



**IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE
TEXT WRITING ACHIEVEMENT BY USING MIND MAPPING
TECHNIQUE AT SMP NEGERI 11 JEMBER
IN THE 2013/2014 ACADEMIC YEAR**

THESIS

Presented as one of the Requirements to Obtain S1 Degree
at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

By:

**DENDI ANDIKA SAPUTRO
NIM 100210401138**

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

2014



**IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE
TEXT WRITING ACHIEVEMENT BY USING MIND MAPPING
TECHNIQUE AT SMP NEGERI 11 JEMBER
IN THE 2013/2014 ACADEMIC YEAR**

THESIS

By:

**DENDI ANDIKA SAPUTRO
NIM 100210401138**

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

2014

DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Mr. Urip Setiawan and Mrs. Dian Merdekawati
2. My lovely brother, Sugiarto Ferdy Mulyono

MOTTO

“Like the surf writer, you follow that pattern in writing, the pattern of the tide near the shore. In flowing cycles, the tide advances and withdraws, then regroups and proceeds again. The tide does not merely rush forward at one time and be done with it. Writing also has a repetitive, rhythmic flow. You do not just write your message and walk away. Instead, you write—and, for revision and editing—back up, and rewrite, following that pattern until you are through. In writing, the back-and forth movement is called recursive. It is the essence of the writing process.”

(Lee Brandon and Kelly Brandon)

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to achieve and to reproduce and communicate to the public my thesis or project in whole or in part in the University or Faculty libraries in all forms of media, now or hereafter known.

Jember, 23 September 2014

Dendi Andika Saputro
NIM. 100210401138

CONSULTANTS' APPROVAL

IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT BY USING MIND MAPPING TECHNIQUE AT SMP NEGERI 11 JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English
Language Education Study Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education, Jember University

By:

Name	: Dendi Andika Saputro
Identification Number	: 100210401138
Level of Class	: 2010
Department	: Language and Arts
Place of Birth	: Bondowoso
Date of Birth	: 31 st August 1988

Approved by:

The First Consultant

The Second Consultant

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

Dra. Made Adi Andayani, T., M.Ed
NIP. 19630323 198902 2 001

APPROVAL OF EXAMINER COMMITTEE

This thesis entitled “**Improving The Seventh Grade Students’ Descriptive Text Writing Achievement by Using Mind Mapping Technique at SMP Negeri 11 Jember in The 2013/2014 Academic Year**” is approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : 23 September 2014

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

Examiner Committee

Chairperson

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

Member I

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 19650309 198902 2 001

Secretary

Dra. Made Adi Andayani, T., M.Ed
NIP. 19630323 198902 2 001

Member II

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

The Dean

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

ACKNOWLEDGEMENT

Praise to Allah S.W.T., the most Gracious and the most Merciful for the blessing and guidance, so that I can finish this thesis entitled “Improving The Seventh Grade Students’ Descriptive Text Writing Achievement by Using Mind Mapping Technique at SMP Negeri 11 Jember in The 2013/2014 Academic Year”.

In relation to the writing and finishing this thesis, I would like to express the deepest and sincerest thanks to the following people;

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Program.
4. My first consultant, Drs. Bambang Suharjito, M.Ed., and my second consultant, Dra. Made Adi Andayani T, M.Ed., for their suggestions to guide me in accomplishing this thesis.
5. The Headmaster of SMP Negeri 11 Jember, Didik Supriyadi, S. Pd., M.M., the English teacher, Emi Sulistyowati, S. Pd., and the seventh grade students at SMP Negeri 11 Jember for giving me an opportunity and support to conduct this research.

Finally, I feel indebted to all of them who have given positive comments for the improvement of this thesis.

