

**THE EFFECT OF MIND MAPPING TECHNIQUE ON
THE ELEVENTH GRADE OF SENIOR HIGH
SCHOOL STUDENTS' DESCRIPTIVE WRITING
ACHIEVEMENT
A THESIS**

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



By:

**Like Wati Wibowo
1213005013**

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
JANUARY 2009**

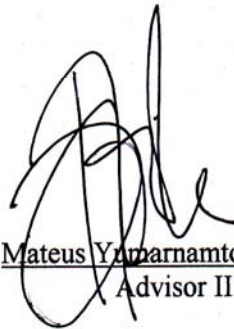
APPROVAL SHEET

(1)

This thesis entitled ***THE EFFECT OF MIND MAPPING TECHNIQUE ON THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL STUDENTS' DESCRIPTIVE WRITING ACHIEVEMENT*** which is prepared and submitted by *Like Wati Wibowo* has been approved and accepted as a partial fulfillment of the requirement for the “*Sarjana Pendidikan*” Degree in English Language Teaching Faculty by the following advisors:



Prof. Dr. Agustinus Ngadiman
Advisor I



Mateus Yumarnamto, M.Hum
Advisor II

APPROVAL SHEET

(2)

This thesis has been examined by the committee of an Oral Examination
with the grade of _____ on January 24, 2009.



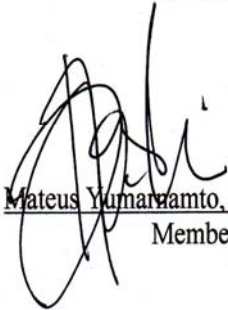
Drs. Stefanus Laga Tukan, M.Pd.
Chairperson



Johanes Leonardi Taloko, S.Pd, M.Sc
Secretary



Prof. Dr. Agustinus Ngadiman
Member



Mateus Yumarwanto, M. Hum.
Member



Drs. Antonius Gurito
Member



Dra. Agnes Santi Widiyanti, M.Pd.
Dean of the faculty of
Teacher Training and Education

Approved by



Hady Sutris Winarlim, M.Sc.
Head of the English Department

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His love, blessings and guidance, so, the writer could finish her thesis.

The writer would also like to express her deepest gratitude and appreciation to:

1. Prof. Dr. Agustinus Ngadiman, as the first advisor, who has given his valuable time in helping, guiding and supporting the writer by giving suggestions and comments on her thesis.
2. Mateus Yumarnamto, M.Hum, as the second advisor, who has been willing to help, guide and encourage the writer by giving suggestions and comments in finishing her thesis.
3. Sr. M. Stefina Endang L. SPM, S.Pd, the Headmistress of SMAK Stella Maris Surabaya, who has given the opportunity and permission to the writer to carry out the experiment for her thesis at SMAK Stella Maris Surabaya.
4. Anastasia Yenny Sukijan, S.Pd, the English teacher of SMAK Stella Maris Surabaya, who has assisted, given suggestions and generously spent her time for the writer in carrying out her thesis.
5. All students of SMAK Stella Maris, who have participated actively in the classroom during the experiment.
6. The writer's beloved family, her parents and brothers, who has given a lot of support, advise, helps, caring and love. The writer especially thanks to her mother and her older brother in finishing her thesis.

7. All the writer's close friends, Evelyne Natalia, Rossy Kusumawati, M.V. Jessica, Eveline Agustin, Amelia Tenggara, Sherlianawati and Ruth Novita, who have patiently listened to her problems and sincerely, have helped her by giving good advice and supports to finish her thesis.
8. All the librarians at Widya Mandala Catholic University Surabaya on Kalijudan campus, who have supplied all the important information needed for the completion of the writer's thesis.
9. Mr. Setiawan Pahlevi who has been willing to give his valuable time helps the writer in statistical computation.

Finally, the writer would like to express her appreciation and gratitude to those whose names have not been mentioned for their valuable guidance and supports to make the completion of this thesis.

Surabaya, January 2009

The writer

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ABSTRACT

Wibowo, Like W. 2008. *The Effect of Mind Mapping Technique on the Eleventh Grade of Senior High School Students' Descriptive Writing Achievement. S1 Thesis*. English Department. Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya.

Key words: Writing, Prewriting, Semi-Controlled Writing, Mind Mapping and Descriptive Writing.

One prewriting technique used at school in writing is known as Semi-Controlled Writing. It is the technique where the students are given the guidance in the form of guidelines to help them compose a good writing. However, it gives much focus on the writing language use rather than achieving the writing quality considering their having been assisted by Semi-Control Writing. On the other hand, mind mapping can help the students to enhance their writing quality as it helps the writer prevent from imaginative block. Through mind mapping, students can present their ideas as well as organize, select and connect those ideas in the form of a tree diagram. Therefore, in this study the writer wants to see the effect of mind mapping on the students' descriptive writing achievement in some writing criteria.

In this study, the writer used a quasi experimental nonequivalent-groups pretest-post test design. The subject of this study was the eleventh grade students of Senior High School. The writer took two classes as the samples of this experiment. The experimental group was taught using mind mapping and another was taught using semi-controlled writing. Then, the writer gave a pre test, post test and even questionnaire to the two groups. The pre test was intended to measure the students' descriptive writing ability in some criteria before the treatments. The treatments were given three times and ninety minutes for each. The writer used post test as one of the instruments to see the students' descriptive writing achievement in some criteria and questionnaire to know the students' response of two techniques used. After that, the writer evaluated the students' pre and post test of the two groups by using the analytic scoring technique, ESL Composition Profile. Their means differences were analyzed using the t-test formula to see whether there is a different significant effect of students' writing achievement in their content, organization, vocabulary, and language use criteria.

Basing on the calculation of t-test, the writer found the t observation of both groups. The t observation of content, organization, vocabulary, and language use criteria of the two groups were 1.88, 1.7, 11.49, and 1.22 while the t-table of both was 1.671. In conclusion, the result of the calculation of the students' test in both experimental and control group shows that mind mapping yields a significant effect of writing achievement in content, organization and vocabulary criteria and gets good response in teaching writing with enjoyable and interesting atmosphere.