The Effectiveness of Mind Mapping Techniques
In Improving Students’ Narrative Text Writing Ability
(An Experimental Study in the Second Grade Students of SMA Lab School UPI Bandung)

A RESEARCH PAPER

Submitted to the English Education Department as Partial fulfillment of the requirements
for Sarjana Pendidikan Degree

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STATEMENT

I hereby that this paper, entitled "The Effectiveness of Mind Mapping Techniques in Improving Students' Narrative Text Writing Ability", is completely only my own work. It contains no materials which has been submitted for any other degree or diploma at any university except what due references or acknowledgements are in the text.

Bandung, Desember 2008

Litani Wahyu Kusumaningsih
PREFACE

All praises might be to Allah SWT, The Most Gracious and The Most Merciful and peace be upon His last Prophet and his purified progeny and yhe righteous among his companions.

This paper entitled ‘The Effectiveness of Mind Mapping Techniques in Improving Students’ Narrative Text Writing Ability” submitted as a partial fulfillment of the requirement for Sarjana Pendidikan degree. This study tried to find out clear description whether the Mind Mapping techniques in improving students’ writing narrative text is effective or not.

Any constructive comments or criticism will be accepted for better further study since the researcher realizes that this paper is still far beyond perfect.

Hopefully, this study is expected to give a contribution for English teaching-learning.

Bandung, December 2008

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ABSTRACT

The focus of this research was to investigate the effectiveness of Mind Mapping techniques in improving students' narrative text writing ability of 60 students second grader students in SMU Lab School UPI Bandung. It was also to find out the advantages and the disadvantages of using this techniques.

A quasi experimental design was used to conduct the research. The samples of this study were XI IPS I as the experimental group, and XI IPS II as the control group. The experimental group was given the treatment, while the control group was not given any treatment.

Data collection was taken from pre-test and post-test, and questionnaire. The independent t-test formula were used to analyze the data from the tests. Meanwhile, the data from questionnaire was analyzed to examine the advantages and the disadavantages of Mind Mapping techniques.

The research findings showed that Mind Mapping techniques was effective in improving students' narrative writing ability, especially in pre-writing stages which involving the generating ideas process. Additionally, the data result from questionnaire showed that Mind Mapping techniques had several advantages. First, Mind Mapping techniques eased students to understand the structure and features of narrative text. Second, Mind Mapping techniques helped students made a creative and systematical narrative story. However, the difficulties of the proper vocabulary became one of the disadvantages of Mind Mapping techniques. Moreover, this techniques also needed a long time consumed in the implementation.

This study is expected to give a good contribution for teachers and students in teaching and learning narrative writing.
CHAPTER II THEORETICAL FOUNDATION

2.1 Writing .............................................................................................................. 9
   2.1.1 Nature of Writing ................................................................. 9
   2.1.2 Aspects of Writing ............................................................. 11
2.2 Teaching Writing ......................................................................................... 12
   2.2.1 The Purpose of Teaching Writing .............................................. 12
   2.2.2 Procedure of Teaching Writing ............................................... 13
   2.2.3 Genre Approach in Teaching Writing ..................................... 14
2.3 Narrative ......................................................................................................... 16
   2.3.1 Definition of Narrative .............................................................. 16
   2.3.2 Kinds of Narrative ................................................................. 17
   2.3.3 The generic Structure of Narrative ........................................ 18
   2.3.4 The Language Features of Narrative ...................................... 18
   2.3.5 Teaching Narrative Writing ................................................... 19
2.4 Mind Mapping techniques ............................................................................. 20
2.5 Related Study ................................................................................................. 24

