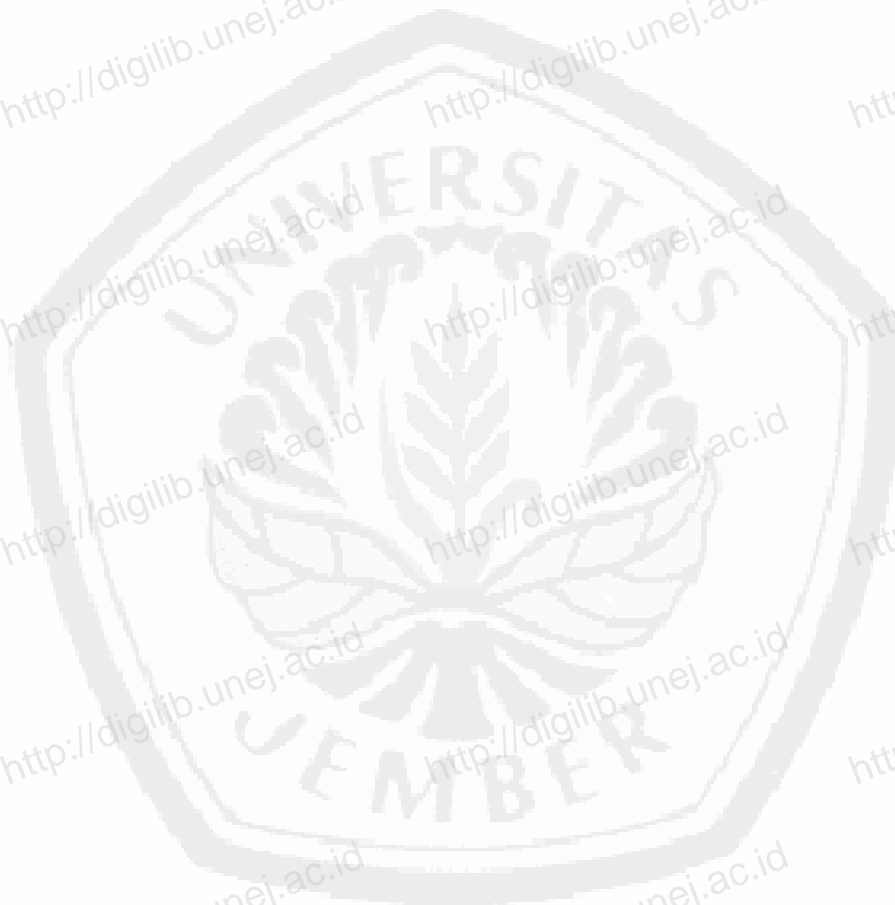
The Writer

TABLE OF CONTENTS

TITLE	i
APPROVAL OF THE CONSULTANTS	ii
APPROVAL OF THE EXAMINATION COMMITTEE	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLE	ix
LIST OF DIAGRAM	x
LIST OF APPENDICES	xi
SUMMARY	xii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problems of the Research	3
1.3 Objectives of the Research	3
1.4 Significance of the Research	4
1.5 Operational Definition of Variables	5
CHAPTER 2. LITERATURE REVIEW	7
2.1 Writing Ability in ELT	7
2.2 Writing Ability at Senior High School	8
2.3 The Characteristics of Good Writing	8
2.4 The Ability in Writing Narrative Text	9
2.5 Assessing Writing	12
2.5.1 Grammar	12
2.5.2 Vocabulary	12
2.5.3 Mechanics	13
2.5.4 Organization	14
2.5.5 Content.....	14