Jember, 23 September 2014

The writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF EXAMINER COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
SUMMARY	xiv
CHAPTER 1. INTRODUCTION	1
1.1 The Research Background	1
1.2 The Research Problems	5
1.3 The Research Objectives	5
1.4 The Research Significance	5
1.5 The Scope of the Research	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	7
2.1 Writing Definitions	7
2.2 Writing Skill in English and the Elements of Paragraph	8
2.3 Types of Text Writing	9
2.4 The Characteristics of Descriptive Text	10

2.5	The Aspects of Writing	12
2.5.1	Vocabulary	12
2.5.2	Content	12
2.5.3	Organization	13
2.5.4	Grammar	14
2.5.5	Mechanics	15
2.6	Mind Mapping Technique	15
2.6.1	The Concept of Mind Mapping Technique	15
2.6.2	The Genres of Mind Mapping	16
2.7	The Pattern of Buzan’s Mind Mapping	22
2.8	The Use of Mind Mapping Technique in the Teaching of Writing	24
2.9	The Advantages and Disadvantages of Mind Mapping	27
2.10	The Assessment of Writing	28
2.10.1	Holistic Scoring Method	28
2.10.2	Analytic Scoring Method	28
2.11	Research Hypothesis	30
CHAPTER 3. RESEARCH METHOD		31
3.1	Research Design	31
3.2	Operational Definition of the Key Terms	34
3.2.1	Mind Mapping	34
3.2.2	Writing Achievement	34
3.2.3	Descriptive Text	34
3.2.4	Students’ Participation	34
3.3	Area Determination Method	35
3.4	Subject Determination Method	35
3.5	Data Collection Method	36

3.5.1	Observation	36
3.5.2	Writing Test	37
3.6	Research Procedures	40
3.6.1	Planning of the Action	40
3.6.2	Implementation of the Action	40
3.6.3	Classroom Observation and Evaluation	41
3.6.4	Reflection of the Action	41
3.7	Data Analysis Method	42
CHAPTER 4. RESEARCH RESULT AND DISCUSSION		43
4.1	The Result of the Actions in Cycle 1	43
4.1.1	The Implementation of the Actions in Cycle 1	43
4.1.2	The Result of the Observation in Cycle 1	44
4.1.3	The Result of Students' Writing Achievement Test in Cycle 1	48
4.1.4	The Result of Reflection in Cycle 1	50
4.2	The Result of the Actions in Cycle 2	52
4.2.1	The Implementation of the Actions in Cycle 2	52
4.2.2	The Result of the Observation in Cycle 2	53
4.2.3	The Result of Students' Writing Achievement Test in Cycle 2	56
4.2.4	The Result of Reflection in Cycle 2	58
4.3	Discussion	59
CHAPTER 5. CONCLUSION AND SUGGESTION		61
5.1	Conclusion	61
5.2	Suggestions	62
BIBLIOGRAPHY		
APPENDICES		

LIST OF TABLES

	Page
Table 2.1 The Example of Descriptive text and Its Elements	11
Table 3.1 The Observation Checklist	36
Table 3.2 The Scoring Criteria of Students' Writing Descriptive Text	39
Table 4.1 The Result of The Observation in Cycle 1	46
Table 4.2 The Average Result of the Students' Participation in Cycle 1	48
Table 4.3 The Results of the Students' Writing Achievement Test in Cycle 1	49
Table 4.4 The Result of The Observation in Cycle 2	54
Table 4.5 The Average Result of the Students' Participation in Cycle 2	56
Table 4.6 The Results of the Students' Writing Achievement Test in Cycle 2	57

LIST OF FIGURES

	Page
Figure 2.1 Wood's Topical Model	17
Figure 2.2 Wood's Chronological Model	18
Figure 2.3 Wood's Cause-Effect Model	19
Figure 2.4 Wood's Comparison and Contrast Model	20
Figure 2.5 Wood's Descriptive Model	21
Figure 2.6 Wood's Problem Solution Model	22
Figure 2.7 The Pattern of Mind Mapping	23
Figure 2.8 The Example of Mind Mapping about My Room	25
Figure 3.1 The Design of the Classroom Action Research	32

LIST OF APPENDICES

	Page
Appendix A Research Matrix	66
Appendix B The Result of Interview in the Preliminary Study	68
Appendix C The Students' Name of Class VII D	70
Appendix D Lesson Plan of Cycle 1 for the First Meeting	71
Appendix E Lesson Plan of Cycle 1 for the Second Meeting	83
Appendix F Writing Test of Cycle 1	94
Appendix G Lesson Plan of Cycle 2 for the First Meeting	95
Appendix H Lesson Plan of Cycle 2 for the Second Meeting	105
Appendix I Writing Test of Cycle 2	116
Appendix J Samples of Students' Writing Achievement Test in Cycle 1 ..	117
Appendix K Samples of Students' Writing Achievement Test in Cycle 2 ..	121
Appendix L The result of Students' Writing Achievement Test	125
Appendix M The Letter of the Research Permission Application	127
Appendix N The Letter of Statement from SMP Negeri 11 Jember	128

