ABSTRACT

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT AT SECOND GRADE OF SMPN 1 TRIMURJO

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The objective of this research was to find out i) whether mind mapping significantly improved the aspects of writing and ii) the constraints in learning writing descriptive texts using mind mapping. This research was quantitative research which used one group pretest-posttest design.

The population of this research was the second grade students of SMPN 1 Trimurjo. The sample of this research was VIII A which consisted of 31 students. This research was conducted from January 18 to February 02 2017. The writing test was administrated as the instrument of the research. The data were analyzed by using t-test value in which the significance level was determined by p<0.05.

Comparing the result of the pre-test and posttest, it showed that mind mapping could improve students’ ability in writing descriptive text. The total score of pre-test was 1650 and the total score of posttest was 1963. It meant that the total score of pre-test to posttest had increased 313 points. The aspect with the highest increase was content (2.78). The second was vocabulary (2.46) then organization (2.43), grammar (2.13), and mechanics (0.26). The research also finds that the most improved aspect of writing is the content aspect. Moreover, from the result of observation and questionnaire, understanding grammar was the major constraint in learning descriptive texts.

It can be concluded that mind mapping gives a positive effect in teaching writing especially writing descriptive text. However, the second finding showed that understanding grammar was the major constraint in learning descriptive texts. Briefly, referring to the result above, it can be said that mind mapping technique facilitates the students to improve their writing skill in descriptive texts.