CHAPTER III METHODOLOGY

3.1 Research Problem ......................................................................................... 28
3.2 Research Methods ......................................................................................... 28
   3.2.1 The variables ............................................................................. 29
3.3 Research Subject ......................................................................................... 29
   3.3.1 Population .................................................................................. 29
   3.3.2 Sample ....................................................................................... 30
3.4 Research Procedure ....................................................................................... 30
3.5 Research Instruments ................................................................................... 31
   3.5.1 Writing Test ............................................................................... 32
   3.5.2 Questionnaire ........................................................................... 32
3.6 Data Collection ................................................................. 32
  3.6.1 Testing validity and Reliability of The test ............................. 32
    3.6.1.1 Validity ...................................................................... 33
    3.6.1.2 Reliability ................................................................. 34
  3.6.2 Conducting The Pre-test......................................................... 35
  3.6.3 Giving The Treatment .......................................................... 35
  3.6.4 Conducting The Post-test ...................................................... 35
  3.6.5 Administering questionnaire ............................................... 36
  3.6.6 Counting The Data using t-test ............................................ 36
3.7 Data analysis ........................................................................ 36
  3.7.1 Data analysis of Pre-test and Post-test ................................. 36
  3.7.2 Normality Distribution test................................................... 37
  3.7.3 Variance homogeneity test.................................................... 37
  3.7.4 The calculation of t-test ....................................................... 38
  3.7.5 Questionnaire analysis......................................................... 39

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Findings .............................................................................. 40
  4.1.1 Data Presentation in Statistical process ................................. 41
    4.1.1.1 The Calculation of Pre-test Score .................................. 41
      4.1.1.1.1 Test of Normality Distribution .................................. 41
      4.1.1.1.2 The Homogeneity of The Variance Test ...................... 44
      4.1.1.1.3 t-test ..................................................................... 45
    4.1.1.2 The Calculation of Post-test Score .................................. 47
      4.1.1.2.1 Test of Normality Distribution .................................. 47
      4.1.1.2.2 The Homogeneity of The Variance Test ...................... 49
      4.1.1.2.3 t-test ..................................................................... 50
    4.1.1.3 t-test for Experimental Group and Control Group ............ 52
      4.1.1.3.1 The Experimental Group Scores ............................... 53
4.1.1.3.1.1 Stating the Hypothesis .................................................. 53
4.1.1.3.1.2 Calculating the t-test .................................................. 53
4.1.1.3.2 The Control Group Scores .............................................. 55
  4.1.1.3.2.1 Stating the Hypothesis .............................................. 55
  4.1.1.3.2.2 Calculating the t-test .............................................. 56
4.1.1.4 The Questionnaire Analysis ............................................. 58
4.2 Discussions ........................................................................... 61

CHAPTER V CONCLUSIONS AND DISCUSSIONS

5.1 Conclusions .......................................................................... 66
5.2 Suggestions .......................................................................... 67

BIBLIOGRAPHY ........................................................................... 68
APPENDICES .............................................................................. 71
LIST OF TABLES

Table 2.1 The Procedures of Narrative Teaching Using Genre-Based Approach......................................................... 26
Table 3.1 General Schedule of the Study .................................................................................................................. 31
Table 4.1 The Result of Normality Test of pre-test in Experimental Group ......................................................... 42
Table 4.2 The Result of Normality Test of pre-test in Control Group................................................................. 43
Table 4.3 Homogeneity of Pre-test Score in Experimental and Control Group .................................................. 44
Table 4.4 The Mean of Pre-test Score in Experimental and Control Group ....................................................... 46
Table 4.5 Independent t-test of Pre-test Score in Experimental and Control group ............................................ 46
Table 4.6 The Result of Normality of post-test in Experimental Group ............................................................. 48
Table 4.7 The Result of Normality of post-test in Control Group ....................................................................... 48
Table 4.8 Homogeneity of Post-test Score in Experimental and Control Group .............................................. 50
Table 4.9 The Mean of Post-test Score in Experimental and Control group ...................................................... 51
Table 4.10 Independent t-test of Posttest Score in Experimental group and Control group ................................. 51
Table 4.11 Paired Samples Statistics of Experimental Group .................................................................................... 53
Table 4.12 Paired Samples Correlation of Experimental Group ............................................................................ 54
Table 4.13 Paired Samples Test of Experimental Group ....................................................................................... 54
Table 4.14 Paired Samples Statistics of Control Group ........................................................................................ 56
Table 4.15 Paired Samples Correlation of Control Group .................................................................................... 56
Table 4.16 Paired Samples Test of Control Group ............................................................................................... 57
Table 4.17 Result of Questionnaire ..................................................................................................................... 59
LIST OF FIGURE

Figure 2.1 Hand drawn Mind Maps.........................................................22
Figure 2.2 hand Drawn Mind Maps.........................................................22
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