



**THE EFFECT OF USING MIND MAPPING TECHNIQUE ON WRITING
ACHIEVEMENT OF THE 8TH YEAR STUDENTS AT SMPN 3 BALUNG IN
THE 2011/2012 ACADEMIC YEAR.**

THESIS

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2011

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DEDICATION

This thesis is honorably dedicated to following people:

- ✚ My beloved parents, Mesrufan S.Pd and Asnawati S.Pd thank for your love and sacrifice. You are giving your best to take care of me. This thesis is proudly dedicated to you for your never-ending love;
- ✚ My lovely sister, Misriyah S.Pd. let us do our best to make our parents happy;
- ✚ My little nephew M. Risqi Hidayatullah who always entertained me while I was getting bored;
- ✚ My best friend Ahmad Faiz, Nida Sofi Haiti, Shofwan Hamid, M. Arif Effendi, HTS, M. Taufiq, Julien Arief, Yunita WH, and all EREGTUS members. let's get our target as soon as possible and never give up guys;
- ✚ My beloved Suryani Sulistya Rahayu thank for your love, support, and sacrifice. You are giving your best to take care of me.

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I have finished writing the thesis entitled “The Effect of Using Mind Mapping Technique On Writing Achievement Of The 8th Year Students At SMPN 3 Balung In The 2011/2012 Academic Year”.

My gratitudes are also due to:

1. The Chairperson of the English Education Program, the Language and Arts Department, Faculty of Teacher Training and Education, Jember University, for giving me opportunity to write this thesis
2. The first and second consultants, Dr. Budi SetyonoM.A , and Drs. Sudarsono, M.Pd who have spent their time to give me suggestions and many ideas.
3. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis
4. The principal and the English teacher for giving me an opportunity, help, and support to do the research, and the 8th grade students of SMPN 3 Balung in the 2011/2012 academic year.
5. All of my friends who have encouraged me to finish the thesis.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, October2011

Writer

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SUMMARY

Badrus Sholeh. 2011. The Effect of Mind Mapping Technique on Writing Achievement of The 8th Year Students at SMPN 3 Balung in The 2011-2012 Academic Year.

English Education Program of Language and Arts Department; Faculty of Teacher Training and Education, University of Jember.

Keywords: mind mapping technique, writing achievement.

This experimental research was intended to know whether or not there was a significant effect of mind mapping technique on writing achievement of the 8th year students at SMPN 3 Balung in the 2011/2012 academic year. Based on the preliminary study, it was found that the English teacher hadn't used mind mapping technique in teaching writing. writing was taught by using free writing technique.

Using mind mapping technique in teaching writing has many advantages. The major advantage of using mind mapping technique is during prewriting activity. Because the main function of mind mapping to help the writer to generate ideas and organize ideas before they start to write. It also helps the writer to see the visual relationship of his ideas. In this research, the researcher used mind mapping technique as the treatments for the experimental group. On the other hand, free writing technique was given or applied to the control group.

This research was conducted to investigate the effect of mind mapping technique on writing achievement of the 8th year students at SMPN 3 Balung in 2011/2012 academic year. The respondents of this research were the 8th year students of SMPN 3 Balung in 2011/2012 academic year that were determined by lottery because the result of homogeneity test shown that the respondents were

CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. They are background of the research, problems of the research, operational definition of the terms, objectives of the research, and significance of the research.

1.1. Background of the Research

Globalization brings about an increase in international competition. The mastery of science and technology becomes the key to win the competition. For that reason, English has function as an instrument of applying and advancing science and technology to accelerate the developmental process. Furthermore, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education.

Recently, the introduction of International standard School (Rintisan Sekolah Bertaraf Internasional) and International standard School (Sekolah Bertaraf International) across provinces of Indonesia have led to the significant growing interest of students to learn English. The impact of language and education policy to those International Rating schools in Indonesia has also changed the mindset of parents and children towards the importance of English language mastery in this globalization era. Though the status of English in Indonesia is a foreign language, English is one of the most favorite foreign languages used and taught at schools. It has been taught from primary school to university levels.

As a basic guideline of instructions, our Educational System has decided the new curriculum of English which is called the institutional level curriculum (KTSP). The objective of the basic course outlines of English for junior high school are 1) to develop the communicative competency, both spoken and written form, to reach the level of functional literacy, 2) to raise awareness of the nature and the importance of English as one of the efforts in the global competition era and 3) to develop

technique in teaching writing. In the line with this Suhartoyo (2007: 3) states that in teaching writing, the technique that the English teacher should be suitable with the students level of proficiency in order that both the lower achievers and the higher achievers are able to achieve the teaching goals and improve the writing achievement. Based on those ideas, it becomes important to apply an appropriate technique in teaching writing. Dealing this propose one teaching technique in teaching writing that is *mind mapping technique*.

Mind mapping is one of the powerful techniques for helping students organize ideas and concepts in writing. By using mind mapping, the students are encouraged to create as many ideas as they can. As students make mind mapping, their thoughts tumble out, enlarge their word bank for writing and often enable them to see patterns in their ideas. Steele (2004:1) describes mind mapping as a diagram used for linking words and ideas to a central key word. It is used to visualize, classify, structure, and generates ideas. Cooper (1999:21) states that mind mapping is a way of organizing ideas about a particular topic so that the relationship among the various sub-topics can be displayed visually.

Moreover, Gerson and Gerson (1993:184) say that mind mapping is an excellent prewriting technique because it allows students to expand and explore their ideas about the topics to write. It also helps students determine if they have omitted any key concerns or included any irrelevant ideas. In short, mind mapping works well as prewriting technique since its visual design enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed.

Based on the ideas above, this research will investigate the effect of mind mapping Technique on writing achievement of 8th year students at SMPN 3 Balung 2011 – 2012 academic years.

1.2 Problem of the research

1.5 Significance of the Research

The results of this research are expected to give some benefits to the following people.

1. English teacher

The finding of the research can be used as an input and information to encourage the English teacher to apply mind mapping technique in teaching learning process in order to increase students writing achievement.

2. The school

The finding of the research as can be used as an input and information to encourage the curriculum of the school by applying mind mapping technique as teaching strategy in English learning process.

3. The other researcher

The finding of this research can be used as a reference to conduct a further research dealing with applying mind mapping technique in other language skill. For example, “The effects of using mind mapping technique on the students reading comprehension achievement”.

