

**THE USE OF MIND MAPPING AS A WAY TO
IMPROVE STUDENTS' ABILITY IN
WRITING NARRATIVE TEXT**

THESIS

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Mukhlisah

ABSTRACT

This research is entitled “the use of mind mapping as a way to improve students’ ability in writing narrative text”, at the first grade students of SMAN 2 Meureudu. The aim of this study is to find out to what extent mind mapping improve students’ ability in writing narrative text. To achieve the goal of this study, the researcher did Experimental research was used as a method in this study and research design used was quasi experimental research. The study was carried out in two classes, they are a control class and the experimental class. The data were gathered through tests which were delivered into the pre-test, post-test and questionnaires were used as instrument in this research. The result of this study indicates that the mind mapping technique is effective to use in writing narrative text. Students gained score of the experimental class (30) is higher than the control class (13,93). This scores prove that the significant different between experimental class and control class. Therefore, teaching writing of narrative text by using mind mapping technique is effective.

Keywords: Mind Mapping Technique, writing, Narrative Text, Experimental Study.

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language has gained its popularity which to be ignored. People all around the world with different native languages use English as their means of communication. In Indonesia, English is one of an important subject that is learned from Elementary School up to university level. According to Brown (2001) "For more than six decades now, research and practice in English language teaching has identified the four skills; listening, speaking, reading and writing as paramount importance, "Those four skills are considered as a measurement on someone's English proficiency.

One of the language skills that play the most important role in communication is writing, because it can produce something that is an expression of idea. Somebody can know other's ideas if they express their ideas in writing. Therefore, writing is also one of the media where the people express the ideas and share it with others. According to Richard and Renandya (2002) states that comparing to other skills, writing is considered the major one and the most difficult skill for learners to master. Richards (1990) asserts that "The nature and significant of writing have traditionally been underestimated in language Teaching" (p.106). But in the recent decades, writing pedagogy has undergone remarkable changes. In the past, product approach was the most popular teaching methodology. Based on

Brown (2001), writing teachers were only concerned with the final product of writing.

Everybody has own skill derived from her/his childhood. Writing is one of skills which are processed by people. So, that everybody can write, because they learn since they were in the kindergarten. According to Mellisa wood (2004) writing is also important to young children, especially when they want to express ideas to someone. Although their writing may not look like words, their attempts to write as part of the literacy learning process. For example, they can start writing when sending letter to their friend. In this case, they can communicate and share ideas with their friends to strengthen relationship true writing of letter.

Moreover, there are different level of learning writing, such as elementary school, junior high school and senior high school. Generally, in junior high school the student have learned basic writing, instead in senior high school they will know better how to write a good sentence and paragraph. As an english teacher, they should know writing skill development because it is also included in English. Based on educational curriculum in Indonesia, student of senior high school are taught some types of text in english. Actually, junior high school and senior high school have different characteristics that students should understand. Teaching writing to senior high school students is also different in junior high school students. The teacher as a facilitator should understand students' characteristics and classroom condition before teaching learning process started. Besides, all preparations must be prepared. They are lesson plans, materials that will be taught and teaching methods that will be implemented. In learning a foreign language, writing is one of

important skills that should be emphasized and practiced regularly. Students' ability in writing should be improved and the goals of teaching learning activity must be reached.

Moreover, writing skill is more complicated than others skills in English language. Heaton (1988) argued that mastery writing not only focus on grammatical but also concept and judgment element (p.138). Due to some difficulties that students face in teaching learning writing, so many efforts have been done to solve the problems. Those are used to make the students easier in learning English writing. The tenth grades of Senior High School students are taught some types of English text. Each of them is different in social functions, generic structures and significant grammatical features that the students should master. Furthermore, they should be able to achieve listening, reading, speaking and writing competence in each aspect to pass the examination.

In this study, the researcher would focus on the students' improvement in writing narrative text. As a facilitator and model in teaching learning process, teacher should be able to use various technique or teaching strategies in order to encourage and motivate students' ability in writing text, as stated by Nuraini (2015). It will be easier for students to get bored if they still use conventional technique in writing activity and the goal of teaching learning process is difficult to achieve. To solve the problems above the researcher tries to apply a technique of teaching to teach them. This is mind mapping technique. "*Mind Mapping merupakan alat paling hebat yang membantu otak berpikir secara teratur*" (Mind mapping is the most excellent tool which helping mind to think regularly) stated that by Buzan,

(2006:4). This technique can make students easily to remember things which they want to be described. It can be supported with several things such as color pencil, a paper, picture etc. Then, it can be connected with lines in order to make their imagination colorful and more interesting toward writing skill.

The researcher picks mind mapping technique because there are several purposes, such as; students can enhance their writing skill, and try new solution to create an effective note to make a text. The researcher can apply a creative technique in the teaching learning process. Thus, it will make students more interesting in learning writing.

That is why the researcher was interested in conducting a research of senior high school 2 Meureudu? entitled: “ **The use of Mind Mapping as a way to Improve Students’ Ability in Writing Narrative Text.**

B. Research Question

This study investigated two research questions, there are:

1. To what extent mind mapping improve students’ ability in writing narrative text?
2. Is mind mapping improve the process of the result of learning?

C. Research Aim

Based on the research question above, the aim of this study are:

1. To know what extent mind mapping improve students' ability in writing narrative text;
2. To describe the process of the result of learning.

D. Significance of the Study

The result of the study is expected to be useful for the researcher; it would enrich the researcher knowledge in teaching writing narrative text and could be motivated the students in learning writing narrative text. Besides, it can be the English teachers reference in stimulating their students to write narrative text by using mind mapping in teaching and learning writing. The result of this study not only for English teachers can be used as a reference to increase English teachers' writing competence in English teaching-learning, but also it would give general knowledge of how to improve students' ability in writing skill as the foundation for the next research.

E. Terminology

1. Mind mapping

Buzan (2006) also stated that *Mind mapping* is a highly effective way of getting information in and out of your brain. *Mind map* is a creative and logical means of note-taking and note-making that literally maps out your ideas (p.6). In 2008, Buzan in another book contended that *Mind Mapping* is especially diagram that suitable with our mind, and help us to think, imaging, memorizing, planning, and choosing informationn. It is diagram form which is like tree diagram and its ratification facilitates for the reference of information to another. In the other hand, *mind mapping* is a creative and effective way to record, a literacy will map our thoughts. There are no limits way of thought, ideas and connections that your brain can make, stated by Buzan (2012). Meanwhile, Manktelow (2005) statet that *mind mapping* is a useful technique that improves the way you take notes, supports, and enhances your creative problem solving (p.92).

2. Writing

According to Meyers (2005:1),“the word *writing* coming from a verb. *Writing* is a way to produce language, which you do naturally when you speak. You say something, think of more you say, perhaps correct something you have said and than move on to the next statement”. Writing serves many different purposes for different writer. Through writing, ones can share their ideas, knowledge about something, or their opinion about particular things.

3. Narrative Text

Narrative text related to one of text genres in teaching language in senior high school. *Narrative text* is a text which tells a story. Based on oxford dictionary, narrative is description of events, especially in a novel or act, process of skill of stelling of story. *Narrative text* an imaginative story to entertain the reader. Narrative writing relates a clear sequence of events that occurs over time. In this research, the writer use mind mapping in writing narrative text.

F. Organization of the Study

This is composed to describe about the whole chapter which contain in the thesis.

Chapter 1 the introduction consist of background of study, the research question, the aim of the research, the significance of the study and terminology. The main purpose is to reveal the main motive of research, the problem that needs to be solved, the importance of the research, and the introduction of terminology used in this research.

This chapter II would explain some theories and research findings which are relevant to this research. There are four parts of this chapter, which consist of mind mapping, writing, narrative text, previous studies, and mind tool.

Chapter III, this chapter consists of sub-points, including the research method, research design, population and sample, instrument for data collection, technique of data collection, technique of data analysis and brief description of research location.

Chapter IV, the data would be analyzed in this chapter. Indeed, the researcher would provide and generate about result of test, analysis of questioner, and discussion of test and questioner.

Chapter V, this chapter consist of conclusions and suggestions

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter was explained some theories and research findings which are relevant to this research. There are four parts of this chapter, which consist of mind mapping, writing, narrative text, previous studies, and mind tool.

A. Mind Mapping

1. Definition of mind mapping

Mind mapping developed by Buzan in 1960s. Some expert it refer to as strategy and another refer to mind mapping as technique. Meanwhile, Hedge (1998) states making a mind map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations (P. 30). So, it can be said that mind mapping can give students a way to begin writing assignments. Hayes (1992) states that through mind mapping students turns random thoughts into patterns that can be written down and developed (p.203). Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms.

According to Kotob, Styger and Richardson (2016) mind mapping is a technique for delivering effective and creative thinking. The technique helps in arranging and presenting research concepts visually around a central key word or ideas. In the other word, Alamsyah (2009) argued mind mapping is a useful technique that helps you learn more effectively, improves the way that you record

information, and supports and enhances creative problem solving. Mind mapping is a good tool to help you write a good structure on focus of essay. Mind mapp help you to appearance all argument picture and to value objectively what argument and structure of essay is rational. Mind mapp not only help you to plan what you want to write, but also useful when you write completely stated that by Buzan (2006).

One teaching and learning strategy that has recently emerged in higher education as a means to support student critical thinking is the nonlinear learning technique of mind mapping (Pudelko, 2012). Mind mapping involves writing down a central idea and coming out with new and related ideas from the centre. Riswanto and Prandika (2012) also stated that mind mapping strategy can be used to explore a wide range of topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive and argumentative. Students can improve their ideas as mind maps work well as an effective visual design that enables students to clearly see the relationship between ideas, and consequently encourages them to group certain ideas together according to their similar characteristics as they proceed (Padang and Gurning, 2014).

In conclusion, mind mapping is a strategy or technique for note-making before writing; technique for delivering effective and creative thinking to helps organise thoughts, create ideas, focus discussions, solve problems, make decisions and achieve learning. Moreover, Mind mapping not only tool to help us to think, imaging, memorizing, planning, and choosing information. But also mind mapping have symbols, key words, color and images. It is helpful to provides a universal key to unlock the potential of the brain.

2. The Purpose of Mind Mapping

According to Buzan (2013) states mind mapping have several specific purposes, there are; it activates whole brain, it fixes the mental tangled, it lets the students focus on main explanation, it helps to show the relationship between the separated information parts, it gives clear description wholly and specifically, and mind mapping lets the students to group the concept and compare it. Based on the purposes, mind mapping is hoped to help the students to focusing and organize ideas in writing.

3. How to Make the Mind Mapping

Mind mapping is a technique that uses brain management to open all the hidden brain potency and capacity. Buzan (2008) mentions seven stages to make a mind mapping as follows.

- 1) Putting the main idea in the center the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in “landscape” style. Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center.
- 2) Using a picture or photo for the central idea picture and photo are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.

- 3) Using colors makes mind map more alive and adds the energy on creative thinking. It can be used to capture eye's attention and interest.
- 4) Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.
- 5) Making a curve line connector, not a straight line

A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like a tree branches are more interesting for eyes.

- 6) Using one key word for each line

It is because a single key word gives more energy and flexibility for mind mapping.

- 7) Using pictures

Image and symbol are easy to remember, and they stimulate new creative association.

So, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can make the students happy in studying because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

4. Rubric of mind mapping

According to O'connor the rubric of mind mapping as below:

Table 2.1 the rubric of mind mapping

	Excellent	Very good	Good	Poor
Comprehensiveness	The map completely defines the subject area. All topics and sub topics are represented in the mind map.	The map is complete but missing one or two less significant elements.	The map has adequate representation of each topic and sub topic to demonstrate a basic understanding of the topic.	There are significant elements that are missing from the mind map.
Organisation and Layout	The map is well organised with element integration and topics linked where appropriate. Feedback loops are also used where appropriate. The branch structure is sophisticated.	The map has adequate organisation with some branch and elements connections. Although there might be links between elements some are missing.	The map is organised with a limited number of branches and elements.	The map is arranged with the minimum number of elements. These are arranged only or predominantly in one form, e.g. linearly.

Correctness:	The map integrates elements correctly and reflects an accurate understanding of the subject matter with no misconceptions.	The map has few subject matter inaccuracies. Most links are correct.	The map has some subject matter inaccuracies but these are not fundamental.	The map is naive and contains misconceptions about the topic area. Inappropriate terms are used
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In order to aid comparison the following mind mapping have the same subject matter.

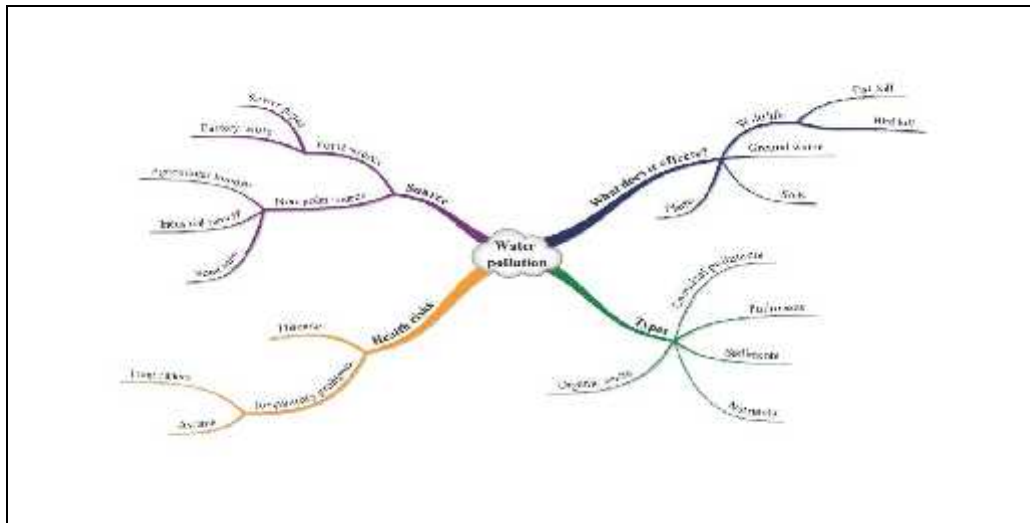


Figure 1. good mind mapping

The first figure mind mapping above, consists of the main elements and sub elements for the overall topic. The student has arranged the elements in a logical way and arranged the sub-elements in an appropriate way. There are some minor spelling mistakes.

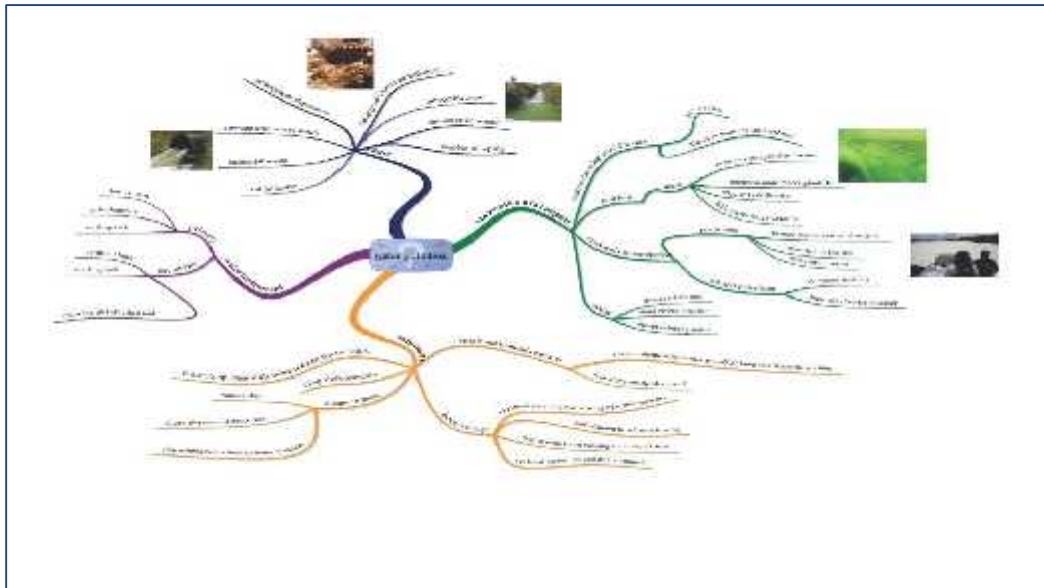


Figure 2 very good mind mapping

In the second mind mapping, the student has divided the topic into more detailed elements and has sub divided these into sub elements. The mind mapping is comprehensive and the student has clearly thought about what categories to use and how to arrange them in the mind mapping.

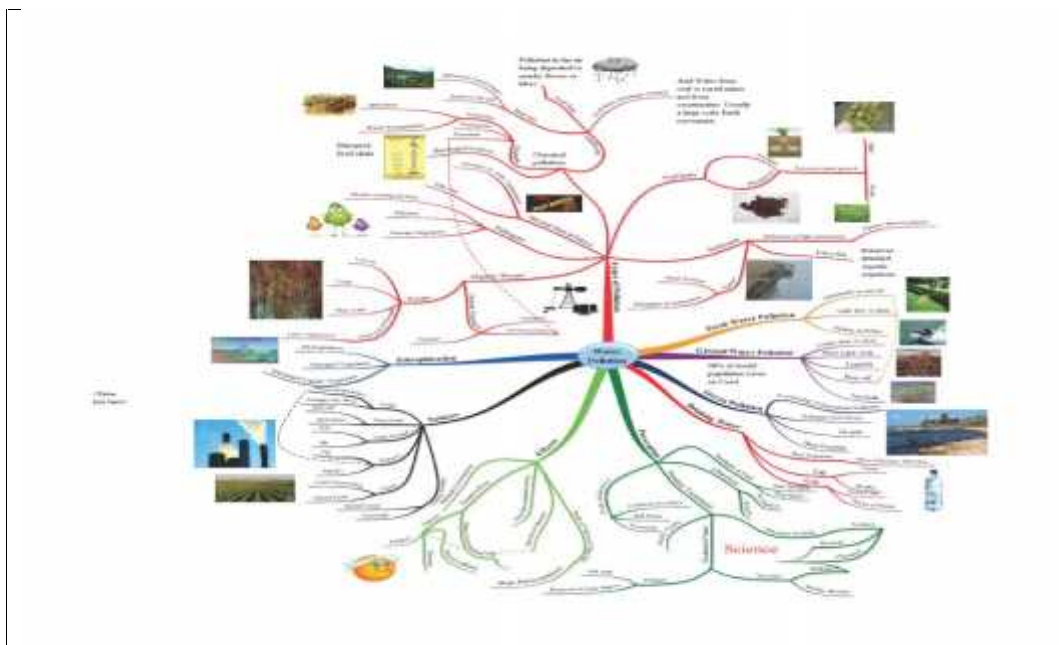


Figure 3. excellent mind mapping

The figure mind mapping above, is both more detailed than the previous and the student has linked the elements to demonstrate their appreciation for the relationships between the elements.

5. Advantages and disadvantages of mind mapping

Indrayani (2014) states that the advantages and disadvantages using mind mapping as below:

Advantages:

- a) Easily add ideas or links later.
- b) Helps to concentrate on information structure and relationships between ideas rather than disconnected facts.
- c) Mind mapping may help students to understand other connections and similarities in the information they receive.
- d) Add sketches in making mind mapping is more memorable than conventional notes.
- e) Mind mapping can incorporate a mass of material.
- f) Mind mapping can help revision, even if the course notes are conventional.
- g) They condense material into a concise, memorable format.

Disadvantages:

- a) People may want to redraw the maps later-but that will help them remember the material.
- b) Someone's map may be so personal and it could be difficult for others to understand. Mind mapping are a great help when preparing

essays and presentations, but they may be inappropriate as the final piece of work.

B. Writing

1. Definition of writing

Bowker (2007) stated that writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary. Writing is not only matter of writing word or sentences, but it is a means of communicating idea to people. Anthony (2007) asserted that writing is a powerful instrument of thinking because it helps students to have control over their thoughts and shapes, their perceptions of themselves, and the world around them.

Ahangari and Behzady (2011) mentioned that writing is one of the best ways to keep track of learning. Riswanto and Putra (2012) also stated that writing is one of the language skills that will never be left in education. It is a very essential part of the lesson, not only in language class, but also in other classes such as Biology, Mathematics, History, etc. Furthermore, Hedge (2000) added that writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. It involved a number of activities; setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. On the other hand, writing has always been considered an essential skill in teaching and learning English

language. Lerstrom (1990) pointed out that the development of language skills affects a person's productive ability. He also added that many researchers have demonstrated that personal success in disciplines is strongly related to a person's ability and depends on good writing skills.

To sum up, writing can be concluded as a language skill is required in many contexts throughout life that will never be left in education. Writing not only an essay but also basic communicating skill and unique asset in the process of learning a second language.

2. Purpose of writing

Clouse (2006) identified several different purpose of writing is to share experience, to inform, to entertain:

- 1) To share experience, perhaps to express your feelings about the experience of reflection upon it. For example, the writing might tell how upset you are about the discovery of the mice.
- 2) To inform, perhaps to increase the reader's knowledge, establish a record, or provide help. For instance, the writing might explain what happen when a dwelling has mice in it.
- 3) To entertain. Short stories, romance novels, and humorous newspaper columns are written to entertain. For example, the writing might be a funny story about what it is like living with mice.

Additionally, based on Cox (1962), the purposes of writing are to inform, to amuse, to satirize, and persuade. Firstly, to inform means the writer informs the

audience about the knowledge she or he has. Secondly, to amuse means to entertain audience with certain jokes or humours. Thirdly, to satirize means to present a serious matter using humour. Lastly, to persuade means the writer aims to influence his or her reader's thoughts or action.

In conclusion, writing serves many different purposes for different writer. Through writing, ones can share their ideas, knowledge about something, or their opinion about particular things. Realizing about the purpose of writing is very important before a student start to write, so they can express their purpose of writing clearly to audience.

3. Component of writing

As underlined by (Heaton, 1998), there are five general components or main areas of writing:

- 1) Language use: the ability to write correct and appropriate collocations and sentences.
- 2) Mechanical skills: the ability to use correct conventions like punctuation and spelling.
- 3) Treatment of content: the ability to think creatively and to develop thought, excluding irrelevant information.
- 4) Stylistic skills: the ability to manipulate sentences and paragraphs and to use language effectively.