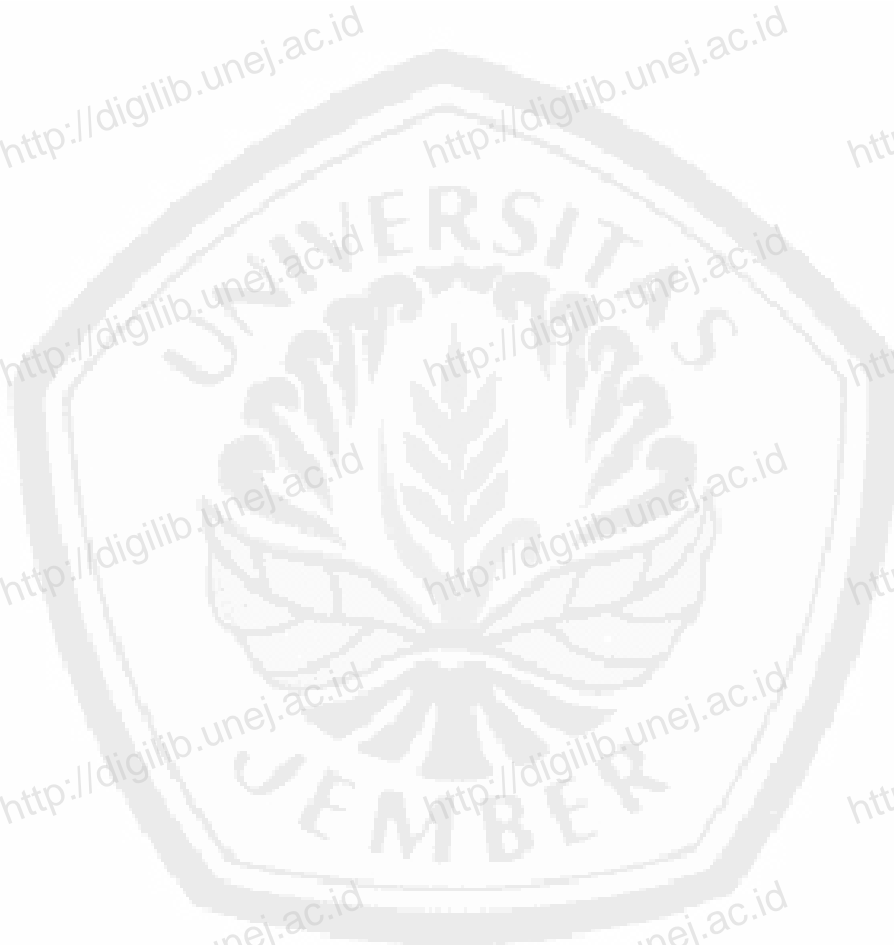
2.6 The Concept of Mind Mapping Technique	14
2.7 The Steps of Creating Mind Mapping Technique	16
2.8 The Procedure of Mind Mapping Technique in Writing	
Narrative Text	18
2.9 Teaching Writing at SMAN 4 Jember	21
2.10 Action Hypotheses	22
CHAPTER 3. RESEARCH METHODOLOGY	22
3.1 Research Design	23
3.2 Area Determination Method	24
3.3 Research Subject Determination Method	25
3.4 Data Collection Methods	25
3.4.1 Observation	25
3.4.2 Writing Test	26
3.4.3 Interview	27
3.4.4 Documentation	28
3.5 The Research Procedure	28
3.5.1 The Planning of the Action	28
3.5.2 The Implementation of the Action	29
3.5.3 Observation and Evaluation	29
3.5.4 Analysis and Reflection	30
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	33
4.1 The Action of Cycle 1	33
4.1.1 The Result of Observation in Cycle 1	33
4.1.2 The Result of Writing Test in Cycle 1	37
4.1.3 The Reflection of the Action in Cycle 1	39
4.2 The Action of Cycle 2	41
4.2.1 The Result of Observation in Cycle 2	41
4.2.2 The Result of Writing Test in Cycle 2	45
4.2.3 The Reflection of the Action in Cycle 2	47

