

**USING MIND MAP-PICTURE SERIES STRATEGY TO IMPROVE  
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT SMP  
NEGERI 11 MALANG**

**UNDERGRADUATE THESIS**

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BY  
**RUTH OKTAVIA HALIM**  
NIM 115110500111065

**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2015**

## DECLARATION OF AUTHORSHIP

Herewith I,

Name : Ruth Oktavia Halim

NIM : 115110500111065

Address : Dr. Wahidin Dalam No. 6, RT.05 RW.01, Kecamatan Klojen  
Kota Malang

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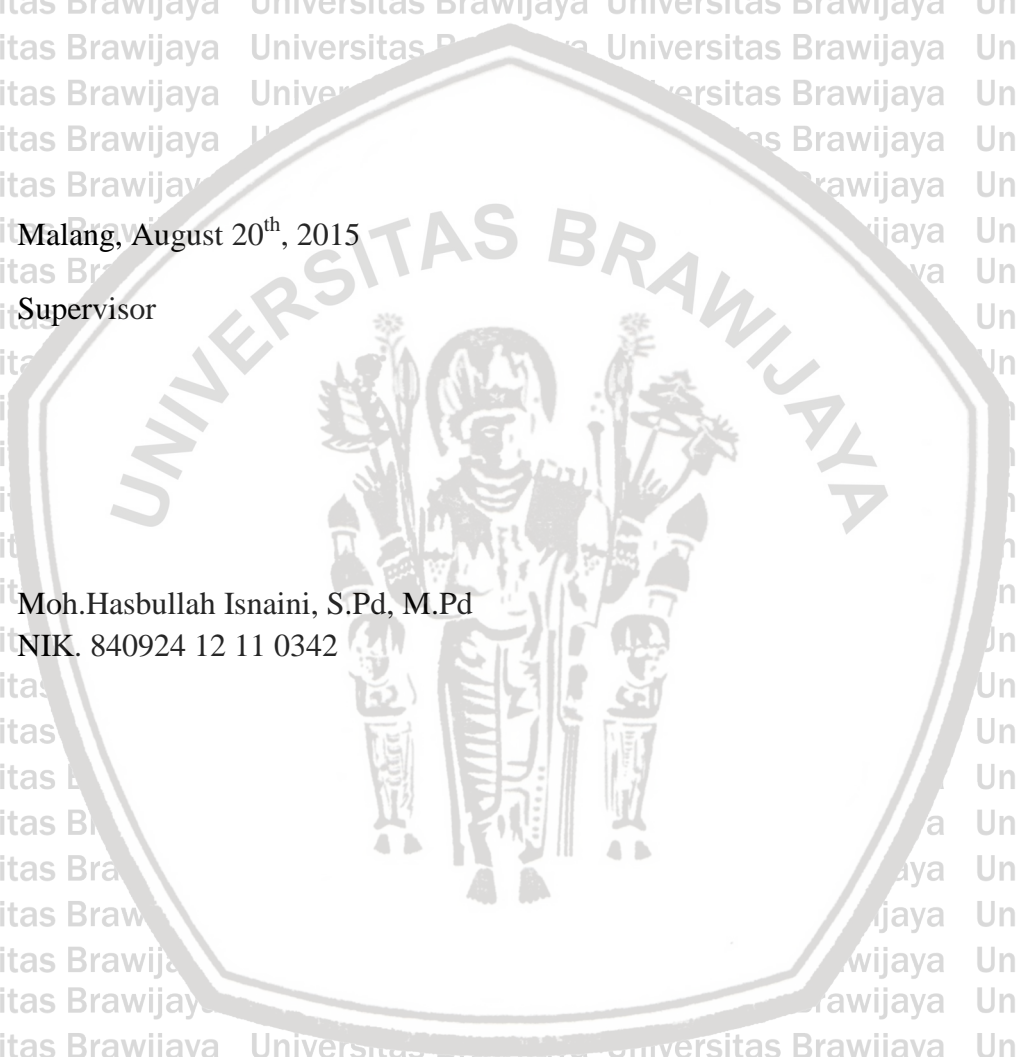
Ruth Oktavia Halim  
NIM. 115110500111065

This is to certify that the *Sarjana* thesis of Ruth Oktavia Halim has been approved  
by the Board of Supervisor

Malang, August 20<sup>th</sup>, 2015

Supervisor

Moh.Hasbullah Isnaini, S.Pd, M.Pd  
NIK. 840924 12 11 0342





This is to certify that the *Sarjana* thesis of Ruth Oktavia Halim has been approved  
by the Board of Examiners as one of the requirements for the degree of *Sarjana*  
*Pendidikan*

Frida Unsiyah, S.Pd, M.Pd., Chair  
NIK.2012018102212001

Moh.Hasbullah Isnaini, S.Pd, M.Pd, Member  
NIK. 840924 12 11 0342

Acknowledged by,  
Head of English Language Education  
Program

Sighted by,  
Vice-Dean of Academic Affair

Dr. Sugeng Susilo Adi, M.Hum  
NIP. 19680521 200801 1 004

Syariful Muttaqin, M.A  
NIP. 19751101 200312 1 001

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The researcher admits that this thesis is beyond from the perfection, thus the researcher will accept suggestions and comments for the improvement of this thesis.