- 5) Judgment skills: the ability to write in a manner appropriate for a particular purpose with a particular audience, and the ability to select, organize, and order relevant information (rhetorical steps) with acceptable collocations.

4. Five element of good writing

There are five element to improving your writing is to move beyond words and sentences. Should learn to consider how all of the sentences interact with each other and how your reader will relate to your paragraph. Purpose, audience, clarity, unity and coherence.

http://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw3_unit2.pdf)

The first element of good writing is Purpose; When we talk about the purpose of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish.

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

The third element of good writing is clarity, clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by

using specific, concise language. Here are two ways that you can improve clarity; use descriptive (or precise) words, use clear pronoun references.

The next element of good writing is Unity, unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

The last element of good writing is coherence. A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

C. Narrative Text

1. Definition of narrative text

According to Nurhasanah (2014) narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative text is a piece of the text which tell a story and in doing, so entertains or informs the readers or listener (Anderson 1997).

Grace and Sudarwati (2007) stated that narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways. To sum up, narrative can be concluded as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative

text should be paid attention for better construction. Narrative sounds an interesting kind of text.

2. The characteristic of narrative text

There are three kinds of narrative text. According to Djatmika and Wulandari (2013) narrative text is divided into three types. They are a true story, a fable and a folk tale.

- a) A true story is a personal experience of a character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life.
- b) A fable is a kind of narrative text with the main character is an animal that has an attitude like humans.
- c) A folktale is a typical of fairy or legend story. It tells about magical story. Many people are interested in folk tales, because it is usually told about something magic, legends and romance.

3. Generic structure of narrative text

According to Suparmin, Sari and Anggara stated that general structure of narrative text: orientation, complication, sequence of events, resolution, and coda (an optional step).

- a) Orientation includes *who* is in the story, *when* the story is taking place, and *where* the action is happening.
- b) Complication sets off a chain of events that influences what will happen in the story.

- c) Sequence of events tells how the characters react to the complication.
- d) Resolution shows how the characters solve the problem created in the complication.
- e) Coda provides a comment or moral based on what has been learned from the story (an optional step)

4. Language features of narrative text

Based on Djuhrie (2010) stated that language features used in narrative consist six items, such as:

1. Using past tense: lived, named, walked, stayed, killed, etc
2. Using action verb: arrived, ate, went, laughed, ran, etc
3. Using adverb/adverbial phrases: angrily, quickly, in horror, etc.
4. Using noun/noun phrase: a woman, tree, bean, a big old tree, stepmother, household, beautiful princess, etc
5. Using pronoun: they, she, he, it, its
6. Using connectives/conjunctions: once upon a time, one day, long time ago, then, after a few days, soon, before, etc

D. Previous Study

The previous studies about the effectiveness of mindmapping in teaching writing skill have been conducted by many former researchers. The more relevant research is from Purnomo's study (2014), entitle "improving descriptive writing skill through mind-mapping technique (classroom action research in 8th grade students of MTS Muhammadiyah 1 cekelan in the academic year of 2013/2014)". This research the aim to find out the improvement of descriptive students' writing

skill through mind mapping. The motive of why researcher adapted the method of mind mapping was because it is one strategy is a kind of teaching method that can be applied in writing activity in order to improve the students' ability and get better achievement. The data is obtained by giving pre test and post test in each cycle in purnomo's research the result shows there are improvement in students' writing skill. The research method was experimental and the process of the research took place for two weeks, precisely it is four meetings. Students could follow the teaching-learning process well. They could show their interests in the lesson. Based on the analysis purnomo's reseach concludes that students of 8th grade in MTs Muhammadiyah 1 Cekelan can improve their writing skill through mind mapping.

Another study by Suyanto in 2010, entitled "the effectiveness of mindmapping to teach writing skill viewed from their IQ (an experimental study in the seventh grade students of SMPN 1 Prambon in the academic year 2009/2010)". The aim of the research are: (1) to know whether the mindmapping technique is more effective than the modeling technique in teaching writing for the seventh grade students of SMPN 1 Prambon in the academic year 2009/2010; (2) to know whether the writing skill of the students having high IQ is better than that of those having low IQ in learning English; and (3) to know whether there is an interaction between teaching techniques and students IQ in teaching writing for the seventh grade students of SMPN 1 Prambon in the academic year 2009/2010. The research method of this research was experimental and the process of the research took place for three weeks, precisely it is nine times treatment for each class. Based on the result of Suyanto analysis that the research findings are: (1) The mindmapping

technique is more effective than modeling technique to teach writing for the seventh grade students of junior high school; (2) The writing skill achievement of the students having high IQ is better than that of those having low IQ; and (3) There is an interaction between teaching techniques and students' IQ. Based on these research findings, it can be concluded that mindmapping technique is an effective technique to improve the writing skill of the seventh grade students of SMPN 1 Prambon.

The method of mind mapping has also been explored by Indra (2013) on a research entitled "the use of mind mapping strategy to improve students' ability in writing procedure text (an action research at the tenth grade of SMA Negeri 1 Susukan kabupaten Semarang)". The aim of this research is to give description about how mind mapping method could be applied in teaching learning writing procedure text. This research Indra designed an action research which consists of four meetings, and it was done through sequence of cycles. The students were given some treatments and writing tests in order to obtain a description about students' ability in writing procedure text. To gained of data indra have three kinds of writing test in this research for fourteen students in this class. They were pre-test, writing test in cycle 2 and posttest which were given in the last meeting. Besides, observation checklist and questionnaire were given to support the primary data. The data were gained by Indra analysing of the test, questionnaire and observation. Mind mapping not only supported the fact that mind mapping method was appropriate to be implemented in teaching learning writing procedure text but also

mind mapping method could give better achievement for the students in producing procedure text.

Karminah (2014) also did research about the use of mind mapping strategy to improve students' ability in writing procedure text (an action research at the tenth grade of SMA Negeri 1 Susukan Kabupaten Semarang). The aim of this research are; to identify whether mindmapping technique can improve student's writing skill or not, and to identify the class climate when mind mapping is implemented in teaching learning process. In this research, she collected the data using quantitative and qualitative method. The quantitative data were collected the pre-test and post-test. While qualitative data were collected by observation, fieldnote, questionnaire, diary and interview Based on Karminah analysis, this research show that mind mapping technique could improve the student's writing skill and the class climate.

Zuliana (2012) studied the use of mind mapping technique to improve the writing skill of the eight grade students of SMP 1 Jati Kudus in academic year 2011/2012. This research applied a classroom action research. The data of this research was taken from the result of written test, the check list of observation and questionnaire sheets of those three cycles conducted. Based on the research finding, The students and the teacher are to be confidence, more enjoyable, interactive and creative in exploring their ideas using mind mapping technique since they found new things during learning process. This is prove that mind mapping technique more effective in teaching writing skill of the eight grade students of SMP 1 Jati Kudus in academic year 2011/2012.

Khoiriyah also did study about mind mapping technique in 2014, entitled “increasing of the student’s writing skill through mind mapping technique”. This study is classroom action research implementing the use of mind mapping technique to improve the students’ writing skill. The aim of this study is to identify whether mind mapping technique can improve students’ writing skill and describe the classroom situation when mind mapping is used in teaching and learning process of writing skill. The data were collected from 44 students of the first year students of English department at Nusantara PGRI Kediri University. This research compiled the data from the observation sheets on the lecturer’s and students’ performance done by the collaborator, field note made by the lecturer, questionnaire on the students and mainly the students’ achievement at the cycle test proved the mind mapping technique to be effective in improving the students’ writing skill. The result of the research indicate that the students’ mean score improved from the first cycle (70.95) to the second cycle (76.68). And out of 65.91% of the subjects got the target scores 75 in cycle I and it had been reached by 84.08% of the students in cycle II. In short, it can be concluded that in the last cycle, students had really made significant progress.

The last study, Lutgardis also did study about the implementation of mind mapping in teaching writing narrative text for tenth grades of SMAN 18 Surabaya. The title is almost looked alike of this study. Nevertheless, the differences in the research method, the research lutgardis use descriptive qualitative research in her conducting research, she used instrument to collected the data were observation checklist, observation field note and the students’ task. The subject of her study

were the teacher and the tenth grade students of SMAN 18 Surabaya. Based on the result of observation and students' tests it is shown that the student's ability in writing narrative text in terms of content improved significantly. Lutgardis study could prove that the implementation of mind mapping was effective to be used in teaching writing narrative text. Meanwhile, in this research the researcher will use quantitative research to gather information that are related to the improving writing narrative text by using mind mapping. And also the researcher used instruments to collect the data were tests and questionnaires. All of them actually tend to find out the effectiveness of mind mapping to improving writing skill.

E. Mind tool

James Manktelow founded mind tools in 1995. The concept for the site started with his research into practical skills and techniques he needed to progress his own career. He found it frustrating that so many simple but important life and career skills were so little taught. The original mind tools site was planned and researched mind mapping. Mind tools is a toolkit of thinking techniques. The purpose of mind tools are: the technique develops the information and communication skills, can improve memory, explain useful ways of remembering people's names, list information, foreign language, etc. Mind tools is also a tool in learning facilities that can be used for students the way to be optimal thinking. According to Manktelow (2005). In this research, the researcher uses mind tools in mind mapping technique to persuade and motivate students' in writing. Buzan (2008) argued there are several materials which need to make mind mapping;

1. **Blank unlined paper**, Putting the main idea in the center the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action.
2. **Coloured Pencil and pen**, this will help the students to separate ideas where necessary, it also makes your mind mapp easier to remember. Color also helps to show the organization of the subject.
3. **Picture**, picture or symbol can help you to remember information more effectively than word.
4. **Your brain**, to think before make mind mapping. What the picture you want to draw, and color you want to use in mind mapping.

CHAPTER III

RESEARCH METHODOLOGY

This chapter subsequently emphasizes on the research methodology, this research utilizes mind mapping technique in teaching writing narrative text and used as the tool to solve the research problem. Furthermore, this chapter also consists of sub-points, including the research method, research design, population and sample, instrument for data collection, technique of data collection, technique of data analysis and brief description of research location.

A. Method of Research

In this study, the researcher used quantitative research. According to Leedy (1993) Quantitative research are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena. In addition, quantitative research is a research that involves a statistical or numbers or quantity stated that by Moleong (2007) and this opinion almost similar with Sowell (2000) states that quantitative mode suggests investigations involving numbers. This method is using number in presenting data and using statistical formulation in analyzing the data.

B. Research Design

According to Alison and Susan (2005) Quantitative research can be conceptually divided into two types: association and experimental. The goal of associational research is to determine whether a relationship exists between variables, which allow a researcher to determine how closely two variables (e.g. motivation and language ability) are related in a given population. It is not concerned with causation, only with co-occurrence, this is often tested statistically through correlations. Meanwhile, In this study, the researcher used experimental study because the researcher wants to find out the effect using mind mapping technique (independent variable) to improve student ability in writing narrative text (dependent variable). Types of experiments study;

Table 3.1

Types of Experimental Research

Types of experiments	Random	Pre and post test	Type group
True-experiments	✓	✓	✓
Quasi experiments	X	✓	✓
Pre-experiment	X	✓	One group only

The design of this research used by the researcher is quasi-experimental design. Quasi-experimental (without random assignment). A typical experimental study usually uses comparison on control groups to investigate research questions. Many second language research studies involve a comparison between two or more groups. This is known as a between-groups design. This comparison can be made

in one of two ways: two or more groups with different treatments; or two or more groups, one of which, the control group, receives no treatment, Alison and Susan (2005) argued. Clearly, quasi-experimental is a comparison two group; one of the group receive treatment, this is experimental group. And another group not receive treatment (control group). In the other hand, according to White and Sabarwal (2014), stated that quasi experimental is methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups. The aim of quasi experiments to demonstrate causality between an intervention and an outcome. The researcher used quasi experimental in this study to assess students ability in writing narrative text which class receive treatment and deprived of treatment.

