1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

THE INFLUENCE OF THE APPLICATION OF MIND MAPPING STRATEGY ON STUDENTS' COMPETENCE IN WRITING NARRATIVE PARAGRAPH AT THE SECOND YEAR STUDENTS OF *SMP WAHIDIN KOTA CIREBON*

A THESIS

Submitted to English Education Department of Tarbiyah Faculty of *Syekh Nurjati*
State Institute for Islamic Studies in partial
Fulfillment of The Requirements for Islamic Scholar Degree in English Education

Arranged By:

ANI YUNIARTI

Reg Number: 58430655

THE ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES CIREBON

2012

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

ABSTRACT

ANI YUNIARTI : The Influence Of the Application of Mind Mapping Strategy On Students' Competence in Writing Narrative Paragraph at The Second Year Students of *SMP Wahidin Kota Cirebon*

The main duty of teacher is carrying out activities of learning. Teacher should know the meaning of learning activity, teaching and learning strategy in order to create an effective activity. One of learning object is English. There are four major skills of language that the learners have to improve: speaking, reading, writing, and listening. But actually writing skill is considered as the most difficult among them. In the writing process, there are some obstacles inside. Teacher should select and decide the appropriate strategies to overcome writing problem. One of them is mind mapping. Mind map is represent one of the strategy of study by means of approach of brain entirety. This strategy gives opportunity to student to raise original idea and to trigger easy memory. In this way the student expected to please their learn and their creative so that can improve mastery of the subject

The objectives of this study are to find out the data about the application of mind mapping strategy at the Second Year of *SMP Wahidin Kota Cirebon*, to find out the data about the students' competence in writing narrative paragraph before the application of mind mapping strategy (pre test), to find out the data about the students' competence in writing narrative paragraph after the application of mind mapping strategy (post test), to find out the data about The Influence Of The Application of Mind Mapping Strategy on Students' Competence in Writing Narrative Paragraph.

The research design in writing this thesis is experiment. The model of experiment is one group pre test and post test design. The population of this research is the second year students of *SMP Wahidin Kota Cirebon*. The researcher uses class VII A it is consists of 40 students.

The result of the questionnaire shows that average score of the application of mind mapping strategy as X variable is 70.65.Result of mean percentage is equal to 38.75 % strongly agree (SA), agree (A) 41.975 %, neutral (N) 6.5% disagree (DA) 7.375 % and strongly disagree (DSA) 5.125 %. The mean score before the treatment is 55.9, and the mean score after the treatment is 75.525. The computation of the t_{test} score of students' writing narrative paragraph is 21.90 and t table is 1.685 so $t_{test} > t_{table}$, or 21.90 > 1.6853

From the data above, it can be concluded that the students' competence after the application of mind mapping strategy is higher than before application of mind mapping strategy. So the writer should find appropriate strategy to improve students' competence in writing narrative paragraph

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

PREFACE

Bismillahirrahmanirrohim

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be given to Allah who has taught writing by pen. With his mercy and permission, the writer has been able to finish her thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him) his family, and his followers up to the end of the world.

The thesis entitled in "**THE INFLUENCE OF THE APPLICATION OF MIND MAPPING STRATEGY ON STUDENTS' COMPETENCE IN WRITING NARRATIVE PARAGRAPH AT THE SECOND YEAR STUDENTS OF *SMP WAHIDIN KOTA CIREBON***" is presented to fulfill one of the requirements to achieve the degree of Islamic scholar in education at English Education Department of Tarbiyah Faculty of *IAIN Syekh Nurjati Cirebon*.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey her sincerely profound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar MA, the Rector of *Syekh Nurjati* State Institute for Islamic Studies (*IAIN*) *Cirbon*.
2. Dr. Saefudin Zuhri, M.Ag, the Dean of Tarbiyah Faculty of *Syekh Nurjati* State Institute for Islamic Studies (*IAIN*) *Cirebon*.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

3. Dr. Hj. HuriyahSaleh, M.Pd, the Chief of English Department of *IAIN Syekh Nurjati Cirebon* and as the First Supervisor in writing this thesis
4. Tedi Rohadi, M.Pd,S.E,Dipl. TEFL, as the Second Supervisor in writing this thesis
5. Suparmin, S.Pd, as the Head Master of *SMP Wahidin Kota Cirebon*
6. All friends who have helped the writer in finishing the thesis either formally or informally

The writer realizes that this thesis is still far from being perfect and there are many mistakes and available in this thesis is becoming her responsibility.