4.3 Discussion	48
CHAPTER 5. CONCLUSION AND SUGGESTION	50
5.1 Conclusion	50
5.2 Suggestions	50
REFERENCES	52



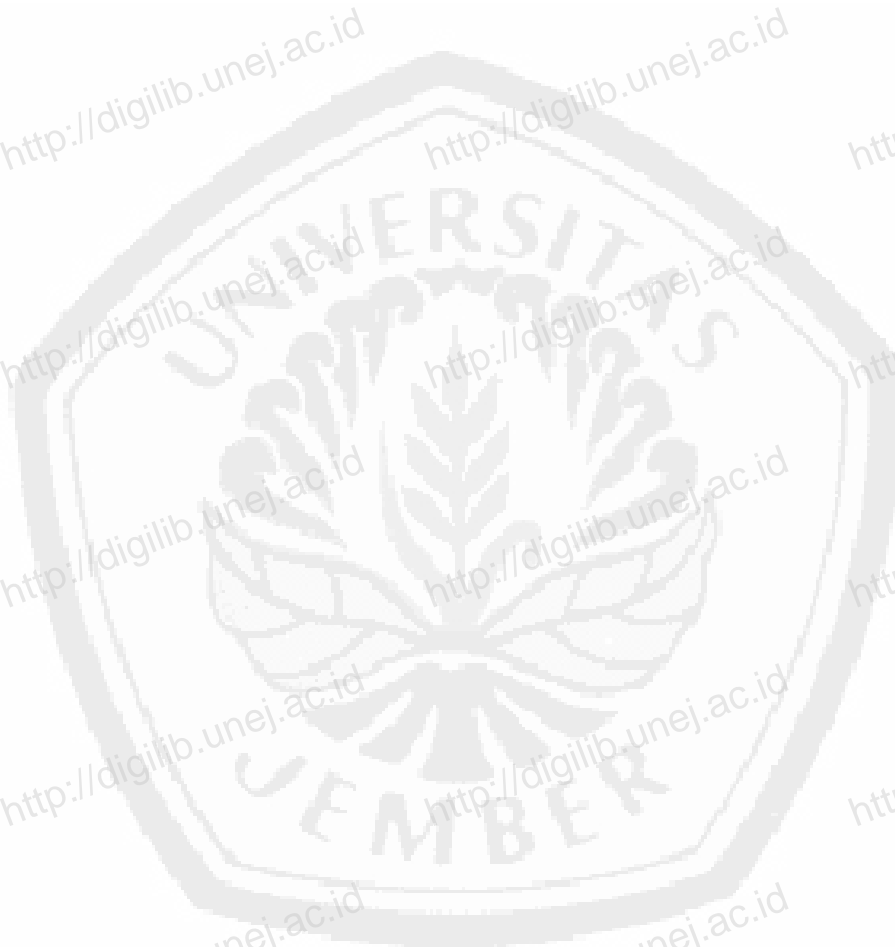
LIST OF TABLES

Table 4.1 The Results of Writing Test in Cycle 1	38
Table 4.2 The Results of Writing Test in Cycle 2	46



LIST OF DIAGRAM

Diagram 3.1 The Design of Classroom Action Research 24



LIST OF APPENDICES

- Appendix A. Matrix
- Appendix B. The Students' Score of Class XI IPS 2
- Appendix C. Lesson Plan 1 Meeting 1 in Cycle 1
- Appendix D. Observation Guide/ Fieldnote (Meeting 1 in Cycle 1)
- Appendix E. Observation Checklist (Meeting 1 in Cycle 1)
- Appendix F. Lesson Plan 2 Meeting 2 in Cycle 1
- Appendix G. Observation Guide/ Fieldnote (Meeting 2 in Cycle 1)
- Appendix H. Observation Checklist (Meeting 2 in Cycle 1)
- Appendix I. Writing Test 1
- Appendix J. Lesson Plan 3 Meeting 1 in Cycle 2
- Appendix K. Observation Guide/ Fieldnote (Meeting 1 in Cycle 2)
- Appendix L. Observation Checklist (Meeting 1 in Cycle 2)
- Appendix M. Test Lesson Plan 4 Meeting 2 in Cycle 2
- Appendix N. Observation Guide/ Fieldnote (Meeting 2 in Cycle 2)
- Appendix O. Observation Checklist (Meeting 2 in Cycle 2)
- Appendix P. Writing Test 2
- Appendix Q. Scoring Guide
- Appendix R. Observation Guide/ Fieldnote
- Appendix S. Observation Checklist
- Appendix T. Results of Students' Writing in Cycle 1
- Appendix U. Results of Students' Writing in Cycle 2

SUMMARY

Improving Year XI IPS 2 Students' Narrative Text Writing Achievement through Mind Mapping Technique at SMAN 4 Jember; Eka Meita Wulandari, 070210491169; 2011; 52 pages; English Education Program the Faculty of Teacher Training and Education, Jember University.

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.