Participant selection → Pre-test → Treatment → Post-test

C. Population and Sample

1. Population

According to Jack and Norman (2009) population is the largest group to which one hopes to apply the results, based on definition, the population of this study were all first grade students of SMAN 2 Meureudu. The total number of students is about 70 students; 32 males and 38 females. The first grade divided into 3 classes, two science and one social studies classes.

2. Sample

Prabhat and Meenu (2015) stated that “a sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or sub-set of the objects or individuals of population which is selected for the express purpose of representing the population (p. 43)”. In this study, sample is part of the total number of student in the first grade of SMAN 2 Meureudu. Based on Sugiyono (2008) suggested sample for simple experimental research which used experimental and control class the number of members sample between 10 until 20 for each group (p.132).

In the other hand, Frankel and Wallen (1993) also suggested a minimum sample size for: A descriptive study of 100, Correlational research of 50, Causal-comparison research is 30 per group and Experimental research of 30 or 15 per group. (p.92). The researcher select the sample for experimental research based on the purpose study stated that by Frankel and Wallen (1993). The numbers of the sample were 30 student, the sample of this study are two classes. The sample is represented by class X MIPA-2 which consist of 15 students as an experimental class and X IPS -1 that consist of 15 students as a control class. Both classes of the samples are selected based on the purpose of the study. The technique of sampling is purposive sampling because all students have equal capabilities. Alison & Susan (2005) state that in purposive sample, researcher knowingly select individuals based on their knowledge of the population and in order to elicit the data in which they are interested. In another study Patton (1990) stated that “Purposive sampling is

composed of individuals or groups that provide information about issues of central importance to the purpose of the research”.

D. Instrument for Data Collection

Collecting data most important to answer the purpose of this study. Three meetings has been conducted. According to Arikunto (2003) “research instrument is a tool used by a researcher by collecting data to get better result, complete and systematic in order to make the data easy to be processed” (p.163). The instrument could be test, and questionnaire. In this study, the researcher used test, teaching experiment and questionnaire.

1. Test

Test is the most important instrument to collect the data. Richard (1985) stated that is procedures for measuring ability, knowledge, or performance of individual. In this study, the researcher would be conducting writing tests, clear criteria to assess their work were needed. To qualify this need, the researcher adopted the rubric of Aderson (2003) students’ writings were assessed by the researcher and English teachers. There were six aspects to be assessed in students’ writing, namely, ideas and development, organization, vocabulary, sentence structure, and capitalization and punctuation, spelling. The table below presents the categories for evaluating writing and ranging the score.

The tests were checked by using rubric adopted from Brown and Bailey in Brown (2004: 243-246) to measure their specific improvement, as seen in the following table:

Table 3. 2
Analytic Scoring
(Language Assessment: Principles and Classroom Practices)

Catagorize	Score Maximal
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

In this research, the researcher would use analytic scoring to assess students' writing skills especially in writing narrative texts. It is because this type of assessment is the easiest and the most practical.

2. Questionnaires

Alison and Susan in Brown book entitle "english language research 2" (2001) defined questionnaires (a subset of survey research) as " any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answer"(p.6) questionnaires allow researcher to gather information that learners were able to report about themselves, such as their belief and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone.

According to Anynonymous (2012) questionnaire is a form containing a set of questions; submitted to people to gain statitical information. Another source said that a questionnaire is a means of eliciting the feeling, beliefs, experiences,

perceptions, or attitude of some sample of individuals. For this research, the researcher will give questionnaire to be filled by the students after they ability in writing narrative text.

Questionnaires divides in to two types of question items; a closed-item and open-ended items closed—item is spesific answer and question is one for which the researcher determiner possible answer, whereas as open-ended items question allows respondents to express their own thoughts and ideas in their own manner. In this study, the researcher focus on closed –item because the researcher container ask close-items question to focus in on important concept depending on the purpose of study and the questionnaires were written in *Bahasa Indonesia* to avoid misunderstanding of students. The questionnaire consisted of 10 closed-item questions which covered some aspects; the student feelings toward the use of mind mapping technique, the effect of mind mapping technique and the implementation of mind mapping technique to improvement their knowlege in writing skill.

E. Technique of Data Collection

Concerning to the procedure of data collection in this study, they are explained as follow:

1. Pre-test

The pre-test is give for both class (experimental and controll class) to know the student bassic ability in writing narrative text before the implementation of mind mapping technique for experimental class and conventional method for controll class.

2. Experimental teaching

To obtain the data needed, an experimental teaching one of the techniques used by the researcher. In this study, the researcher only experimental class which received treatment and did not for control class because the researcher would be to compare two class to found out which an effective class in writing narrative text, the class writing narrative text used technique mind mapping or class writing narrative text used conventional method. So the researcher focus to treat this only experimental class in three meeting; first meeting for pre-test, treatment and in the last meeting for post-test. Meanwhile, control class as like experimental class, however, without treatment.

a. Experimental class

1. The First Meeting

The first meeting was conducted on Wednesday, 19th April 2017 in the classroom. The class started at 07.45 AM and ended at 09.15 AM. The researcher began the class by explaining about this experimental class and subsequently gave them the pre-test by asking them to write narrative text under the title” write a paragraph about yourself”. Next, the students conducted the test about 40 minutes. After all students did pre-test, the researcher taught a brief description about mind mapping technique that should be discussed more in the next meeting.

2. The Second Meeting

On the second meeting, the researcher gave brief explanation about narrative text and gave them some advises in analyzing the mistakes they had produced in the pre-test. The researcher gave them an example of narrative text

entitle “cinderella”, then continued the deeper explanation about generic structure and how to write a good narrative text through mind mapping technique. This meeting was held on Wednesday, 26th April 2017 and the class started at 07.45 AM and ended at 09.15 AM in the classroom.

3. The Third Meeting

The third meeting or last meeting was held on Wednesday 3th May 2017 in the classroom and the class started at 07.45 AM and ended at 09.15 AM. At that time, the researcher appreciated all of the students after joining sincerely in this research. Then the researcher gave them post-test to write a narrative text entitle” Snow white” through mind mapping technique. Then, after post-test completely done, the researcher submitted all the answer sheets. In addition, the researcher distributed questionnaires to be answered by student. After all of student collected the questionnaires, the researcher discussed the answer of questionnaire with students.

b. The Control Class

1. The First Meeting

The first meeting was conducted on Wednesday, 19th April 2017 in the classroom and the class started at 12.05 PM and ended at 13.30 PM. The researcher did similar activities in the control class as well as in the experimental class. In the first meeting, the researcher also gave the student pre-test under the same title “write a paragraph about yourself”. Then, the students conducted the test about 40 minutes. Afterward, the students submitted all answer sheets to be checked by the researcher

the researcher taught a brief description about narrative text that should be discussed more in the next meeting.

2. The Second Meeting

In this meeting, the researcher gave brief explanation about narrative text and gave them some advises in analyzing the mistakes they had produced in the pre-test. Then the researcher continued giving them an example of narrative text entitle "cinderella" and explanation about generic structure that have in the text. After explaining about materials the researcher asked them to write narrative text which favorite story. The technique used by the researcher was conventional method. This meeting was held on Wednesday, 26th April 2017 and the class started at 12.05 PM and ended at 13.30 PM in the classroom.

3. The Third Meeting

The third meeting or last meeting was held on Wednesday 3th May 2017 in the classroom. The class started at 12.05 PM and ended at 13.30 PM. The researcher appreciated all of the students after joining sincerely in this research, the researcher gave them post-test to write a narrative text entitle "Snow white". Then, after post-test completely done, the researcher submitted all the answer sheets. The researcher did not distribute questionnaires to control class student.

4. Post-test

The post-test is given for both class (control class and experimental class) after implementating mind mapping technique for the experimental class and conventional method for control class in order to know the students ability in writing narrative text after the treatment.

F. Technique of Data Analysis

1. T-score

To find out whether the differences between pre-test and post-test is significant, the researcher would using SPSS 20 description analysis

In analyzing the questionnaire, the researcher uses this formula:

$$P = \frac{F}{n} \times 100\%$$

Explanation : P = Percentage

F = Frequency

n = The number of respondent

G. Brief Description of Research Location

1. The School

The researcher was conducted the study in SMAN 2 Meureudu. The school is located in Jl. Banda Aceh-Medan, Mns Bie, Meurah dua Sub district, Pidie Jaya 24186. The Major of school by H. M. Lidan Daud S.Pd.

SMAN 2 Meureudu has many facilities to support the instructional process; the facilities are good and may be used for students and teachers' needs. There are 11 class rooms, 1 library, 1 language laboratory, chemistry laboratory, biology laboratory, physic laboratory, 1 multimedia room, computer laboratory, 1 OSIS room, 1 sport room, 1 volley ball field, 1 art room, 1 head master room, 1 teacher room, 1 administration room, 1 curriculum room, 1 parking area, 2 toilets, 1 hall, 2

canteens and 1 prayer room. Based on the quality and facilities of the school, SMAN 2 Meureudu is one of a good school in Pidie Jaya.

2. The Student

Many teenagers and parents choose SMAN 2 Meureudu as their educational institution because the school has good qualities in many sides and this school is one of school more active in sport and art than other senior high school. Usually when extracurricular program this school often get champion of sport and art. This school only accepts small quantity students in order to provide comfortable situation in learning process. Thus, the school just accepts less than 100 students per year. Therefore the total number of students is about 218 students. Below is the data of SMAN 2 Meureudu's students 2017.

Table 3.3

The data of SMAN 2 Meureudu's students 2016/2017

Kelas	Program	Banyaknya		Jumlah Total
		L	P	
X	MIPA	18	29	70
	IPS	14	9	
XI	IPA	32	33	89
	IPS	17	7	
XII	IPA	12	26	59
	IPS	15	6	
Jumlah total				218

All registered students were selected at the beginning of the year. They passed the selection test and defeat a number of other test-takers. So, regarding to the data above, the whole students of SMAN 2 Meureudu are 218 students; 108 males and 110 females.

3. The Teacher

SMAN 2 Meureudu has 65 teachers along with staff, 48 female and 17 male teachers, 6 other staff such as administration affair, 5 library staff and 1 teacher guidance counseling. From the whole teachers, there are 29 full time teachers and the rest of them are part-time teachers (non-civil servant teachers). It is equal number compared to the number of student and classes that must be controlled by teachers.

SMAN 2 Meureudu has seven English teachers who are not only teaching the subject but also guiding them to develop good students, beside also motivate student and being able to make the students understand English. Therefore, the teachers play the important role to help the students to be qualified based on the teaching goal.