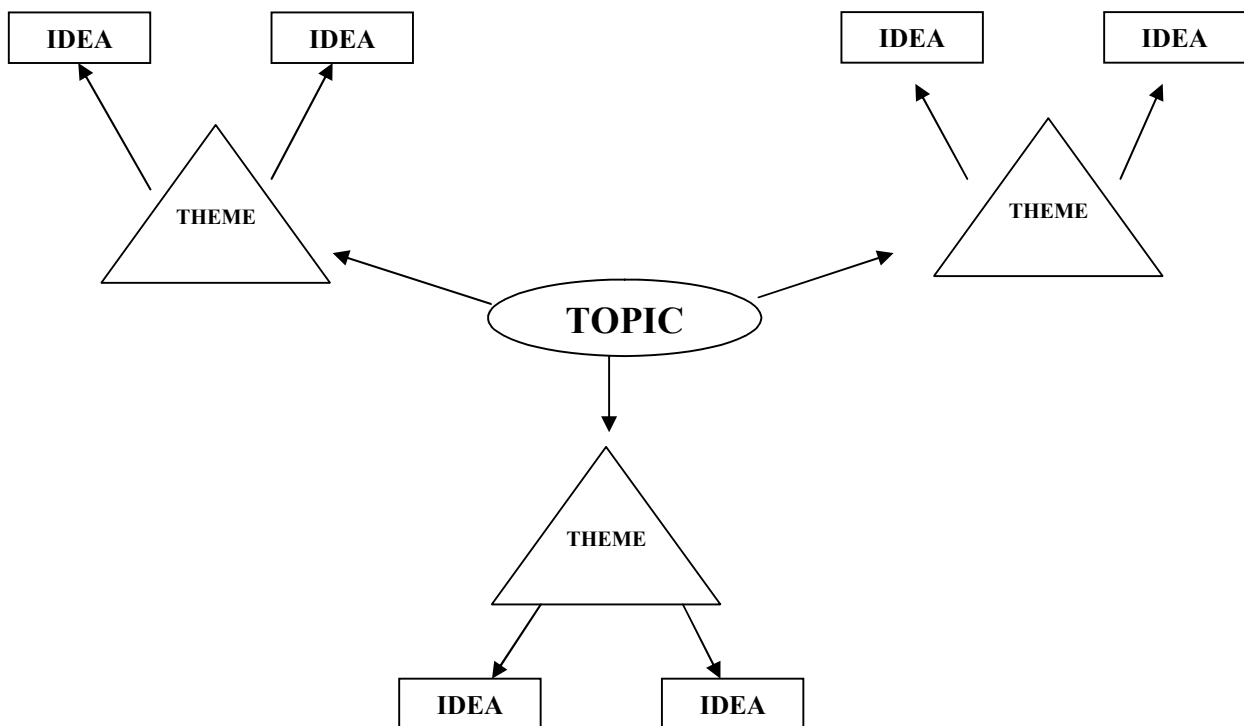
mind mapping is a technique which can lead the students to show what they already know about the topic and draw it in the form of mapping.

From all the definitions of mind mapping above the researcher can conclude that mind mapping is a prewriting technique to help students easy to start writing by generating and developing ideas because the students can see the visual hierarchical relationship between central ideas and supporting ideas.

2. Form of Mind Mapping

Mind map is a visual relationship of the ideas. It could be a diagram or a spidergram that is developed from a topic expanded to be several ideas and some supporting details. Thomson (1994: 33) develops mind mapping by discussing the topic, main idea, and details of the topic. He suggests use various symbols, such as circle, square, and rectangle to categorize the point before organizing them into a map. He also suggests using arrows, lines, and numerical order to show the relationship between the ideas. For example, there are three themes to the idea of the topic. We can place a circle around all the idea related to the theme one, a triangle to the theme two, etc. these symbols show how many ideas related to each theme.

Thomson's mind mapping diagram is as follows:



In conclusion mind mapping not only gives advantages in prewriting activity, but also in for revising strategy. In the revision stage, the writers can re-check their supporting details whether the details are suitable to the main idea or not. It means that mind mapping allows the writers to see if the writer has sufficient detail and to see immediately any irrelevant details. Besides, mind mapping also helps the writer check their organization. In summary, mind mapping can be used for generating and organizing ideas, developing the content, and revising the draft.

4. The Application of Mind Mapping Technique in the Teaching of Writing

Mind mapping can be used as a technique in teaching writing, which is easily used by the teacher. Many experts may represent mind mapping in different ways. According to Buzan (2003:8) there are four steps to create a concept of mind mapping as follows:

1. Take a sheet of paper and put in the middle of the central concept of your topic.
2. Starting from that central concept, draw lines to the sides to represent the main related sub categories for your mind map topic. Take one main keyword that you associate with each sub topic and print it in capitals over one of those lines.
3. When you are done with those sub categories, continue the process of branching out lower level sub concept.
4. Draw line from the end of each line from the previous stage and, as before, mark those lines with the main keywords that distinguish those concepts.

Meanwhile, smith and Johnson (1980: 74-75) propose some steps to make mind mapping. They are described as follows:

- a. Select a topic or word central that is to be written
- b. Write the word or phrase on the blackboard or paper
- c. think as many words or phrases as they can which are related to the topic
- d. try to put the words or phrases into categories

However, writing is not a simple thing. Scott and Yteberg (2001) say that writing is a complicated skill because it is not just about having something to say. Mastering some aspects of writing such as structure, vocabulary, mechanics, content, and the organization is important in order to have a good writing. Moreover, Hughey et al (1985:3) state that writing is a complex process which involved several levels of activities all working at once. It means that the writer has a series of steps to follow in order to make an effective piece of writing.

In conclusion, from some definition above, writing is the ability to arrange words and though which involved a series of steps to produce written form of language.

2.3 Components of A Well – Organized Writing Text

Writing and reading are two skills of language that could not be separated each other, they like a love couple that complete each other. In this case writer become the man and the reader become the woman. As a love couple a man (the writers) should makes his woman (the readers) happy. Happy here means understand, so a good writer is a writer that could make the reader understand to his writing.

The most important point in writing is organization. The well-organized writing will give clearer explanation of the information to the reader. Well organized writing means that the writing should has logical order of information so the reader easy to follow. Similar with this Frank J. D'angelo the writer should pay attention in organization, because organization is the process of discovering ordering principles so that you can organize your idea in such a way as to make them understandable and believable to your reader (1980: 5)

How to make well-organized writing text? There are two components that should be considered in making well-organized writing, that are unity and coherence. Further Carino (1991: 157) adds that good paragraph writing should have the elements of development that are unity and coherence. The following parts will review the components of well-organized writing, namely unity and coherence.

following will review the generic structures of recount text and language features of recount text.