Finally, the writer hopes this thesis will be some valuables to the readers, especially for herself and for the English Education Department of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon.*

Cirebon, July, 2012

The Writer

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

TABLE OF CONTENTS

Abstract

Preface

Table of Contents

CHAPTER I INTRODUCTION

A. The Background of the Problem 1

B. The Identification of the Problem 4

C. The Limitation of the Problem 5

D. The Questions of the Research 6

E. The Aims of the Research 6

F. The Usefulness of the research 7

CHAPTER II THE THEORITICAL FOUNDATIONS

A. Description of Mind Mapping Strategy 8

1. Definition of Mind Mapping 8

2. Advantages and Disadvantages of Mind Map 9

3. How to Make Mind Mapping 11

4. Difference between Concept Map and Mind Map 12

5. Use of Mind Map Strategy in Writing Narrative Paragraph 14

6. Definition of Strategy 16

B. The Students' Competence in Writing Narrative Paragraph 17

1. Description of Competence 17

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

2. Description of Writing 17
3. Description of Narrative 21
4. Description of Paragraph 27
C. How to Write Narrative Paragraph 34
D. Narrative Writing on the junior high school learning 34
E. Narrative Writing Assessment 35
F. Frame of Thinking 37
G. The Hypothesis of the Research 39

CHAPTER III THE METHODOLOGY OF RESEARCH

A. The Objective of the Research 40
B. The Place and time of Research 40
C. The Variables of the Research 40
D. The Research Design 41
E. The Population and Sample 41
a. Population 41
b. Sample 41
F. The Technique of Collecting the Data 41
a. Observation 41
b. Test 42
c. Questionnaire 42

G. The Technique of Analyzing the Data 43

a. The Questionnaire Analysis Data 43

b. Test Analysis Data 44

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. . The Condition of the School 47

B. The Real Condition of the School 47

C. The Research Findings 51

D. Discussion 67

CHAPTER V THE CONCLUSION AND SUGGESTION

A. Conclusion 69

B. Suggestion 70

BIBLIOGRAPHY

APPENDIX

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language plays an important role in human life, because language is a tool of human communication in daily life. By language, one can convey ideas, minds, feelings or information to others in orally and writing.

Language used in most human activities, without language human can not express his feelings, his desire, give advice and opinions. In expressing their language is different, there are speaking and writing.

Any human activity that is expressed in many ways it contains a meaning and purpose. So is the language that poured into the form of writing is an attempt to express thoughts and feelings that exist in a person through language.

In learning language, there are 4 major skills that the learners have to improve; speaking, reading, writing and listening. But among them mostly writing skill is considered as the most difficult.

Patel and Jain (2008 : 125)stated that writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. It becomes important aspect of students' expression at higher stage. Writing is a skill which must be taught and practiced.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

Paige Wilson and Teresa (2009: 205) states that think of writing as including levels of structures, beginning small with word connecting to form phrases, clauses and sentences. Then sentence connect to form paragraph and essays. To communicate clearly in writing, word must be chosen and spelled correctly.

Since the KTSP (Kurikulum Satuan Tingkat Pendidikan) announced in 2006, which more focus on genre in teaching writing, students are expected to be able to write many genres, such as descriptive, recount, exposition, reports, news item, anecdote and narrative. Students are challenged to produce a product that is a piece of well organized text.

However, in practical, students often face some difficulties in writing text. Kim (2005) states that students have struggle with many structural issues including selecting proper words, using correct grammar, generating ideas, and developing functional language skills, such as proper natural language use in different social contexts and using language in creative ways.

Ghait (2001) in his journal " problems of teaching writing" stated that students should recognize that writing is recursive process and the first time to get it is by involving students' experience topic in their writing process in order to help them willing to explore, revise and edit their own writing.

Narrative writing deals with students' experience. According to Kay and Humpreys (1993: 83), Narrative requires simply the recounting of an event or sequence of event and it deals with an experience. Narration is storytelling, whether we are relating a single story or several related ones. Through narration, we make a

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

statement clear by relating in detail something that has happened to us (Langan, 1987 :191).