4. The Curriculum

The curriculum is the plans made for guiding learning in the schools. Thus, curriculum is most important to guides the teachers in learning process and selected the materials for teaching, preparing for lesson plan, allocating the time, arranging the lesson, and determining the test for the students. Therefore, the teachers and students can easily reach the educational goal.

The students are not only taught intellectual materials and moral but also skill competence, it usually to be taught in extracurricular. Based on data from SMAN 2 Meureudu, there were students skill measurement list. Such as;

1. Uniform Group (Scout, PMR and Paskibraka)
3. Art creation (rapai galeng, saman dance, lingkok pulo dance, etc)
4. Sport (Volley ball, Basket ball, Foot ball, etc)
8. Produce Creation (sewing, embroider, etc)
9. Muscal (tambourine)

SMAN 2 Meureudu used K-13 (Character Based Curriculum) that mean, the most properties subject in lesson as well as others. The English teachers sometimes use authentic material in teaching English to familiarize their students with the real English. English subject is taught once a week, each meeting takes 2 periods, each period takes 40 minutes.

CHAPTER IV

DATA ANALYSIS

After collecting the data at SMAN 2 Meureudu, the data would be analyzed in this chapter. Indeed, the researcher would provide and generate about the result of test, analysis of questionnaires, and discussion of test and questionnaires.

A. The Result of Test

This part shows the general description of students' scores in both the experimental class and the control class. The description is divided into some sections: the pre-test scores, the post-test scores, and the gained scores.

1. The Pre-test Scores

Table 4.1 reporting the students' pre-test scores of the experimental class and the control class. There are 15 students in both the experimental class and the control class.

Table 4.1 the students pretest score

Student	The pre-test score of Experimental class X MIPA 2	The pre-test score of Control class X IPS 1
1	70	32
2	72	36
3	59	39
4	57	15
5	49	43
6	47	52
7	49	48
8	45	41
9	43	51
10	42	43
11	45	61
12	34	40
13	33	51
14	11	40
15	10	75
Σ	666	667
Mean	44,4	44,47

The table shows the students' pre-test scores of the experimental class and the control class. The test was given in the first meeting before giving any treatment. The experimental class has the lowest score 10 and the control class 15 as the lowest score of pre-test, 45 as the median score of experimental class

and 43 for control class, and 75 as the highest score control class and 72 for experimental class. Besides, the mean score of experimental class is 44,4 and the control class is 44,47. Hence, it can be concluded that the pre-test scores of the experimental class and the control class appeared to be equivalent.

2. The Post-test Scores

Table 4.2 reports the students' post-test scores of the experimental class and the control class. Each class has 15 students as the sample.

Table 4.2
The students' post-test scores

Students'	The post-test score of Experimental class X MIPA 2	The post-test score of Control class X IPS 1
1	86	52
2	87	58
3	87	66
4	87	54
5	53	47
6	73	60
7	85	63
8	76	57
9	76	50
10	64	60
11	70	70
12	86	62
13	62	51

14	60	40
15	59	86
Σ	1111	876
Mean	74,07	58,4

The data above are the post-test scores of the experimental class and the control class. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score of the experimental class is 53 and the control class is 40. Meanwhile, the median of the experimental class is 76 and the control class is 58. Besides, the highest score of the experimental class is 87 and the control class is 86. The mean of the experimental class is 74,07 and the control class is 58,4. Therefore, it can be seen that the experimental class has higher significant score than the control class. afterward, the researcher did t-test to know whether post-test score of the experimental class and the control class is different.

3. The Gained Score

Table 4.3 below reports the gained scores of the experimental class and the control class. Both the experimental class and the control class have 15 students.

Table 4.3**The gained scores of experimental class and control class**

Students'	The gained scores of Experimental class X MIPA 2	The gained scores of Control class X IPS 1
1	16	20
2	15	22
3	28	27
4	30	39
5	4	4
6	36	8
7	31	15
8	31	16
9	33	-1
10	22	17
11	25	8
12	52	22
13	29	1
14	49	0
15	49	11
Σ	450	209
Mean	30	13,93

The table data above describes that the gained score for the experimental class is higher than the control class. The lowest gained score of the experimental class is 4 and the control class is -1, while the highest gained

score of the experimental class is 52 and the control class is 39. Meanwhile, the median of the experimental class is 29 and the control class is 15. In addition, the mean of gained score in the experimental class is 35,33 and the control class is 13,93.

In order to find t-test scores to answer the research question whether the use of mind mapping as a way to improve students' ability in writing narrative text achievement at the first grade of SMAN 2 Meureudu. *T-test* was used to answer the research question and conducted in both the experimental class and the control class by using SPSS 20:

Tabel 4.4

The t-tes of pre-test in the experimental class and control class

Group statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Exp	15	44,4000	17,69504	4,56884
	Cont	15	44,4667	13,47414	3,47901

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pre-test	Equal variances assumed	,567	,458	-,012	28	,991	-,06667	5,74263	-11,82991	11,69657
	Equal variances not assumed			-,012	26,150	,991	-,06667	5,74263	-11,86751	11,73417

Table 4.4 reports the t-test analysis of pre-test of both the experimental class and the control class. The analysis indicated that the difference was significant at ,991. It showed that there is no significant difference among the pre-test score of the experimental class and the control class; the significance level of 0.991 is higher than 0.05. Therefore, the researcher concluded that the pre-test scores of the experimental class and the control class are equal. The group statistics table shows that the mean of experimental is 44,4000 and the mean of control class is 44,4667. Nevertheless, mean different control class and experimental class are -,06667.

Tabel 4.5
The *t*-test of Post-test in The Experimental Class and The Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Exp	15	74,0667	12,09171	3,12207
	Cont	15	58,4000	10,85489	2,80272

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Of the Difference	
									Lower	Upper
post-test	Equal variances assumed	1,162	,290	3,734	28	,001	15,66667	4,19554	7,07250	24,26084
	Equal variances not assumed			3,734	27,680	,001	15,66667	4,19554	7,06802	24,26531

The information that can be inferred from the table 4.5 is the t-test analysis of post-test for both the experimental class and control class. The significance different was showed is 0.001. This result reports that the significance level of 0.001 is lower than 0.05. In the other word it can be concluded that there was the significance of the treatment. The group statistics table shows that the post-test score mean of the experimental class is 74 and the controll class is 58,4 In addition, the mean difference between the experimental class and the controll class

15,66667. Nevertheless the interval of the difference is between 7,07250 with 24,26084.

The last, in order to find out the comparison of scores between the experimental class and the control class, the researcher used *t-test* measurement of gained score in both of them. Gained score is calculated by computing the difference between the pre-test and post-test scores for each student. It is really important to know whether there is a significant difference between them. The *t-test* calculation can be seen as following table;

Table 4.6

The t-test of gained scored in the experimental class and control class

	Class	N	Mean	Std. Deviation	Std. Error mean
Gained	Exp	15	30,0000	13,21255	3,41147
	Cont	15	13,9333	11,15774	2,88092

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
gain	Equal variances assumed	,045	,834	3,598	28	,001	16,06667	4,46517	6,92017	25,21316
	Unequal variances assumed			3,598	27,236	,001	16,06667	4,46517	6,90861	25,22473

Table 4.6. describes that there is a significant difference from measurement score of the experimental class and the control class. Based on the result of the statistic calculation above, the score of *t_{observe}* is 3,598. The significance different was showed is 0.001. This result reports that the significance level of 0.001 is lower than 0.05. In the other word, this research Gained score is calculated by computing the difference between the pre-test and post-test scores for each student. In addition, the interval of the difference is between 6,92017 dan 25,213.

In short, after the researcher analyzing of pretest and posttest that the experimental class and control class in this research have difference significant. It is prove that mind mapping method improve students in writing narrative text meanwhile, the control class not only all students that improve in writing

narrative text, but also some of students have low score in posttest, although in pre-test the students get high score. Nevertheless, it is difference experimental class, the students of the experimental class have low score in pretest and after the implementation mind mapping method the respondent develop high score in posttest.

B. The Analysis of Questionnaire

In order to get the real data of the freshmen's perception toward applying mind mapping technique in learning writing narrative text. The researcher distributed the questionnaires to the freshmen. It consisted of 10 questions in a closed form. As the mentioned in chapter III, the researcher used the following formula:

$$P = \frac{F}{N} \times 100 \%$$

In which:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

Furthermore, the result of each questionnaire questions will be elaborated in detail in the following tables;

Table 4.7

What do you think of mind mapping activities has been interesting?

No	Responses	Frequency	Percentage
1.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

The table indicated that all of respondent think that mind mapping technique has been interesting activity. It can be seen that 100 % of the respondent argued that the technique make them interest in learning writing. On the other hand, none of them were no interesting after them learning using mind mapping technique. Therefore, the researcher concluded the method an interesting activity in learning writing.

Table 4.8

If yes, have you ever used the mind mapping technique in writing?

No	Responses	Frequency	Percentage
2.	a. Yes	8	53,3%
	b. No	7	46,7%
Total		15	100 %

The information that can be seen on the table above is 53,3% of respondent ever using mind mapping technique in writing and 46.7% of respondent have never using mind mapping technique in writing formerly.

Table 4.9

What do you think of mind mapping activities make you more motivated to learn English?

No	Responses	Frequency	Percentage
3.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

The table showed that all of respondent argued that the mind mapping activity created them motivated to learn English. Therefore, the researcher concluded in percentage is 100 % respondent that motivated to learn English after they have knowledge of mind mapping technique.

Table 4.10

Do you like using mind mapping technique?

No	Responses	Frequency	Percentage
4.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

From the table 4.10, it can be seen 100 % of respondent like mind mapping technique be apply in the class. It means that mind mapping technique can be applied in learning writing.

Table 4.11

What do you think of mind mapping activities can improve your writing skills in English?

No	Responses	Frequency	Percentage
5.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

The table showed responses of respondent's opinion that stated applying mind mapping technique in learning writing can improve their writing skill. 100% of the respondent argued about it because they got better writing score after implementing mind mapping technique.

Table 4.12

Is the use of mind mapping technique make you more understand in writing narrative text?

No	Responses	Frequency	Percentage
6.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

From the table above, the result showed that all of the respondent with the question. 100 % the respondent answer that applying mind mapping technique create them more understand in writing narrative text. Based on the respondent

answer, the researcher concluded that using mind mapping facilitated the respondent in learning writing narrative text.

Table 4.13

If yes, are you favor to write narrative text than another texts?

No	Responses	Frequency	Percentage
7.	a. Yes	7	46,7%
	b. No	8	53,3%
Total		15	100 %

The information that can be inferred from the table is 53,3 % respondent that prefer to write narrative text than another text and 46,7 % of respondent also like writing another text not only like narrative text but also another text.

Table 4.14

Is the use of mind mapping technique make you pleased in learning narrative texts?

No	Responses	Frequency	Percentage
8.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

From the table above, it can be concluded that all of respondent feel glad in learning narrative text using mind mapping technique. The percentage indicated that

100% of respondent stated that. The researcher concluded that mind mapping technique not only can improve respondents' ability in writing skill but also create them feel glad in learning.

Table 4.15

Do mind mapping activities help you be more active in the classroom?