Recount text has several language features that could help us in determining the text, and also help us in making a good recount text. The language features as follow:

- a. Introducing personal participant (I, my group, etc)
- b. Using chronological connection (then, first, second, etc)
- c. Using linking verb (was, were, saw, heard, etc)
- d. Using action verb in the form of past (went, bought, washed, etc)
- e. Using simple past tense

The generic structure of recount text consists of orientation, events, and reorientation. Orientation provides the setting place, time, and introduces the participants in the text. Events tell what happened in the text in sequence or chronologically. The last is reorientation which contains the optional closure of events.

Dealing with writing test, the students have to produce a recount text then the writing product will be measured based on the writing aspect. In this research will use the aspect of writing that is developed by Hughes (1996:91- 93) that is grammar, vocabulary; fluency, mechanics, and form (*see Appendix VII*). Grammar, vocabulary, and fluency are included in the language features of the recount text. Mechanics and form are included in the generic structure of the recount text. The reviews of the five writing aspects are as follows:

a. Grammar

The first aspect of writing is grammar. Grammar is essential part of writing because it refers to structure of the sentences that are used in the writing. Further Thornburry (1999: 1) states that ‘grammar is partly the study of what forms (or structures) are possible in a language’. Grammar explains why a sentence is acceptable and why another sentence is not. In addition Hornby (1978: 279) states

Fairbairn and Winch (1996:80) mechanics are considered as technical aspects of writing, and they include punctuation and spelling.

Punctuations are tools that help us to deliver exact and clear meaning in our writing. Cleveland (2002:12) explains why punctuation is essential; it is simply because people can not communicate clearly without punctuations. Our writing can be difficult to understand and confusing without correct punctuation. Fairbairn and Winch (1996:81) stated that punctuation can help us to identify the meaning in written language that in spoken language usually indicated by tone of voice, gestures, and stress on some words or syllables. By using punctuation well in our writing, we help our reader to understand our writing easily.

According to Fairbairn and Winch (1996:81) we must ensure that we are able to apply the main punctuation devices correctly, they are: full stop (.), capital letters, question mark (?), exclamation mark (!), comma (,), semicolon (;), colon (:), apostrophe (’), inverted comas (‘ ‘ or “ “), hyphen (-), and brackets (). Writers should understand the rules of applying those punctuations. The rules of punctuation might help the writers to decide which punctuation is needed in particular situation.

Spelling is also another aspect of writing. Spelling is very important aspect in writing, a mistake in spelling can affect the meaning, it can change the meaning of the words we write. Many students often have problems in spelling, but they do not realize the importance of spelling accurately. Fairbairn and Winch (1996:100) spelling is worth considering, because bad spelling can make meaning ambiguous.

e. Form

What means by organization here is the ability in arrange ideas or information chronologically and logically. To make their writing effectively understood by the readers, writers must be able to arrange their ideas unify and coherence in sentences or paragraphs. Unity has the same meaning with oneness. Wingersky (1999: 42) explains that writing has unity if the information in it clearly and directly relates to the main idea

way. Nowadays writing becomes a major skill that should be mastered by the students.

Many students have difficulties in mastering writing skill. The students usually find it hard to start their writing, because they do not know how to begin their writing. In this case Byrne (1983:1) states that writing is not easy and spontaneous activity. It requires much more mental effort. A writer is forced to concentrate on both the meanings of ideas, that is, ensuring that what he or she writes conveys his or her intended messages, and on the production of idea, that is, producing the linear form in which ideas actually take shape on the page.


In this case, it is important to think and plan what ideas will be written and how to write them. The use of mind mapping can help the students in generating the ideas and organizing the ideas before they start to write. Mind mapping technique also helps the students to see the visual relationship of the ideas. Moreover Boss and Vaughn (1991:220) confirm that semantic mapping or mind mapping a technique that can be used to access and activate students' background knowledge related to the key concept.

A previous class room action research was conducted by Yuliatin at MAN Jember 1 in the 2006/2007 academic year showed that the use of mind mapping technique can improve writing ability. Besides, she concluded that by using mind mapping technique could truly affect the students writing achievement. In conclusion that mind mapping technique has significant effect on students writing achievement.

2.6 Hypothesis

Based on the research problem and the literature review the hypothesis of this research is formulated as follows: There is a significant effect of using mind mapping technique in teaching writing of the eight grade students of SMPN 03 Balung in the 2011-2012 academic years.

In this research treatment was given to the experimental group that was teaching writing by using mind mapping technique. On the contrary, the control group would be taught without mind mapping technique. Then both of those groups were given a post-test (O) to find out the mean differences. Finally, the effect of the treatment (X) could be seen from the comparison of the post-test score between the two groups (O). The research design can be seen in this following diagram:

Experimental Group (A)	<p style="text-align: center;">X (Treatment) Teaching writing by using mind mapping technique</p>	<p style="text-align: center;">O Writing Test</p>
Control Group (B)	<p style="text-align: center;">  No treatment Teaching writing without using mind mapping technique </p>	<p style="text-align: center;">O Writing Test</p>

The procedure of the research design can be described as follows:

1. Conducting preliminary study by doing interview with the English teacher to know the usual technique used by the teacher to teach the 8th grade students of SMPN 3 Balung, concerning with teaching learning process of writing skill at class.
2. Administering Homogeneity-test to all the existing eight classes to know the homogeneity of the population. The Homogeneity-test result is analyzed statistically by using the ANOVA formula.
3. If the result of the Homogeneity-test is *homogenous*, the determination of the experimental group and the control group are freely by using lottery.

In the line with extraneous variables, there are two term of extraneous variable that are internal variable, and external variable. McMillan (1997:167) argues that internal validity refers to the extent to which the independent, and not other extraneous variables, produced the observer effect, while external validity refers to the extent, to which the result can be generalized to other subjects, measurers, treatment, procedure and setting. A research is said to be “strong” in internal validity if most plausible extraneous variables have been controlled, and “weak” in internal validity if one or more extraneous variables affect the dependent variable.

Based on the explanation above the researcher tried to have a strong internal validity in this research by controlling the extraneous variables that may affected the result of this research by administering the homogeneity test at the same time to avoid the leakage of the test question and so did the post test, changing the students’ schedules with the other teachers to take treatment schedules between experimental and control group at nearly the same time, making sure that the instruments of the research are appropriate and suitable for the eighth grade student, and asking the English teacher to observe the researcher performer in the class in order to check whether the teaching learning activities are effective or not.

3.2 Area Determination Method

Purposive method was chosen in this research to determine the area. Arikunto (2002: 138) stated that purposive method is a method employed in choosing a research area based on certain purpose or reason. This research is conducted at SMP Negeri 3 Balung. The reasons were (1) there was no research that had been done in applying the mind mapping technique in teaching writing at that school, (2) the head master and the English teacher of SMP Negeri 3 Balung gave permission to conduct this research.

3.3 Respondent Determination Method

homogeneity test took 2 days for 8 classes. This test was administered to know whether the three classes were homogeneous or not.