Malang, August 20<sup>th</sup>2015

The Researcher



## ABSTRACT

Halim, Ruth Oktavia. 2015., **Using Mind Map-Picture Series Strategy to Improve Students' Ability in Writing Narrative Text at SMP Negeri 11 Malang**, English Language Education Program, Universitas Brawijaya.  
Supervisor: Moh. Hasbullah Isnaini, M.Pd.

Key words: mind map, picture series, writing ability, narrative text

Writing is considered as important skill among the other language skills which should be learnt by the students. However, the students find some difficulties in writing. For instance, in constructing a narrative text, the students should be able to write chronologically. They also require creative thinking to express ideas and use appropriate linguistic features. Related to those problems, the researcher revealed unsatisfactory results in writing narrative text of the eight graders of *SMP Negeri 11 Malang*. One of the strategies that can be used to solve the problems is mind-map-picture series strategy which is the combination of mind map and picture series.

This study aims at finding out whether the use of mind map-picture series strategy can improve students' ability in writing narrative text. The researcher applied Classroom Action Research (CAR) as the research design to know the improvement of writing ability in VIII-A class students at *SMP N 11 Malang*. There were 32 students participated in this study. To collect necessary data, the researcher used five instruments which were test, field notes, interview guide, questionnaire, and observation checklist.

From the result of those instruments, it shows that mind map-picture series strategy is able to improve the students' ability in writing narrative text. It is dealing with the fulfillment of the criteria of success which had been set by the researcher which were 75% of the students involved during learning process using mind map-picture series strategy and 75% of the students passed at least 75 as the standard of minimum score (KKM). For the first criteria, the result of preliminary study showed that 34% of the students did not interest in learning English. Then, after employing the strategy in learning process, the students' involvement improved from 71% in cycle one to 84% in cycle two. Moreover, the questionnaire's results shows 72% of the students felt motivated in learning English. Meanwhile for the second criteria, it shows significant improvement from preliminary study to cycle two. From the result of test, it revealed that the number of students passed KKM increased from 0% in pre-test to 36 % in cycle one. For the cycle two, it shows that 87.5% of the students passed KKM.

Based on the result of the study, the researcher concludes the use of mind map-picture series strategy succeeds to improve students' ability in writing narrative text and also enhance the students' participation. As suggestion for the English teacher, the school and the other researchers, this study can be used as additional sources in improving the students' writing ability. In other hand, it is possible to conduct the study using this strategy in other types of text or other skills.

## ABSTRAK

Halim, Ruth Oktavia. 2015., **Menggunakan Strategi *Mind Map-Picture Series* untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Naratif di SMP Negeri 11 Malang**. Program Studi Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Moh. Hasbullah Isnaini, M.Pd.

Kata Kunci: pemetaan pikiran, gambar berseri, kemampuan menulis, teks naratif.

Menulis dipertimbangkan sebagai kemampuan yang penting diantara kemampuan berbahasa yang harus dipelajari oleh siswa. Tetapi, murid menemukan masalah dalam menulis. Seperti dalam membuat teks naratif, siswa diharuskan untuk menulis sesuai urutan. Mereka juga membutuhkan pemikiran kreatif untuk mengekspresikan ide dan menggunakan kata yang tepat. Sehubungan dengan masalah tersebut, peneliti mengungkapkan hasil yang kurang memuaskan dalam menulis teks naratif pada siswa kelas delapan SMP Negeri 11 Malang. Salah satu strategi yang dapat digunakan untuk mengatasi masalah tersebut adalah strategi *mind map-picture series* yang merupakan kombinasi antara pemetaan pikiran dan gambar berseri.

Penelitian ini bertujuan untuk menemukan apakah penggunaan strategi *mind map-picture series* dapat meningkatkan kemampuan siswa dalam menulis teks naratif. Peneliti mengaplikasikan Penelitian Tindakan Kelas (PTK) sebagai desain penelitian untuk mengetahui peningkatan dari siswa kelas VIII-A di SMP N 11 Malang. Terdapat 32 siswa berpartisipasi dalam penelitian ini. Untuk mengumpulkan data yang dibutuhkan, peneliti menggunakan lima instrumen yaitu tes, catatan lapang, pedoman wawancara, kuesioner, dan lembar observasi.