No	Responses	Frequency	Percentage
9.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

Based on the table above, it can be seen that all of the respondent stated that implementing mind mapping technique in learning writing create them more active in the classroom. The percentage showed 100% freshmen agreed to the statement. None of them were answer inactive in the class.

Table 4.16

Do you want to apply the mind mapping technique in writing another text?

No	Responses	Frequency	Percentage
10.	a. Yes	15	100 %
	b. No	0	0 %
Total		15	100 %

The information that can be inferred from the table is 100 % of respondent want to write another text using mind mapping technique. None of them were answer not be applied the mind mapping technique.

C. DISCUSSION

This research examined if the use of mind mapping technique to improved student's ability in writing narrative text. The researcher successfully collected the data using pre and posttests, experimental teaching and questionnaire as instruments in order to answer the research questions.

In the experimental teaching, it indicate based on the result of pretest and posttest, the posttest score is higher than pretest score. The mean of test had proven it, where mean of pre-test of control class: 4,47 and mean of post-test: 58,4. Meanwhile, the experimental class: 4,44 and mean of post-test: 79,9. It mean the researcher concluded there is different significant between experimental class and control class.

From these calculations, it can be inferred that there was different of students scores before and after getting the treatment. Furthermore, based on the table, the constant score and standard also happened in post-test result. The total students who had developed their writing were 14 of 15 students, while the number of students who had constant score was 1 students of them had abit development in the class control. Nevertheless in the control class It is prove that mind mapping method improve students in writing narrative text meanwhile, the control class not

only all students that improve in writing narrative text, but also some of students have low score in posttest.

Through the questionnaire, the researcher found that almost all students felt that the mind mapping technique an effective to be implemented in teaching writing narrative text. Teacher should consider using the method in learning process especially in writing subject.

Moreover, based on analyzing of questionnaires, there were some reasons why the mind mapping technique an effective to be implemented in teaching writing narrative text. That the reason such as follow:

1. It helps to create students more understand about narrative text were argued all of students.
2. It is help improve students ability in writing skill.
3. 100 % of students stated mind mapping technique is an interesting technique be applied.
4. 100% argued students who stated mind mapping method create students more active in the class.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result in the previous chapter, some conclusion can be inferred:

1. Applying mind mapping technique in writing narrative text give improvement students' to created ideas, focus on organization in text, and lets the students to group the concept and compare it.
2. The experimental class mean scores of post-test: 74,07 and cotrol class mean score of post test 58,4. It mean the researcher concluded there is significant difference between experimental class and control class. It mean, the mind mapping method an effective method be applied in writing, beside the student active in the class, activity in mind mapping also created student have impact on imagination and memory and effort have been to solve the problem in this research.
3. Students have positive responds towards the mind mapping as away to improve student ability in writing narrative text. The student felt that the method helped them in improving their writing. And 100% of students were argued an intersting method in learning writing be implemented in teaching writing.

B. Suggestions

After conducting this research, there are some suggestions that are drawn as follows:

1. The English teacher at senior high school can use the mind mapping as an alternative technique that can be applied in teaching writing.
2. Mind mapping technique not only can be applied in writing but also the another skill, such as: speaking, reading, and listening.
3. For researchers, it is necessary to continue another relevant research and it is still needed further discussion by next researcher using this technique to improve students' writing in many scopes of teaching and learning deeply. However, this research can be used for reference of next research.
4. The technique is suitable to develop students' writing at any education level. Then, Teachers can add this technique to their teaching.

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APPENDIX IV

INSTRUMENT

PRETEST

Pre-test: Writing

Genre: Narrative

Grade: X

Time allocation: 80 minutes

1. Write the narrative story about yourself. Using to the following outline, write the orientation, complication and resolution. Your writing should consist of 3 paragraphs (at least 50 words).

(Title)_____

Paragraph 1 (orientation)

Paragraph 2 (complication)

Paragraph 3 (resolution)

POSTTEST

Post-test: Writing

Genre: Narrative

Grade: X

Time allocation: 80 minutes

1. Write a snow white story, Using to the following outline, write the orientation, complication and resolution. Your writing should consist of 3 paragraphs (at least 50 words).

(Title) _____

Paragraph 1 (orientation)

Paragraph 2 (complication)

Paragraph 3 (resolution)

APPENDIX V

QUESTIONNAIRES

1. What do you think of mind mapping activities has been interesting?
 - a. Yes
 - b. No
2. If yes, have you ever used the mind mapping technique in writing?
 - a. Yes
 - b. No
3. What do you think of mind mapping activities make you more motivated to learn English?
 - a. Yes
 - b. No
4. Do you like using mind mapping technique?
 - a. Yes
 - b. No
5. What do you think of mind mapping activities can improve your writing skills in English?
 - a. Yes
 - b. No
6. Is the use of mind mapping technique make you more understand in writing narrative text?
 - a. Yes
 - b. No
7. If yes, are you favor to write narrative text than another texts?
 - a. Yes
 - b. No
8. Is the use of mind mapping technique make you pleased in learning narrative texts?
 - a. Yes
 - b. No

9. Do mind mapping activities help you be more active in the classroom?

- a. Yes
- b. No

10. Do you want to apply the mind mapping technique in writing another text?

- a. Yes
- b. No

APPENDIX VI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental class

Sekolah : SMA Negeri 2 Meureudu

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / 2

Materi Pokok : Narrative

Alokasi waktu : 4 x 45 Menit

A. Kompetensi Inti (KI)

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif.

meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.2 Siswa dapat mengidentifikasi dan menjelaskan generic structure dari teks narrative.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Mengidentifikasi kata-kata dari teks narrative. 4.8.2 Menggunakan kalimat bentuk lampau 4.8.3 Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita 4.8.4 Menghasilkan teks berbentuk narrative.

C. Materi Pembelajaran

Narrative text (Terlampir)

D. Metode Pembelajaran

- Presentasi, Dialog, Tanya Jawab dan Penugasan

E. Media Pembelajaran

1. Media
 - Gambar
2. Alat
 - Papan Tulis
 - Spidol warna

F. Sumber Belajar

- Buku mind mapping
- Kamus bahasa inggris
- Suara guru

- [www. dailyenglish.com](http://www.dailyenglish.com)
- http://americanenglish.state.gov/files/ae/resource_files
<http://learnenglish.britishcouncil.org/en>

G. Langkah-langkah pembelajaran

a. Kegiatan pendahuluan

- Guru memberikan salam, dan mempersilahkan ketua kelas memimpin untuk memulai doa bersama.
- Guru menanyakan pengalaman siswa terdahulu yaitu tentang cerita yang pernah diceritakan oleh orang tuanya ketika mau tidur.
- Guru mendengarkan / mengamati berbagai cara siswa menjawab.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai

b. Kegiatan inti

- Siswa mengamati contoh teks narrative yang ditampilkan oleh gurunya
- Siswa mengajukan beberapa pertanyaan dan guru meresponnya
- Dengan arahan guru siswa membuat kelompok, yang anggotanya 3-4 orang per kelompok.
- Siswa mendapat tugas untuk mengidentifikasi karakter, setting (latar) dan konflik/ masalah yang ada dalam cerita dan juga menjelaskan solusi yang ada dalam cerita.
- Siswa mencari kata-kata yang sulit dalam teks dan mendiskusikannya dengan guru.
- Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita
- Siswa dapat menganalisis penggunaan bentuk kata kerja tertentu dalam cerita.

- Guru menjelaskan langkah-langkah pembuatan mind mapping dan siswa memperhatikannya.
- Kelompok mendiskusikan rumusan masalah dan langkah kerja yang akan dilakukan untuk menulis narrative text dengan menggunakan metode mind mapping.
- Setiap siswa yang tergabung dalam kelompok mencatat hasil diskusi.
- Wakil dari masing-masing kelompok secara bergiliran melaporkan hasil diskusinya.
- Guru mencatat di papan dan mengelompokkan sesuai kebutuhan guru.
- Dari data-data di papan siswa diminta membuat kesimpulan atau guru memberi bandingan sesuai konsep yang disediakan guru

c. Kegiatan penutup

- Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan
- Siswa mendapatkan tugas lanjutan.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

Lampiran-lampiran

1. Materi Pembelajaran I
2. Instrumen Penilaian I
3. Materi Pembelajaran II
4. Instrumen Penilaian II

Materi pembelajaran I

1. Definition of narrative text

Narrative is description of events or process of skill of telling a story, narrative text is an imaginative story to entertain people.

2. Social function of narrative text

Narrative text has function such as to entertain, amuse and deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

3. The Type of narrative text

Text which contain about story

- fiction/nonfiction
- folktales
- fables
- myths

4. General structure of narrative text

- a. Orientation: sets the scenes and introduces participants (who was involved, when and where was it happened)
- b. Complication: a crisis rises
- c. Resolution: the crisis is resolved for better or for worse
- d. Coda:

5. Significant language features of narrative text

- a. Using past tense: lived, named, walked, stayed, killed, etc
- b. Using action verb: arrived, ate, went, laughed, ran, etc
- c. Using adverb/adverbial phrases: angrily, quickly, in horror, etc
- d. Using noun/noun phrase: a woman, tree, bean, a big old tree, stepmother, household, beautiful princess, etc
- e. Using pronoun: they, she, he, it, its
- f. Using connectives/conjunctions: once upon a time, one day, long time ago, then, after a few days, soon, before, etc

Mind Mapping is a highly effective way of getting information in and out of your brain. It harnesses full range of cortical skills, word, image, number, logic, rhythm, colour and spatial awareness, in single, uniquely powerful manner.

How to create mind mapping

Buzan (2005: 15) mentions seven stages to make a mind mapping as follows.

1. Putting the main idea in the center the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in “landscape” style. Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center.
2. Using a picture or photo for the central idea picture and photo are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.
3. Using colors color makes mind map more alive and adds the energy on creative thinking. It can be used to capture eye’s attention and interest.
4. Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.
5. Making a curve line connector, not a straight line
A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like a tree branches are more interesting for eyes.
6. Using one key word for each line
It is because a single key word give more energy and flexibility for mind mapping.

7. Using pictures

Image and symbol are easy to remember, and they stimulate new creative association.

SNOW WHITE

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant. Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her. The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where Seven little dwarfs lived. Their house was small and strange. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness. Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin.

One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.

WORKSHEET

1. Please write a narrative story about CHINDERELLA using to the following outline, write the orientation, complication and resolution.
2. Work in groups, and chose your favourite story and then write a narrative text by using mind mapping technique and tell it in front of the class.