In this research, the result of the homogeneity test was analyzed statistically using ANOVA formula. The respondents of the research were the 8th grade students of SMPN 3 Balung in 2011/2012 academic year which consisted of eight classes (VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H). Based on the calculation (*Appendix IX*), the result of the statistical computation was 0.12 while the value of t-table in the 5% of significance level was 3.07. Having been compared, the value of F-computation was lower than that of the F-table ($0.12 < 3.07$). It means there were not any differences among the classes. Thus, the population was homogeneous.

3.4 Data Collection Method

The data collection methods that were applied in this research include writing test as primary data, and documentation as supporting data.

3.4.1 Writing test

Hughes (2003: 11) classifies test into four types, they are: proficiency test, diagnostic test, achievement test, and placement test. Achievement test was applied in this research in order to assess the students' writing achievement. Achievement test which related to language course. The purpose was to establish how successful individual students, or the course themselves in achieving objective.

Furthermore, Hughes (2003: 26) explains that a good test must be valid and reliable. A test is considered to be valid if it measures accurately what is intended to be measured. Meanwhile, a test is considered to be reliable if the test will be looked upon that has likely same result when it is given in different time.

Content validity was established in this research since the test material was constructed based on the competencies of writing stated in the 2006 Institutional Level Curriculum (KTSP) in English subject. In this case, the students' writing achievement that would be measured was their ability in expressing the meaning and

Concerning about this, Saukah (1997:27) states that the reliability coefficient of the teacher made test is believed to be reliable if the reliability coefficient is > 0.50.

The students' writing would be scored analytically by separating the features of a composition into its components. In this research, the researcher used analytic scoring rubric developed by Hughes which scores the aspects of grammar, vocabulary, mechanics, and form (See appendix VII).

3.4.2 Documentation

According to Arikunto (1998: 270) documentation is also an important method in collecting data. In this research, documentation was used to get the supporting data about the names of the respondents (the experimental and the control group). The supporting data was used to complete the main data.

3.5 Data Analysis Method

The primary data in the form of the result of the post test was analyzed statistically by using t-test to know the difference between the experimental group and the control group. The t-test formula used was as follows:

$$T_{tes} = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right)\left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

Note:

M_a = mean of the experimental group

M_b = mean of the control group

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of supporting data (observation), the description of the treatment, the results of main data, the analysis of the post test, the hypothesis verification, and discussion. The Schedule of administering the research can be seen at *Appendix XI*.

4.1 The Results of Documentation

The Documentation was used to get the data about the number and the names of the respondents (*Appendix XIV*). The total number of the 8th grade students of SMPN 3 Balung in the 2011/2012 academic year 270 students consisting of 8 classes. The distribution of the students can be seen in the following Table:

NO.	CLASS	MALE	FEMALE
1.	VIII A	15	21
2.	VIII B	13	23
3.	VIII C	20	16
4.	VIII D	12	23
5.	VIII E	19	16
6.	VIII F	19	18
7.	VIII G	10	20
8.	VIII H	10	25

(Source: SMPN 3 Balung)

4.2 The Result of Reliability Test

As stated in chapter III, *Inter Rater* technique had been applied to estimate the value of reliability coefficient. The value of the whole score reliability (r_{xy}) was obtained by estimating the correlation of the two scores using the Spearman-Brown formula.

From the data above r_{xy} we can calculate the reliability coefficient of the scores. The result of the calculation shows that the value of reliability coefficient of the scores is 0,734. Then the result of *Spearman-Brown's Formula* calculation is 0,846. The calculation can be seen at *Appendix XII*.

From the estimation, the result of the full score reliability was 0.846. It was considered reliable since the standard reliability coefficient of teacher made test ≥ 0.50 (Saukah, 1997:211)

4.3 The Results of the Post Test

The results of the post test were the writing score of the post of both groups (experimental group and control group). The distribution score of the post test can be seen on the following table:

Table 3. The Distribution Score of The Post Test

Experimental Group		Control Group	
Range of Score	Frequency	Range of Score	Frequency
90 - 100	0	90 - 100	0
70 - 89	28	70 - 89	0
50 - 69	2	50 - 69	34
30 - 49	0	30 - 49	1
10 - 29	0	10 - 29	0
TOTAL	30	TOTAL	35

4.4 The analysis of Post Test

The post test was administered on 12th October 2011. The test was given to both groups after they had been given the treatments. The scores of both the experimental (VIII H) and the control (VIII B) groups were used to investigate the significant difference between the groups. The tabulation of the post test results are presented in *appendix X*, while the data analysis is presented in the following part.

Based on the results of the post test presented on previous section, the statistical computation value of t-statistic is higher than that of the t-critical value ($4.29 > 2.000$). It indicated that the result of t-test analysis was significant. Therefore, it was ascertained that there was a significant mean difference between the experimental and the control groups.

The result showed that the experimental group got better results in writing achievement. It is caused the students who were taught mind mapping technique could organized and develop their ideas easily by seeing the visual relationship between the ideas, as Steele (2004:2) says that mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Moreover the students got it easy to revise their work by looking directly on the mind mapping. McWhorter (2001:80) confirms that at the stage of revision, mind mapping helps the writer two important feature of writing. The first is the writer's use of relevant and sufficient detail. The second feature is the logical organization of ideas. From those feature, the writers can see whether their ideas connect with the details or not so that they can eliminate the inappropriate details and adding with the best details.

On the other hand, control group which had no mind mapping technique, could not organize and develop their ideas, consequently they got it hard to start their writing and then started to write with no organization.

In conclusion, it could be said that mind mapping technique had significant effect on writing achievement of the 8th grade students' at SMPN 3 Balung in the 2011/2012 academic year.