Therefore, to solve the problem in learning writing, teacher should apply an effective techniques related in teaching writing. And the techniques should be learning ability in the other words, the extent to which writing can be learned without difficult. According to Buzan (2008: 4) stated that Mind mapping is a creative way of record, effective, in halfiah to be "minds" mapping. In additional Bobbi and Hernacki (1992 : 153) said that mind map is a technique use the whole brain by using visual images and other graphics infrastructure to form an impression.

There are some studies in the area of teaching writing. Such as: Nurlaeni (2010), Indriani (2008), and Maulida (2008).

The aims of research carried by Nurlaeni (2010) were to describe the result of the students' response of mind map and the correlation between the students' response and their competence in writing descriptive text. The difference between the pervious studies with the current is in the object of research. The writer object's is in junior high school at the second year students, but Nurlaeni's is at the first year students. After analyzed, she got high correlation.

Furthermore, a study conducted by Indriani (2008) shows that 81.5 % of the students agree that mind map increases their memorizing skill as well as creating a new idea and imagination, 92.6 % of the students say that it helps them to write, and 100% agree that they get advantages by mind mapping

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

In other hand, Maulida (2008) applied that using series of picture in her research to find the effectiveness in teaching narrative writing. Her research was conducted in the eleventh grade of SMAN 1 Cilegon. The visual media is succeeded to attract students' attention and there is a significant result of students writing score.

Those are the research in writing narrative. Most of the researches were succeeded; its means that the research is progressive. In this research the researcher will take mind mapping as a strategy in writing narrative. Beside that, the researcher wants to know is there any influence the application of mind mapping strategy on the students' competence in writing narrative paragraph. This research has difference with the other researches. The differences are in the object and the treatment

Concerning the explanation above, the writer is interested in investigating the influence of the application of mind mapping strategy on students' competence in writing narrative paragraph.

B. The Identification of The Problem

The problem in this research is classified into the following section:

1). The Field of The Research

The field of the research of this thesis is writing.

2). The Kinds of The Problem

The kinds of the problem namely:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

a. The lack of variety of learning strategy teachers use when learning to write a narrative
b. The low student motivation for learning teachers make it difficult to improve student learning outcomes
c. The facilities and infrastructure are inadequate
d. The lack of teacher competence
e. Low interest of students towards learning to write English, learning activities of students' writing tends to be low.
f. Inability of students in expressing and developing ideas in writing.
g. Inability of students in the organization of writing a meaningful

3).The Main of the Problem

The main problem of this research is the students are less active and have difficulty to develop the idea to write a narrative paragraph.

C. The Limitation of The Problem

As limitation, the research only focus on the students' response to the application of mind mapping strategy on students' competence in writing narrative paragraph at the second year students of *SMP Wahidin Kota Cirebon*.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

D. The Questions of The Research

The research formulates the problem into three questions, namely:

1) How is the students' response to the application of mind mapping strategy in writing narrative paragraph at the Second Year Students of *SMP Wahidin Kota Cirebon*?
2) How is the students' competence in writing narrative paragraph before the application of mind mapping strategy at the Second Year Students of *SMP Wahidin Kota Cirebon*?
3) How is the students' competence in writing narrative paragraph after the application of mind mapping strategy at the Second Year Students of *SMP Wahidin Kota Cirebon*?
4) Is there any positive and significant The Influence of The Application of Mind Mapping Strategy on Students' Competence in writing narrative paragraph at the Second Year Students of *SMP Wahidin Kota Cirebon*?

E. The Aims of The Research

The research purposes three kinds of aims of research as follows:

1) To find out the data about the students' response to the application of mind mapping strategy at the Second Year Students of *SMP Wahidin Kota Cirebon*

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

2) To find out the data about the students' competence in writing narrative paragraph before the application of mind mapping strategy at the Second Year Students of *SMP Wahidin Kota Cirebon* .

3) To find out the data about the students' competence in writing narrative paragraph after the application of mind mapping strategy at the Second Year Students of *SMP Wahidin Kota Cirebon* .

4) To find out the data about The Influence of The Application of Mind Mapping Strategy on Students' Competence in Writing Narrative Paragraph.

F. The Uses of The Research

1) For The Learner

Mind mapping help to make evident the key concepts or proposition to be learned and also suggest linkages between the knowledge and what he or she already knows.