APPENDIX VIII

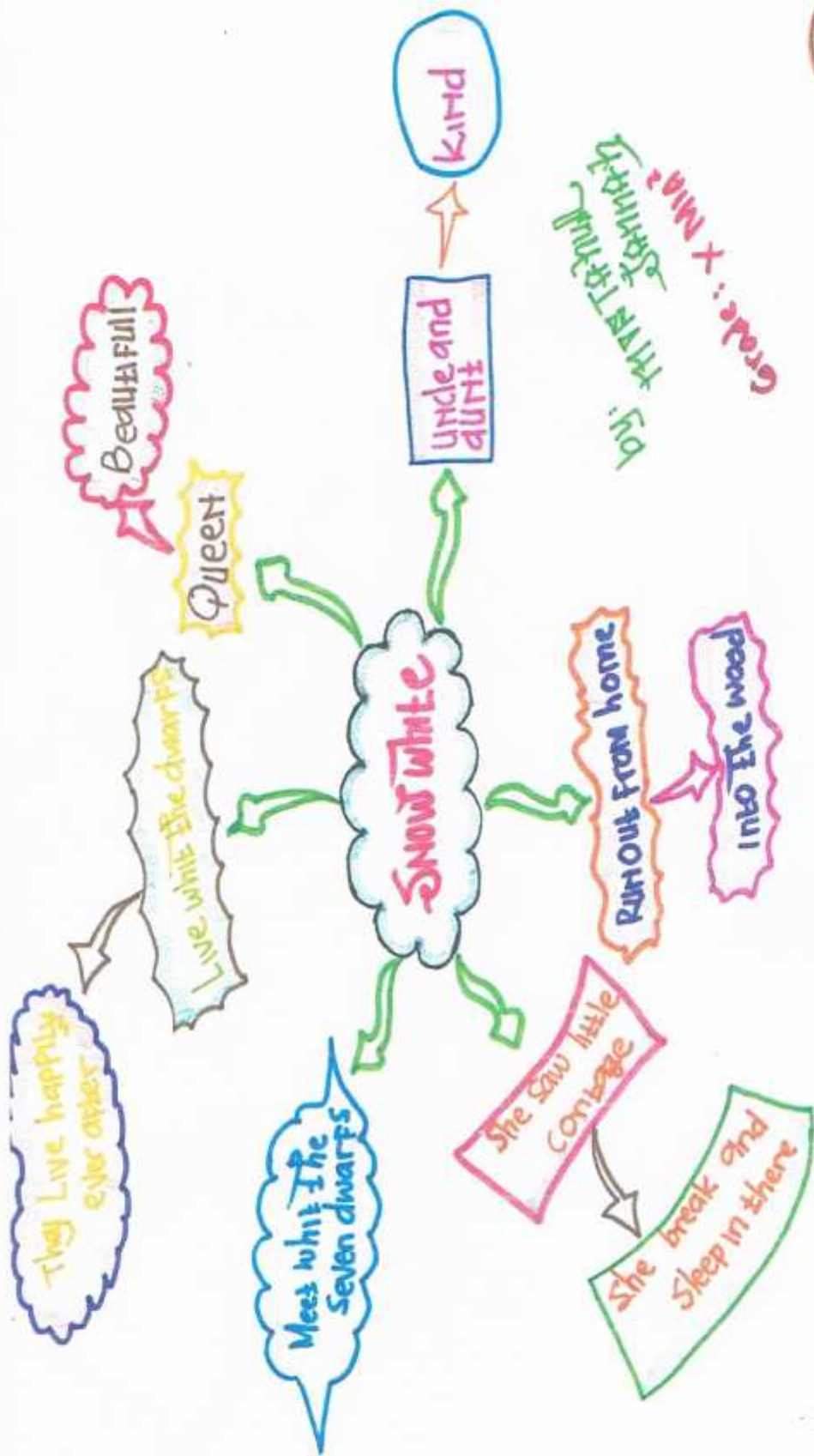
THE RESULT OF TEST

1. The scores test of control class

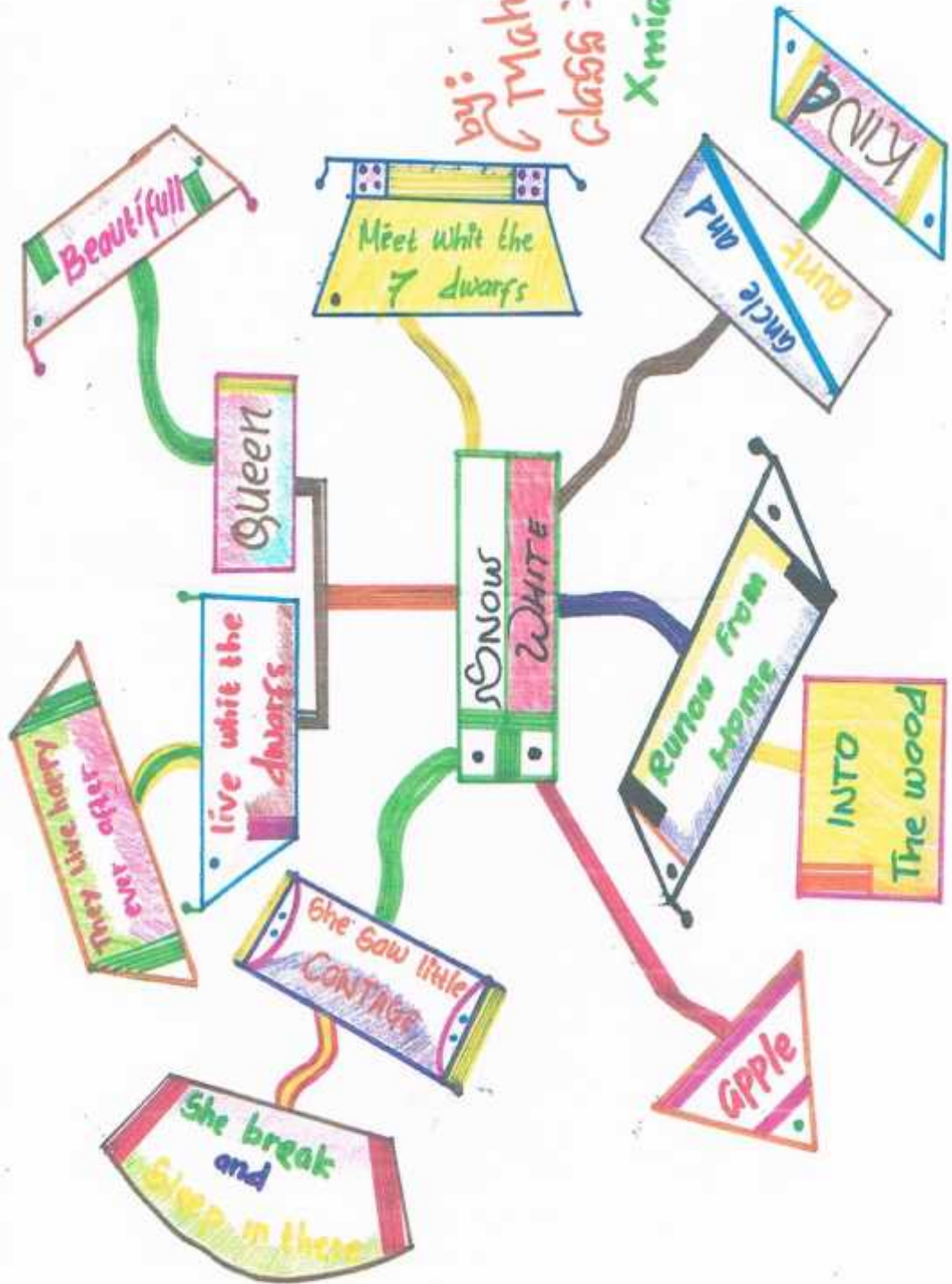
No	Students name	Pretest	Posttest	Gained
1	Al Kamarullah	32	52	20
2	Shafiatuzzuhra	36	58	22
3	Nailu muna	39	66	27
4	Saumi Nadia	15	54	39
5	Fitriani	43	47	4
6	Mahfud	52	60	8
7	Fajar Adriansyah	48	63	15
8	Mahdi	41	57	16
9	Zikri Ahmadi	51	50	-1
10	Fakrul Husaini	43	60	17
11	Reza Farhan	61	70	8
12	Fakhrurrazi	40	62	22
13	Suryadi	51	51	1
14	Mursalin	40	40	0
15	Zulfikar	75	86	11
	Σ	667	876	209
	Mean	44,47	58,4	13,93

2. The scores test of Experimental class

No	Students name	Pretest	Posttest	Gained
1	Mahraina	70	86	16
2	Miftahul Jannah	72	87	15
3	Safira Ulfa	59	87	28
4	Intan Mastura	57	87	30
5	Salfida	49	53	4
6	Lisa Rahmayana	47	73	36
7	Agustia	49	85	31
8	Cut Naila Sabila	45	76	31
9	Eka Maya	43	76	33
10	Muhammad Khalil	42	64	22
11	Zulfahmi	45	70	25
12	Faiza Hanum	34	86	52
13	Muhammad Arif	33	62	29
14	Reza Safuanda	11	60	49
15	Mabrur	10	59	49
	Σ	666	1111	450
	Mean	44,40	74,07	30