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RESEARCH MATRIX

Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
Is there any significant effect of mind mapping technique on writing achievement of the 8 th year students at SMPN 3 Balung in the 2011-2012 academic year?	<p>1. Independent Variable Mind mapping technique</p> <p>2. Dependent Variable The students' writing achievement.</p>	<p>The process of applying Mind mapping :</p> <ol style="list-style-type: none"> 1. Write the main topic in middle of page 2. Write the subtopics around the main topic 3. Write some of supporting details as new branches of the subtopics. <p>Score of writing achievement will be scored based on the aspects of writing, that are:</p> <p>Language features</p> <ol style="list-style-type: none"> 1. Grammar 2. Vocabulary 3. Fluency <p>Generic structure</p> <ol style="list-style-type: none"> 4. Mechanics 5. Form 	<p>6. Research Subjects: The eight Year Students of SMPN 3 Balung in the 2011-2012 academic year</p> <p>2. Informant: The English teacher of the eight year students of SMPN 3 Balung</p> <p>3. Documents:</p> <ul style="list-style-type: none"> • The names of the eight year students of SMPN 3 Balung • Students' previous English scores in the first semester of the eight year 	<p>1. Research Design Nonequivalent-Group Posttest Only Design.</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondent Determination method Cluster random sampling method by lottery.</p> <p>4. Data Collection Method:</p> <ol style="list-style-type: none"> 1. Primary Data: <ul style="list-style-type: none"> • Writing test 2. Secondary Data: <ul style="list-style-type: none"> • Interview • Documentation <p>5. Data Analysis Method</p> $T_{tes} = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$ <p>Note: Ma = mean of the experimental group Mb = mean of the control group $\sum X_a^2$ = individual score deviation of Ma $\sum Y_b^2$ = individual score deviation of Mb Na = total respondents of the experiment group Nb = total respondents of the control group</p> $DRE = \frac{M_a - M_b}{M_b} \times 100\%$ <p>Note: DRE = degree of relative effectiveness Ma = mean of experimental group</p>	<p>The sign... the u... map... on v... achi... year... SMI... the 2... acac...</p>

LESSON PLAN 1 (First Meeting)

School SMP Negeri 3 Balung
Subject: English
Level/Semester: VIII/1
Language Skill: Writing
Type of text: Recount
Time: 2 x 40 minutes

I. STANDARD COMPETENCY

6. Expressing the meaning in the simple short functional written text and essay in the forms of *recount* to interact with the surrounding environment.

II. BASIC COMPETENCY

- 6.1 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of recount.

III. INDICATORS

- 6.1.1 Identifying the generic structure of recount text
 6.1.2 Identifying the language features of recount text

IV. MATERIALS

Recount text:

- Generic structure
- Language features
- Model of recount text

V. APPROACH AND TECHNIQUE

- **Approach** : **Process Approach**

Experimental Group		Control Group	
Closure	10'	Closure	10'
1. Asking the students to draw conclusion about what they have learnt		1. Asking the students to draw conclusion about what they have learnt	
2. Evaluating the students by asking them to make a story by using mind mapping technique		2. Evaluating the students by asking them to make a story by using mind mapping technique	
3. Asking the students to do further learning activities/homework		3. Asking the students to do further learning activities/homework	
4. Parting		4. Parting	

INSTRUCTIONAL MATERIALS

LEARNING MATERIAL (for Experimental Group and Control Group)

Apperception (leading questions):

1. Where did you spend your last holiday?
2. What do you think of the place?
3. How is the place like?
4. What did you do in that place?
5. How did you feel during your holiday?

The generic structure of the recount text

A recount text is a text that tells events or experience in past time. Recount text consists of three parts. The first part is *Introduction* and the second part is *Events*, and the third part is *Reorientation*.

- *Orientation* is the part of the text that introduces about who, where, and when the story happen.
Example: I went to my neighbor's wedding party with my family.
- *Events* are the part of the text that tells the events in the story.
- *Reorientation* is the part of the text that tells the personal impression of the writer on his story.

The language Feature of recount text

- f. Introducing personal participant (I, my group, etc)
- g. Using chronological connection (then, first, second, etc)
- h. Using linking verb (was, were, saw, heard, etc)
- i. Using action verb in the form of past (went, bought, washed, etc)
- j. Using simple past tense.

LESSON PLAN 2 (Second Meeting)**School SMP Negeri 3 Balung****Subject: English****Level/Semester: VIII/1****Language Skill: Writing****Type of text: Recount****Time: 2 x 40 minutes****I. STANDARD COMPETENCY**

6. Expressing the meaning in the simple short functional written text and essay in the forms of *recount* to interact with the surrounding environment.

II. BASIC COMPETENCY

- 6.1** To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of recount.

IIIa. INDICATORS FOR EXPERIMENTAL GROUP

- 6.1.1 Identifying the generic structure of recount text
 6.1.2 Writing mind mapping
 6.1.3 Drafting a mind mapping

IIIa. INDICATORS FOR EXPERIMENTAL GROUP

- 6.1.1 Identifying the generic structure of recount text
 6.1.2 Identifying the language features of recount text
 6.1.3 Making a Recount text.

IV. MATERIALS

Recount text:

- Generic structure

Experimental Group		Control Group	
structure of the recount text. 4. Asking the students to make draft based on the mind mapping that they have made.	10'	language feature of the recount text given 5. Asking the students to write a recount text 6. Asking the students to submit their works.	20' 5'
Closure 1. Asking the students to draw conclusion about what they have learnt 2. Evaluating the students by asking them to make a story by using mind mapping technique 3. Asking the students to do further learning activities/homework 4. Parting	10'	Closure 1. Asking the students to draw conclusion about what they have learnt 2. Evaluating the students by asking them to make a story by using mind mapping technique 3. Asking the students to do further learning activities/homework 4. Parting	10'

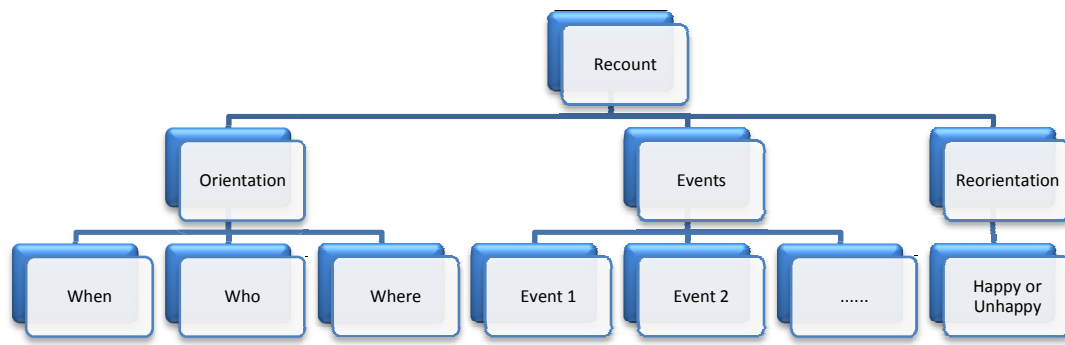
INSTRUCTIONAL MATERIALS

LEARNING MATERIAL (for Experimental Group)

Apperception (leading questions):