2) For The Teacher

Mind mapping can be used to determine pathways for organizing meanings and for negotiating meanings with students, as well as to print out students' miss conceptions.

3) In Curriculum Planning and Organization

Mind mapping are useful for separating significant from trivial information and for choosing examples.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

The suggestions are as follows:

- For English Teacher, it is suggested to apply the mind mapping strategy in teaching narrative paragraph especially for writing skill
- Also it is suggested for English teacher to apply mind mapping strategy in different kind of paragraph and to investigate the application of mind mapping strategy in other skills, such as listening, reading or speaking.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

BIBLIOGRAPHY

Alfaro-LeFevre. *Critical Thinking and Clinical Judgment: A Practical Approach*. WB Saunders. Used with permission, 2004.

Ali Al Khuli, Muhammad. English *As Foreign Language: Linguistic Background and Teaching Methods*. Saudi Arabia: Riyadh University, 1957.

Arikunto, Suharsimi. *Prosedur penelitian Suatu Pendekatan Praktik.* Jakarta: PT. RinekaCipta, 2006.

Arikunto, Suharsimi. *Prosedur Penelitian*. Jakarta: BinaAksara, 1986.

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching.* New York: Longman,Inc

Brown, H.D. *Teaching By Principles: An Interactive to Language Pedagogy*. USA: Addison Wesley Longman, Inc, 2001.

Buzan, Tony. *The Power of Mind Mapping:" How to use mind maps to Boost Your Creativity, Achieve Faster Success, Greater Results, and Develop Winning Ideas at the Speed of Thought".* [Online]. Available at www.FortuneWell.com. Accessed on February 12th 2011, 2000.

Buzan, Tony. *How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Penguin Group, 2009

DePorter, Bobbi, & Mike Hernacki. *Quantum Learning*. Jakarta: Kaifa,2006.

Djuhaeri, Otong setiawan.*Genre*.Bandung : YramaWidya,2007.

Goh, Christine & Silver R E..*Language Acquisition and Development.*Singapore: pentice hall pearson Education South Asia Pte Ltd, 2004

Harmer, Jeremy. *How to Teach Writing*. Edinburgh: Longman, 2004.

Hartfiel, V, Faye. dkk. Learning ESL Composition. London: Newbury House Publishers, Inc, 1985.

Heaton. J. B. *Writing English Language Test*. London: Longman, 1995.

Hornby, A.S..*Oxford Advance Learner's Dictionary of Current English*. New York : Oxford University Press, 1987.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

Iskandarwassid, Dadang Sunendar. *Strategi Pembelajaran Bahasa*. Bandung: RosdaKarya, 2008.

Joseph D Novak, and D Bob Gowin. *Learning how to learn*. New York: Cambridge University Press, 1984.

Langan, John. *College Writing Skills*. New York: McGraw-Hill Companies Inc, 1987.

Langan, John. *Sentence Skills AWorkbook for Writers Seventh Edition*. New York : McGraw Hill, 2003.

Martin J Eppler. *A comparison between concept maps, mind maps, conceptual diagrams, and visual metaphors as complementary tools for knowledge construction and sharing*. Online]. Available at www.palgrave-journal.com/ivs. Accessed on February 12th 2011, 2000

M.F.Patel. Dr and PraveenM. Jain.*English Language Teaching: Methods, Tools and Techniques*.VaishaliNagar,Jaipur : Sunrise Publisher and Distributors, 2008.

Mattix, Betty Dietsch. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook*. New York: McGraw Hill, 2006.

Rose, Collin and Nicholl, Malcom J.*Accelerate Learning for the 21st Century*. Bandung: Nuansa, 2002.

Riduwan, *Dasar-dasar Statistika*. Bandung: Alfabeta, 2011.

Ridwan, *Metode dan Teknik Menyusun Tesis*. Bandung: Alfabeta, 2008.

Sanjaya, Wina. *StrategiPembelajaran*. Jakarta: Kencana, 2008

Sudjana, Dr. Nana. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya, 1990.

Wishon, E. George and Julia, M, Burks. *Let's Write English*. Canada: Litton Educational Publishing,1980.

(http://en.wikipedia.org/wiki/Mind_map). Accessed on May, 13th 2012