SUMMARY

Improving The Seventh Grade Students' Descriptive Text Writing Achievement by Using Mind Mapping Technique at SMP Negeri 11 Jember in The 2013/2014 Academic Year; Dendi Andika Saputro, 100210401138; 2014; 65 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 seventh grade students' descriptive text writing achievement by using Mind Mapping technique. The subjects of this research were VII D students that were determined purposively. This was because the students experienced difficulties in text writing. In other words, the students could not develop a topic into supporting details as well as arrange those details into a good text writing they were going to write. Based on the interview result, the average score of the students' writing achievement was only 65 and the students' active participation was 50%. It was below the minimum standard score of the school that was 71. Therefore, the researcher proposed Mind Mapping as the technique to improve the students' descriptive text 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. Planning of the action was the activities done before the implementation of the action in Cycle 1 and Cycle 2 like choosing the topic based on the institutional level curriculum for the seventh year students of Junior High School, constructing the lesson plans for Cycle 1 and Cycle 2, consulting the lesson plans with the English teacher, preparing the materials and the instrument, preparing the observation guide in each meeting in the form of checklist containing the indicators to be observed and field notes, constructing the writing test by using Mind Mapping technique, and determining the criteria of success of the research. Furthermore, implementing the action in Cycle 1 and Cycle 2 was carried out during the school in line with the schedule of the English subject. It was done for about three

weeks. Classroom observation aimed to observe the students' activities during the teaching and learning process of writing by using Mind Mapping technique in Cycle 1 and Cycle 2; whereas, evaluation was intended to measure whether the teaching writing by using Mind Mapping technique could improve students' active participation and writing achievement or not. At least 75% of the 38 students had to fulfill at least three of the five indicators required in order that they categorized as active students. Moreover, at least 75% of the 38 students had to get score 71 or more as the minimum standard score for the writing achievement test in order to achieve the success criteria of this classroom action research. Lastly, analyzing the data and reflecting the action were used to know whether the actions in Cycle 1 and Cycle 2 were success or not and to answer the research problem.

The result of the students' descriptive text writing achievement test in Cycle 1 showed that the mean score of the students' writing test was 77 in Cycle 1. There were 30 students (80.08%) who got scores 71 or more in this Cycle. The result indicated that the students' writing test in Cycle 1 achieved the target score. To know the consistency of the result, Cycle 2 needed to be done. Meanwhile, the result of observation checklist in Cycle 1 related to the students' active participation was 20 active students (55.56%) in the first meeting, and then it increased up to 30 active students (81.08%) in the second meeting. Although it showed improvement, the target percentage of this research did not achieve yet.

Furthermore, the result of descriptive text writing achievement test in Cycle 2 showed that the students could maintain the consistency of the writing achievement test result in Cycle 1 and improve their writing achievement test. The mean score of the students' writing test was 79. There were 34 students (89.47%) who got scores 71 or more in this Cycle. The students could put their words related to the picture into the Mind Mapping appropriately and compose simple paragraphs using the words in the Mind Mapping in writing descriptive text. Meanwhile, the result of observation checklist in the first and second meeting showed that the percentage of the students'

active participation in Cycle 2 was higher than in Cycle 1. It increased from 68.32% of the students in Cycle 1 to 86.84% of the students in Cycle 2 who participated actively during the teaching learning process. The students were more active discussing the material in pairs, answering the questions from the teacher and raising some questions to the teacher because the researcher used aid Media like Mind Mapping application, Laptop, and LCD Projector. Moreover, the researcher used loud voice that could hear in the back row. Therefore, they looked so enthusiastic and paid much attention to the teacher's explanation during the teaching learning process.

From the writing test and the observation result in Cycle 1 and Cycle 2, it could be concluded that the use of Mind Mapping technique was able to improve class VII D students' descriptive text writing achievement and active participation of SMP Negeri 11 Jember in the 2013/2014 academic year.