Dari kelima hasil instrumen, ini menunjukkan bahwa strategi *mind map-picture series* dapat digunakan untuk meningkatkan kemampuan siswa dalam menulis teks naratif. Sehubungan dengan tercapainya criteria sukses yang telah ditentukan, yaitu 75% siswa berpartisipasi dalam proses pembelajaran menggunakan strategi *mind map-picture series* dan 75% siswa setidaknya melampaui 75 sebagai KKM. Untuk kriteria pertama, hasil dari penelitian terdahulu menunjukkan bahwa 34% siswa tidak tertarik belajar bahasa Inggris. Lalu, setelah mengaplikasikan strategi ini, partisipasi siswa meningkat dari 71% pada siklus satu ke 84% pada siklus dua. Selain itu, hasil kuesioner menunjukkan 72% siswa termotivasi belajar bahasa Inggris. Sedangkan untuk criteria kedua, ini menunjukkan peningkatan yang signifikan dari penelitian terdahulu ke siklus dua. Dari hasil tes, ini mengungkapkan jumlah siswa yang melampaui KKM meningkat dari 0% pada test awal ke 36% pada siklus satu. Untuk siklus dua, ini menampilkan bahwa 87.5% siswa melampaui KKM.

Berdasarkan hasil penelitian, peneliti menyimpulkan penggunaan strategi *mind map-picture series* berhasil untuk meningkatkan kemampuan menulis teks naratif dan meningkatkan partisipasi siswa. Saran untuk guru bahasa Inggris, sekolah dan peneliti lainnya, penelitian ini dapat digunakan sebagai informasi tambahan dalam meningkatkan kemampuan menulis siswa. Di lain pihak, ini memungkinkan untuk melakukan penelitian yang lain menggunakan strategi ini pada jenis teks yang lain dan kemampuan berbeda.



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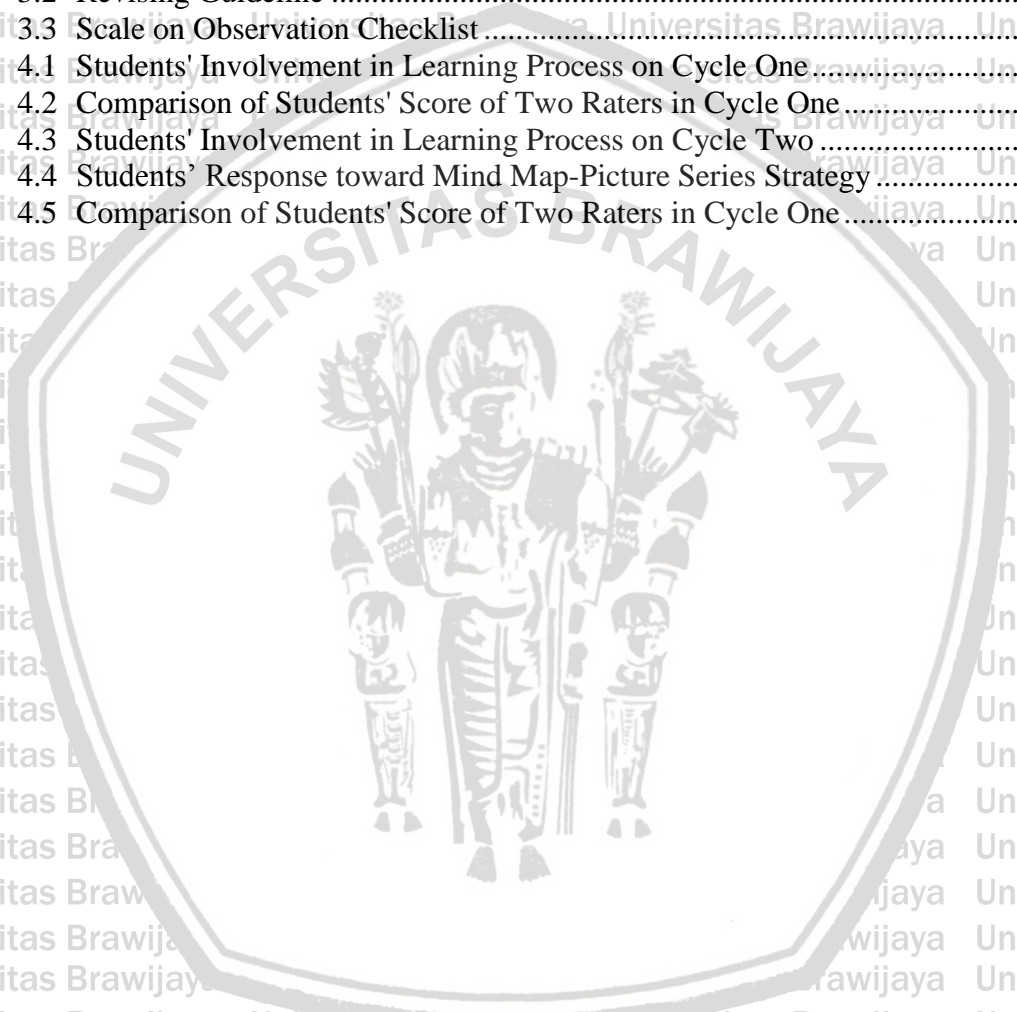
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