

THE EFFECT OF MIND MAPPING TECHNIQUE ON THE NARRATIVE PARAGRAPH WRITING

A THESIS

As a Partial Fulfillment of the Requirement for the Sarjana
Pendidikan Degree in English Language Teaching



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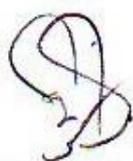


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ABSTRACT

Laksmono, Yenny O. 2015. *The Effect of Mind Mapping Technique on Narrative Composition Writing*. S1 Thesis. English Department. Faculty of Teacher Training and Education of Widya Mandala University Surabaya.

Key words: Writing Process, Technique, Narrative Paragraph, Mind Map and Semi-Controlled Writing.

In writing class, there is a technique used by English teacher of SMPK Stella Maris Surabaya. That technique is called Semi-Controlled Writing. It is the technique where by less control, students are given written, oral or visual guides to assist the students in composing as well as to provide ideas to stimulate their thinking. However, this technique makes the students give much focus on the language use rather than developing their writing quality. On the other hand, there is another technique in teaching writing that can make students develop their critical thinking. This technique is called Mind Mapping. Through Mind Mapping, students can develop their critical thinking by making map which is like brain branches that show the relationship of ideas that can be developed into complex writing. Therefore, in this study the writer wants to see the effect of mind mapping technique on the students' narrative paragraph writing achievement in some writing criteria.

In this study, the writer used a nonequivalent group pretest posttest design. The subject of this study was the ninth grade of SMPK Stella Maris Surabaya. The writer took two classes as the samples of this experiments, IXB and IXD. The experimental group was taught using Mind Mapping and the control group was taught using Semi-Controlled Writing. First of all, the writer gave pretest to both groups. The pretest was intended to measure the students' narrative writing ability in some criteria. The treatments were given three times and 80 minutes for each. After that, the writer gave posttest to both groups to know the students' response of the two techniques used. Then, the writer evaluated the pre and posttest of the two groups by using the analytic scoring technique, ESL Composition Profile. Their gain scores were analyzed using Ms. Excel t-Test: Two-Sample Assuming Unequal Variances to find out whether there was a significant effect of students' narrative writing achievement in some criteria, such as content, vocabulary, organization, language use and as a whole narrative composition.

Based on the t-test calculation, the writer found out that the t Stats of the content, vocabulary, organization criteria and the total score were higher than the t Critical, both one tail and two tail and all the probability value was smaller than 0.05. It means that there was a significant effect in the content, vocabulary, organization criteria and the total score as a whole narrative composition. While for the language use criteria, the t Stat was greater than the t Critical one tail, but smaller than the t Critical two tail. The probability value of one tail was smaller than 0.05, but the probability value of two tail was greater than 0.05. It means that there was an effect on the language use criteria but not significant.