1. Have you had a vacation?
2. Where was that?
3. When was that?

The generic structure of the recount text



The language Feature of recount text

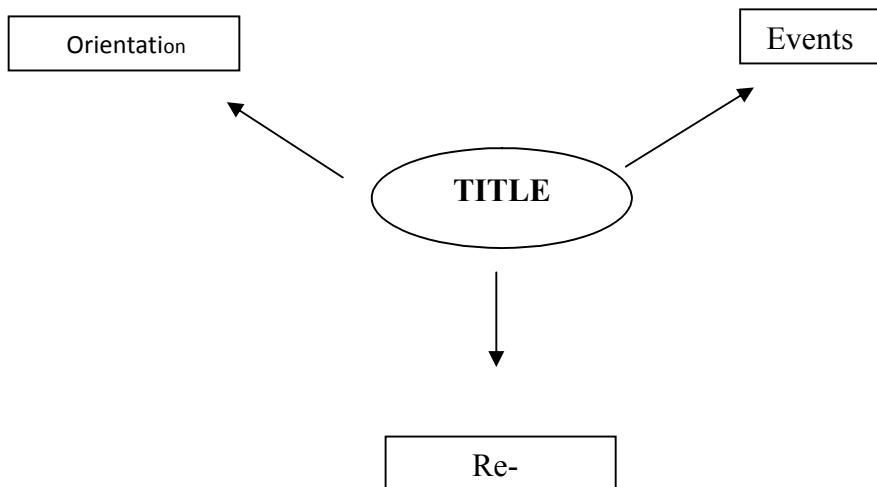
- a. Introducing personal participant (I, my group, etc)
- b. Using chronological connection (then, first, second, etc)
- c. Using linking verb (was, were, saw, heard, etc)
- d. Using action verb in the form of past (went, bought, washed, etc)
- e. Using simple past tense.

STUDENT WORKSHEET

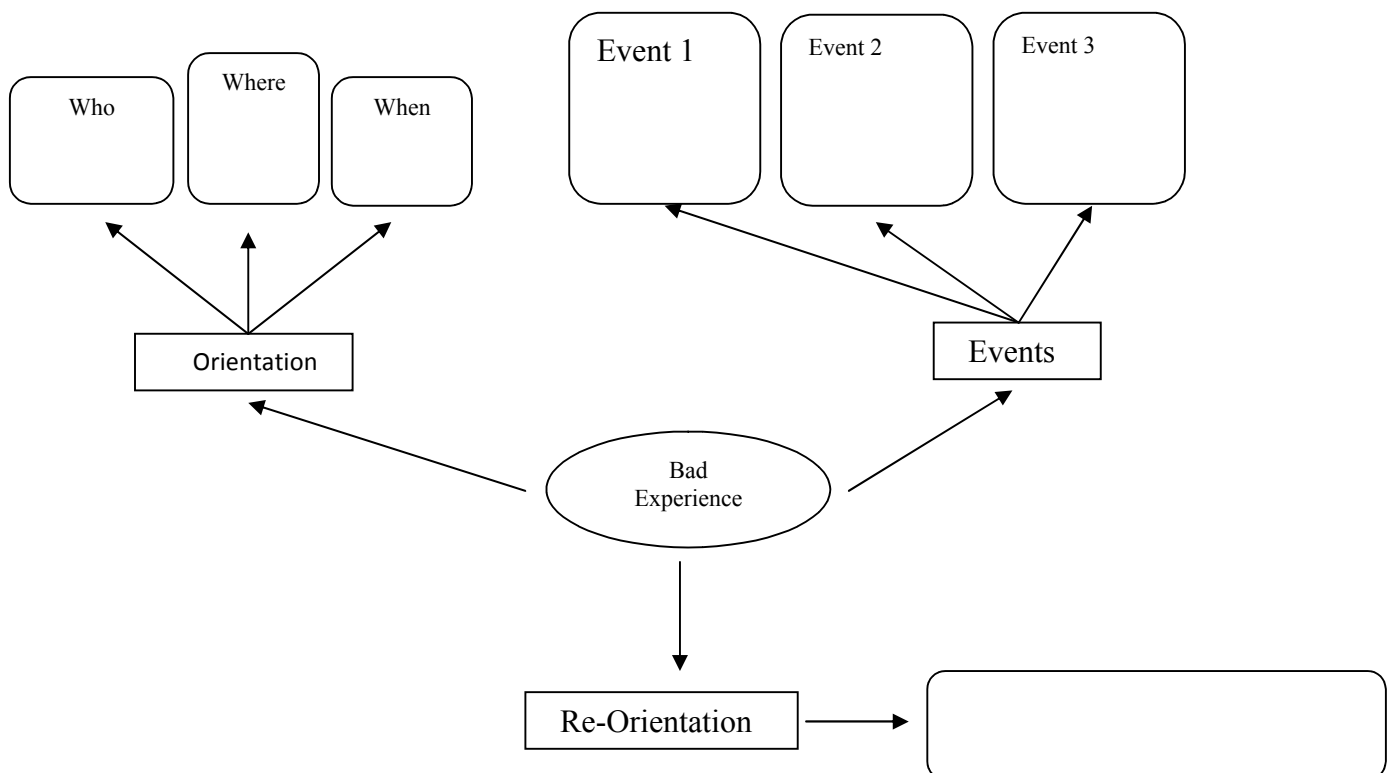
Task 1. Write your title in the middle of page!



Task 2. Develop your title into 3 generic parts of recount text!



Task 3. Dicede the 3 generic parts of the recount based on the mind map below!



An example of recount text:

My Wonderful Holiday

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Exercise:

Write a recount text of your personal experience that consists of 5-10 sentences!

6.1.2 Identifying the language features of recount text

6.1.3 Write a recount text

IV. MATERIALS

Recount text:

- Generic structure
- Language features
- Model of recount text

V. APPROACH AND TECHNIQUE

- **Approach** : Process Approach
- **Technique** : prewriting, drafting, revising, and publishing.

VI. TEACHING AND LEARNING PROCESS

Experimental Group		Control Group	
Teacher's activities	Time	Teacher's activities	Time
<p>Set Induction</p> <ol style="list-style-type: none"> 1. Greeting. 2. Giving leading questions about their experience 3. Motivating the students by telling the students about my experience in past. 4. Stating the objectives 5. Reviewing the last materials 	5'	<p>Set Induction</p> <ol style="list-style-type: none"> 6. Greeting. 7. Giving leading questions about their experience 8. Motivating the students by telling the students about my experience in past. 9. Stating the objectives 10. Reviewing the last materials 	5'
<p>Main Activity</p> <ol style="list-style-type: none"> 1. Review the mind mapping technique. 2. Explaining about the language feature of the 	<p>65'</p> <p>20'</p> <p>15'</p>	<p>Main Activity</p> <ol style="list-style-type: none"> 7. Distributing the recount text to the students 8. Asking the students to read the text carefully 	<p>65'</p> <p>5'</p> <p>15'</p>

VII. MEDIA AND SOURCES

- a. Media: Pictures and worksheets are taken from *contextual teaching and learning BAHASA INGGRIS Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4/ Utami Widiati, ...[et.al.]—jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional*