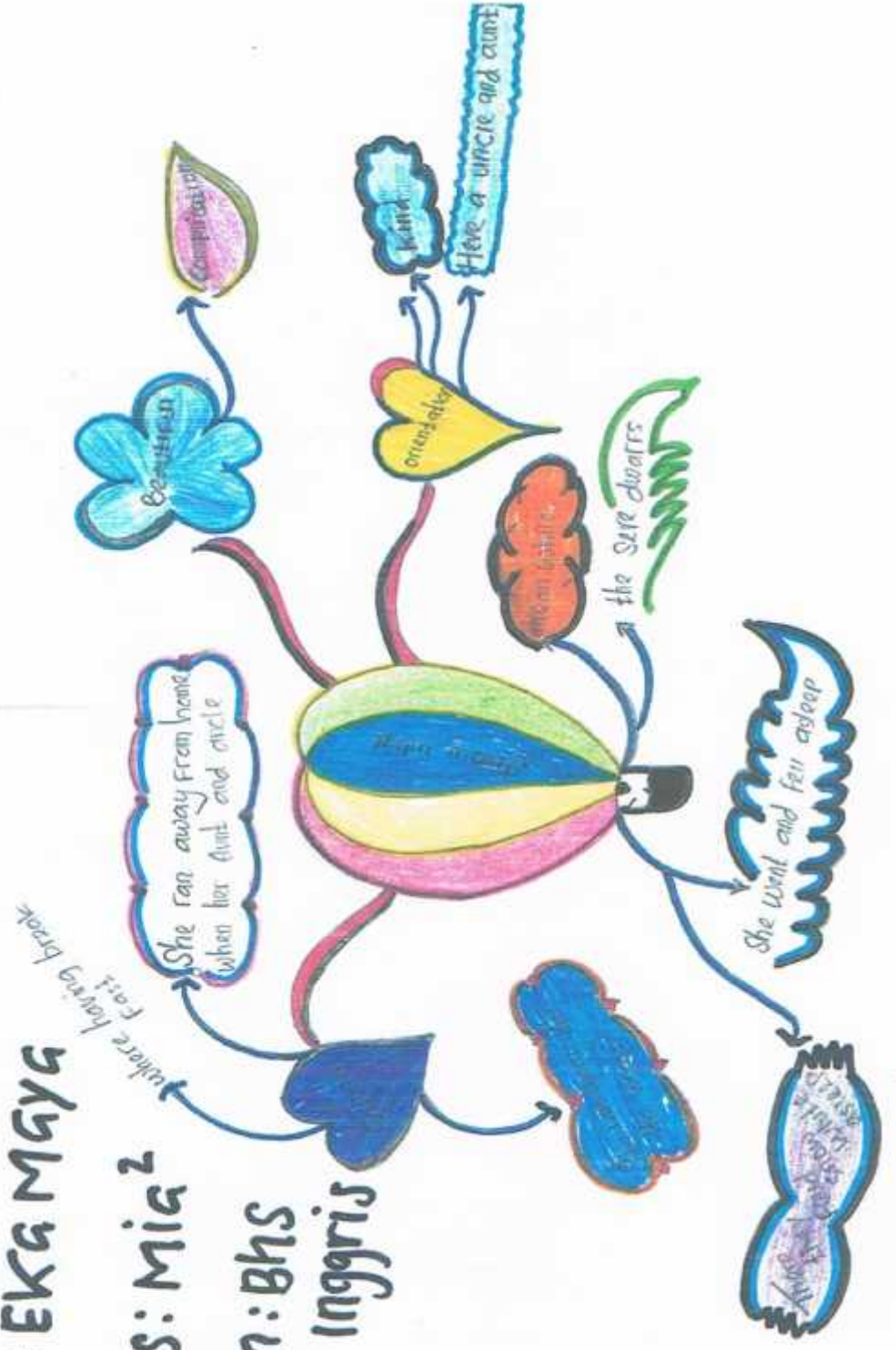
by: Mahraima
class: X mia 2



NAMA: EKA MGA

KELAS: MI 2

PELAJARAN: BHS
Inggris



APPENDIX VII
DOCUMENTATION OF RESEARCH



Figure 4. The students get enthusiastic in following pre-test



Figure 5 The researcher is explaining about mind mapping technique

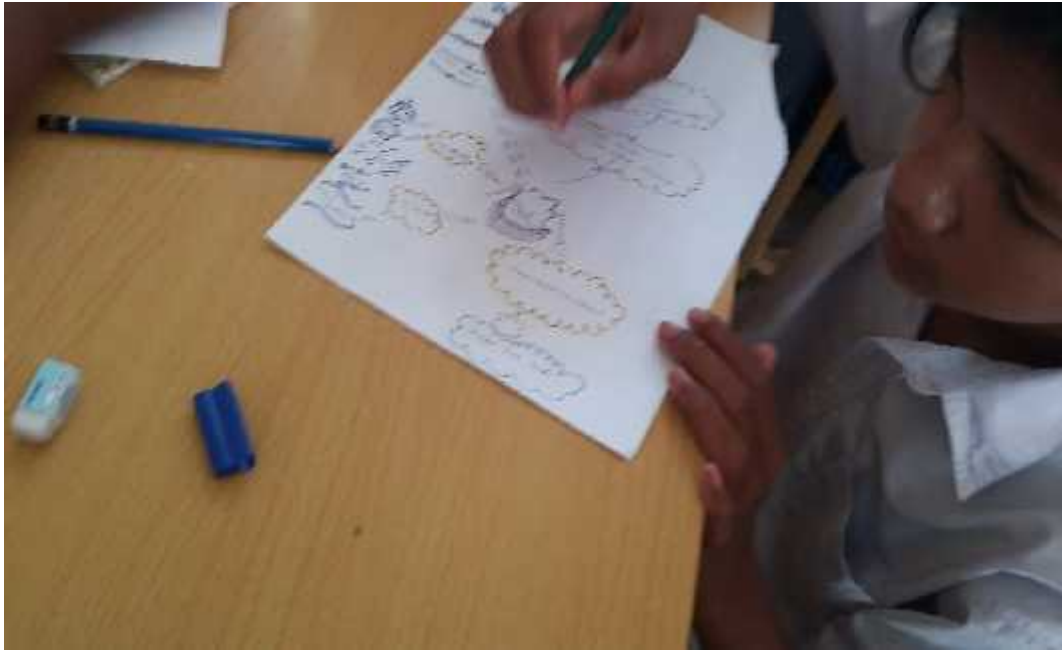


Figure 6. Students make mind mapping diagram before write snow white story

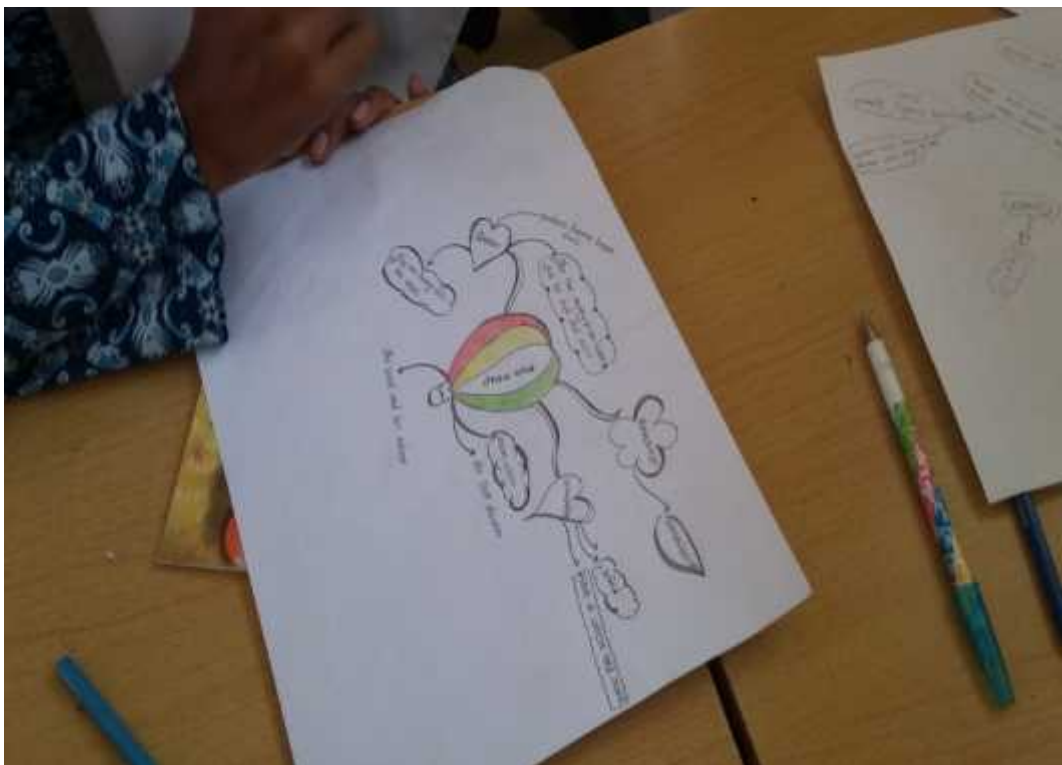


Figure 7. Students make mind mapping diagram before write snow white story

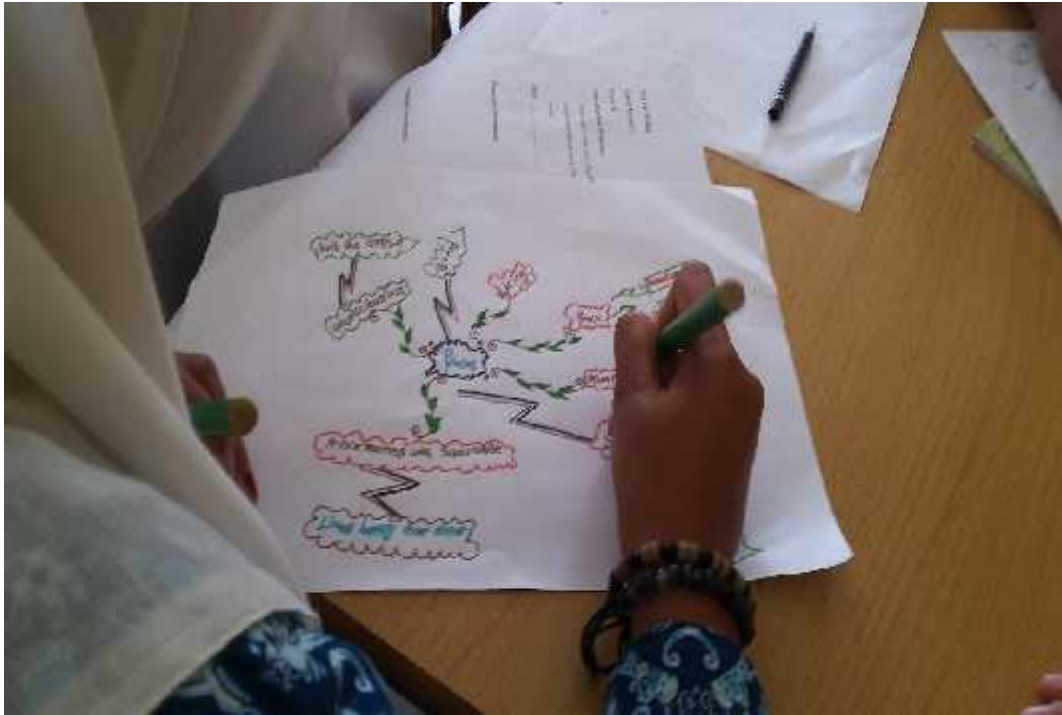


Figure 8. the student make mind mapping diagram before write snow white story



Figure 9. The researcher is explaining about narrative text



Figure 10. The students get enthusiastic in following post test



Figure 11. The students submit the paper test

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/12263/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 7 Desember 2016

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** :
- Memunjuk Saudara:
- | | |
|-----------------------------|----------------------------|
| 1. Dr. Syarwan Ahmad, M.Lis | Sebagai Pembimbing Pertama |
| 2. Mulla, M.Ed | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Mukhlisah
NIM : 231324226
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Mind Mapping as A Way to Improve Students' Ability in Writing Narrative Text
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 28 Desember 2016

As. Rektor
Dekan,


Dr. Muilburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



PEMERINTAH KABUPATEN PIDIE JAYA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMA NEGERI 2 MEUREUDU

JLN Banda Aceh-Medan Km. 161 (0653) 51348

SURAT KETERANGAN PENELITIAN

No. 800.2/ 050/2017

Kepala Sekolah Menengah Atas (SMA) Negeri 2 Meureudu Kabupaten Pidie Jaya, dengan ini menerangkan bahwa :

Nama : Mukhlisah
NIM : 231 324 226
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Program/Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)

Benar yang namanya tersebut di atas telah mengadakan penelitian dan mengumpulkan data pada SMA Negeri 2 Meureudu Kabupaten Pidie Jaya tanggal 19 April s.d 3 Mei 2017. Untuk menyelesaikan studinya pada : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam dengan judul penelitian sebagai berikut:

"THE USE OF MIND MAPPING AS A WAY TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT".

Pembimbing : 1. Dr. Syarwan Ahmad, M.LIS
2. Mulia, M.Ed

Demikianlah surat keterangan ini kami berikan agar dapat dipergunakan seperlunya.

Meurah Dua, 3 Mei 2017
Kepala SMAN 2 Meureudu

H. M. Lidan Daud, S. Pd
Nip. 195807261983031004

AUTOBIOGRAPHY

Personal Identity

Name : Mukhlisah
Place and Date of Birth : Blang Awe, Juny 20th 1995
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Email : mukhlisahdnuris@gmail.com

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Mother's Name : Nurawati
Occupation : Farmer
Address : Blang Awe, Meureudu. Pidie Jaya

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Junior High School : MTsN Meureudu (2007-2010)
Senior High School : SMAN 2 Meureudu (2010-2013)
University : UIN Ar-Raniry (2013-2017)

Banda Aceh, July 27th 2017

Mukhlisah