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STAIN KEDIRI

KOLEKSI REFERENSI

TIDAK DI PINJAMKAN

**MINDSCAPE LEARNING STRATEGY TO IMPROVE  
STUDENTS' NARRATIVE WRITING SKILL OF THE  
EIGHT GRADE OF MTSN MODEL PARE**

**THESIS**

Presented to  
State College for Islamic Studies (STAIN) Kediri  
In Partial Fulfillment of the Requirements  
For the Degree of *Sarjana* in English Language Education



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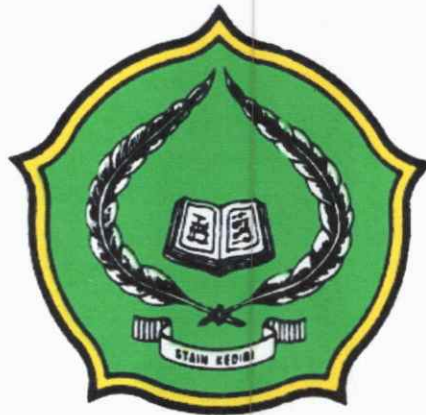
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2014**

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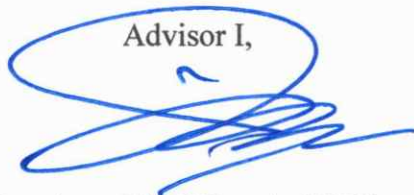
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 2014 kami dapat menerima dan menyetujui hasil perbaikannya.

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MOTTO

*“Life is struggle, no life without struggle”*

## DEDICATION

*This thesis is dedicated to:*

*My Lovely Parrents,*

*My Respectable Mother, NurHidayah, and my respectable Father,*

*M.Madkhan, for always giving motivation and pray.*

*My Lovely little Sister*

*Naili Sahila Rohmah, for giving spirit and motivatio in my life.*

*My sincerely advisors, Drs. Agus Edi Winarto, M.Pd and Chothibul*

*Umam,M.Pd, a million thanks I appreciate for all your nice and*

*pleasant suggestion to make my thesis better.*

*All of my friend (Faradiba, Binti, and all of friends in SSC) for giving*

*me motivation and pray.*

*All of my friends in theatre KaNda and PMII for giving me*

*motivation and give me more knowledge*

*My All lecturers and friends in STAIN Kediri.*

*Everyone who helped me in finishing this thesis,*

*thanks for everything.*



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On this most special occasion, the writer wishes to thank to all those people who have contributed advice and help to the writing of this thesis, it is my pleasure to acknowledge the following people.

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Finally, the writer would pray for anyone who involved in this work, may Allah bless them all and it is to be hoped this work will be useful.

Kediri, September 2014

The Writer

## ABSTRACT

CHUSNA WATI, FARICHA. 2014. *Mindscape Learning Strategy to Improve the students' Narrative Writing Skill of the Eight Grade of MTsN Model Pare Kediri*. Faculty of Education, English Department of the State College of Islamic Studies (STAIN) Kediri. Advisors: 1) Drs. Agus Edi Winarto, M.Pd. (2) Chothibul Umam, M.Pd

Key word: writing and mindscape

In teaching learning process in Indonesia, writing is one of the aspects in learning English. Writing will help students to think creative. It is very important to increase the students' brain to think and the students' knowledge. In this research, the researcher conducted a study by implementing mindscape learning strategy in teaching writing narrative text at MTsN Model Pare Kediri.

The research design employed in this study is collaborative classroom action research. In conducting the research, the researcher designs some instrument to get the data. They are: a) test, to know the students' achievement after the students used the teaching strategy in writing b) observation checklist, to know the activities in teaching learning process at MTsN Model Pare c) interview, to get the information from the students and the teacher about the writing activity in the class and d) documentation, to obtain the information in order to describe the English learning teaching activity in the classroom.

The result of this research can be seen from the discussion. There were three activities in this research that have been done, They are: The first is pre-writing. It is an activity to give the explanation to the students about the material narrative text and about the mindscape learning strategy. The Second is drawing mindscape. It would help the students to do the writing. The third is post writing. It is an activity to know the students' improvement in writing test after the students do the mindscape strategy. The percentage of the students' achieving the score greater than or equal to 75 improves significantly from cycle I to Cycle II. The percentage of the students achieving the score greater than or equal to 75 in cycle I was 65,6% (21 students out of 32). Meanwhile, in cycle II the percentage of the students achieving the score greater than or equal to 75 increased into 100% (32 students out of 32). From this research, the researcher concludes that mindscape learning strategy developed can improve the students' achievement in writing narrative text.

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