Sources: *Utami Widiati, ...[et.al.]— contextual teaching and learning BAHASA INGGRIS Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi . jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.*

VIII. EVALUATION

- **Technique : Writing test**
- **Form : Essay**
- **Instrument : Analytic Rubric**

Teacher,

Balung, 7th October 2011
Researcher,

Sutaji, S.Pd
NIP. 196803102006041022

Badrus Sholeh
NIM. 070210401061

Approved by,
Principal,

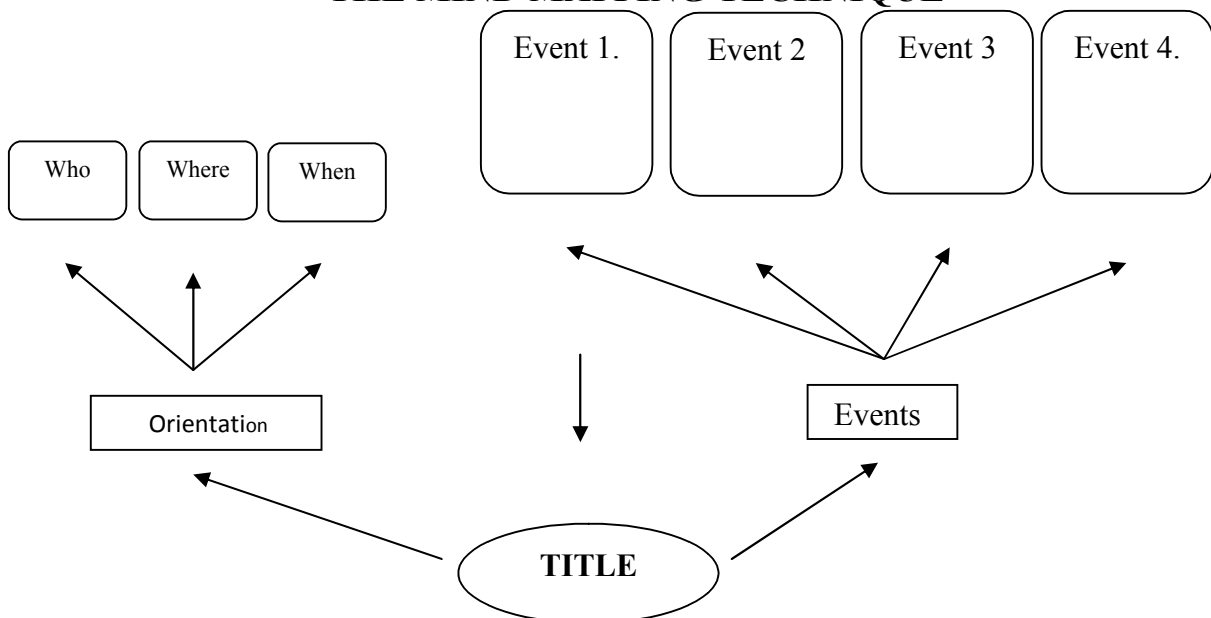
H. Rudy DwiCahyo P., S.Pd
NIP. 19650505 198903 1 025

STUDENT WORKSHEET

Exercise:

1. Make your own mind mapping about your personal experience!
2. Develop your mind mapping into a simple recount text that consists of approximately 5-10 sentences based on the instruction below!
 - a. Orientation (at least 1 sentences)
 - b. Events (at least 3 sentences)
 - c. Re – Orientation (at least 1 sentences)

THE MIND MAPPING TECHNIQUE



LEARNING MATERIAL (for Control Group)

Apperception (leading questions):

1. Where did you spend your last holiday?
2. What do you think
3. How is the place like?
4. What did you do in that place?
5. How did you feel during your holiday?

Personal Impression

The generic structure of the recount text

6:	Few (if any) noticeable lapses or spelling.
5:	Occasional lapses in punctuation and spelling which do not, however, interfere with comprehension.
4:	Error in punctuation and spelling fairly frequent.
3:	Fairly frequent in punctuation and spelling: lead sometimes to obscurity.
2:	Error in punctuation and spelling so frequent that reader must often rely on own interpretation.
1:	Error in punctuation and spelling so severe as to make comprehension virtually impossible.

Fluency

6:	Choice of structure and vocabulary consistently.
5:	Occasional lack of consistency in choice of structures and vocabulary.
4:	Patchy with some structures or vocabulary items noticeable inappropriate to general style.
3:	Structure and vocabulary items sometimes not only inappropriate but also misused.
2:	Communication often impaired by completely inappropriate or misused structure or vocabulary.
1:	A hotchpotch of a half-learned misused structures and vocabulary items rendering communication almost impossible.

Form

6:	Highly organized; clear progression of ideas well linked.
----	---

HOMOGENITY TEST

School	: SMPN 03 Balung
Subject	: English
Class/semester	: VIII/1
Language skill/components	: Writing
Time	: 2 x 40 Minutes

Read the instruction below!

Write a simple text of recount that consists of 10 sentences based on one of the topics below:

- a. My funniest experience
- b. Childhood
- c. Embarrassing moment

RUBRIC OF WRITING

ASPECT	SKOR						TOTAL
	6	5	4	3	2	1	
Grammar							
Vocabulary							
Mechanics							
Fluency							
Form							

Grammar

6:	Few (if any) noticeable errors of grammar or word order.
5:	Occasional errors of grammar or word order.
4:	Errors of grammar or word order fairly frequent.
3:	Errors of grammar or word order frequent: efforts of interpretation sometimes required on readers' part.
2:	Errors of grammar or word order very frequent.
1:	Errors of grammar or word order as severe as to make comprehension virtually impossible.

Vocabulary

6:	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated writer
5:	Occasionally uses inappropriate term or relies on circumlocution; expression of ideas hardly impaired.

1:	A hotchpotch of a half-learned misused structures and vocabulary items rendering communication almost impossible.
----	---

Form

6:	Highly organized; clear progression of ideas well linked.
5:	Materials well organized; links could occasionally be clearer but communication not impaired.
4:	Some lack organization; re-reading required for clarification of ideas.
3:	Little no attempt at connectivity, though reader can deduce some organization.
2:	Individual ideas may be clear, but very difficult to deduce connection between them.
1:	Lack of communication so severe that communication is seriously impaired.

