This thesis comes from the writer's assumption that students can write better composition if they apply prewriting technique. The writer observed the students' composition writing before they applied prewriting technique. The respondents are 40 students but at the end of the research there are only 35 qualified students. Through this thesis the writer is going to analyze the difference when the students of eighth grade Al Hamidiyah Islamic Secondary School write a composition without prewriting and after they apply the technique. The goal was to introduce brainstomning and clustering, which can be an option of writing techniques for the students. The observation was held for eight weeks, from April 23rd-June 25th, 2006. The writing time was ± 90 minutes per week. The observation was held to find students' writing difficulties, the factors that affected them and the result of their writing. As the result of this thesis, prewriting technique helps more than 70% of the qualified respondents in increasing their composition writing scores. The result was counted using a statistic method to prove whether the assumption was true or false. The analysis came from the pre-test with the post-test average score.
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