THE WAY TO SCORE: _____ x 100

65	4225	60	3600	60	3600	75	5625	60	3600	60	3600	60	3600
60	3600	65	4225	60	3600	70	4900	65	4225	65	4225	65	4225
60	3600	70	4900	70	4900	70	4900	70	4900	70	4900	70	4900
85	7225	85	7225	75	5625	85	7225					85	7225
				60	3600							75	5625
2325	156425	2295	152175	2355	155225	2310	154150	2230	147550	2225	146875	2345	154925
66.4		65.6		65.4		66.0		65.6		65.4		65.1	

$$\begin{aligned}
 4. \text{ Degree of Freedom Between Groups (Dfb)} &= K - 1 \\
 &= 8 - 1 \\
 &= 7
 \end{aligned}$$

$$\begin{aligned}
 \text{Degree of Freedom Within Groups (Dfw)} &= N - K \\
 &= 275 - 8 \\
 &= 267
 \end{aligned}$$

$$5. \text{ Mean Squares Between (MSB)} = \frac{SSB}{Dfb} = \frac{39,3}{7} = 5,6$$

$$\text{Mean Squares Within (MSW)} = \frac{SSW}{Dfw} = \frac{12524,3}{267} = 46,9$$

$$6. F_0 = \frac{MSB}{MSW} = \frac{5,6}{46,9} = 0,12$$

F_0 , (Dfb) (Dfw) at the 5% significance level F_0 , (7) (267) = 3,07

The value of F_0 computation < F table = 0,12 < 3,07

THE TABULATION OF POST TEST IN THE CONTROL CLASS

Scored by the Researcher

Students	ASPECTS OF WRITING					total
	GRM	VOC	MEC	FLU	FOR	
1	2	2	2	2	2	33
2						0
3	2	2	2	2	2	33
4	5	3	3	3	3	57
5	3	4	3	3	3	53
6						0
7	3	3	3	3	2	47
8	2	2	2	2	2	33
9						0
10						0
11	4	4	2	2	3	50
12	4	4	3	3	3	57
13	4	4	4	2	2	53
14	3	3	4	2	2	47
15	4	5	3	4	4	67
16	3	3	3	3	3	50
17	4	4	2	2	2	47
18						0
19	2	2	2	2	2	33
20	3	3	2	3	3	47
21	5	5	3	4	4	70
22	2	2	2	2	2	33
23						0
24						0
25						0
26	3	3	3	4	4	57
27	2	2	2	2	2	33
28	4	3	2	4	4	57
29						0
30	2	2	2	2	2	33
31	5	4	2	2	3	53
32						0

32						0
33	2	2	2	2	2	33
34	2	2	2	2	2	33
35	4	4	4	5	3	67

*Appendix XII*THE CALCULATION OF RELIABILITY COEFFICIENT OF POST TEST:

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{29(158998) - (2122)(2164)}{\sqrt{\{29(156362) - (2122)^2\} \{29(163478) - (2164)^2\}}}$$

$$r_{xy} = \frac{4610942 - 4592008}{\sqrt{(4534498 - 4502884)(4740862 - 4682896)}}$$

$$r_{xy} = \frac{18934}{\sqrt{(31614)(57966)}}$$

$$r_{xy} = \frac{18934}{\sqrt{1832537124}}$$

$$r_{xy} = \frac{18934}{25808}$$

$$r_{xy} = 0.734$$

In order to obtain the full score (r_{11}), the value of r_{xy} was taken into the following formula:

$$r_{11} = \frac{2r_{22}^{11}}{1 + r_{22}^{11}}$$

$$r_{11} = \frac{2(0.734)}{1 + 0.734}$$

$$r_{11} = \frac{1.467}{1 + 0.734}$$

THE CALCULATION OF POST TEST USING T-TEST

1. Calculating the mean score of the experimental group

$$M_a = \frac{\sum A}{n_a} = \frac{2120}{29} = 73$$

2. Calculating the mean score of the control group

$$M_b = \frac{\sum B}{n_b} = \frac{1163}{25} = 47$$

3. Calculating the individual score deviation square of M_a

$$\begin{aligned} \sum x_a^2 &= \sum A^2 - \frac{(\sum A)^2}{n_a} \\ &= 156067 - \frac{(2120)^2}{29} \\ &= 168344 - 154979.3 \\ &= 1087 \end{aligned}$$

4. Calculating the individual score deviation square of M_b

$$\begin{aligned} \sum x_b^2 &= \sum B^2 - \frac{(\sum B)^2}{n_b} \\ &= 57278 - \frac{(1163)^2}{25} \\ &= 57278 - 54134 \\ &= 3144 \end{aligned}$$

*Appendix XIV.***NAMES OF THE RESPONDENTS**

NO.	CONTROL CLASS	NO.	EXPERIMENTAL CLASS
1	Agrasafi Nafiyus Dayshaq	1	Abdul Gofur
2	Alfiyani Wahyu Ifkarina	2	Abdul Hamid
3	Alvino Ricky Junio	3	Achmad Hidayatulloh
4	Andri Doni Damara	4	Aditya Wahyu Hidayatulloh
5	arisqi ali Wafa	5	Ahmad Darmawan
6	Bambang Lukmanul hakim	6	Ahmad Rijal Azis
7	Chusnul Khotimah	7	Anas Budi Irawan
8	David Ricardo	8	Anwar Setiawan
9	Desi Ratna sinta	9	Ayu Yuliani
10	Devi Sintyawati	10	Danis Eko Prasetyo
11	Doni Setiawan	11	Devi Triana
12	Fathul Ulum	12	Dewi Ratna agustina
13	Fauziah assobah	13	Eka Dwi Cahyono
14	Frances Eka Sandy	14	Ida Fitriarningsih
15	Ifat Maimunah	15	Kiki Maria Ulfa
16	Iis Nur Laela	16	Levinia Wuri Safitri
17	Iqbal Maulana Ishaq	17	Lutfi Kholik
18	Ira Suri Handayani	18	M. Lukman Aditia
19	Jaka Subandi	19	Mohmmad Saiful Anwar
20	Kanda Frandikadiantoro	20	Muhammad Fahru Rozi
21	Linda Titik Saziah	21	Muhammad Triyan
22	M. indra Adi Kusuma	22	Muhammad Toni
23	M. Roni afandi	23	Mukarromah
24	M. Sahlan	24	Nikmatul Hikmah



KEMENTERIAN PENDIDIKAN NASIONAL
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Telp.(0331)334988, Fax. (0331) 334 988
 Jember 68121

Nomor : /H25.1.5/PL.5/2011
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 3 Balung
 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Badrus Sholeh
 NIM : 070210401061
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan Judul: "The effect of mind mapping technique on writing achievement of the 8th year students at SMPN 3 Balung in the 2011-2012 academic years."

Sehubungan dengan hal tersebut di atas mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasama yang baik kami ucapkan terima kasih.

a.n. Dekan,
 Pembantu Dekan I,

Prof. Dr. Sunardi, M.Pd.
 NIP. 19540501 198303 1 005