

**IMPROVING STUDENTS' ABILITY IN WRITING REPORT TEXT  
THROUGH MIND MAPPING TECHNIQUE AT THE SECOND  
GRADE OF SMA N 3 BANDAR LAMPUNG**

**A Script**

**By**

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**ENGLISH STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
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## **ABSTRACT**

### **IMPROVING STUDENTS' ABILITY IN WRITING REPORT TEXT THROUGH MIND MAPPING TECHNIQUE AT THE SECOND GRADE OF SMA N 3 BANDAR LAMPUNG**

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The aims of this research were to find out if mind mapping technique could improve the students' ability in writing report text and to find out which aspect of writing improved the most after they were taught by using mind mapping technique.

The approach of the research was quantitative. The subjects of the research were 33 students of XI IPA 5 class at SMA Negeri 3 Bandar Lampung in 2018/2019 academic year. In this research, the researcher administered five meetings. The beginning of the meeting, the researcher conducted the pretest to find out the students' initial ability in writing report text. Then, the researcher had three time meetings of the treatments. At the end of the meeting, the researcher conducted the post test to find out the students' writing ability after doing the treatments which used mind mapping technique. The result of the students' writing test was measured in terms of content, organization, vocabulary, language use, and mechanic. The data were analyzed by using Paired Sample t-test in which the significance was determined by sign  $< 0.05$ .

The result of the research showed that there was an increase of the students' ability in writing report text from the pre test to the post test after being taught through mind mapping technique. The result of computation shows that the value of one tailed significance was 0.000. It means  $H_1$  was accepted since  $0.000 < 0.05$ . The mean score of the pretest was 62.75 and the mean score of the posttest was 68.28. The increase of the mean score of the pretest and the posttest was 5.53. The increase included all aspects of writing and the first aspect that improved the most is content (2.28). The second is mechanic (0.37) then organization (1.02), vocabulary (0.94), and language use (0.93). It proves that mind mapping technique can improve students' ability in writing report text.

**Keywords:** *writing, writing ability, mind mapping technique*

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**Octavinia Manalu S**

**A Script  
Submitted in a Partial Fulfillment of  
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in  
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Teacher Training and Education Faculty**



**ENGLISH STUDY PROGRAM  
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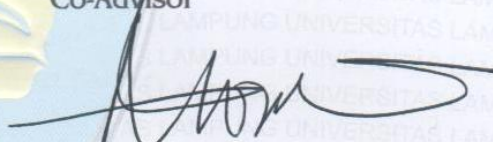


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Yang membuat pernyataan,


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## **CURRICULUM VITAE**

Octavinia Manalu S was born in Bandar Lampung on October 10<sup>th</sup>, 1996 as the last child of couple Edi Manalu S and Ami Yani. She has two older brothers and one older sister, Bona Berwan Manalu S, Fransiscus Manalu S, and Maiyumi Manalu S.

She started her study at TK Xaverius Panjang, Bandar Lampung in 2001. She continued to SD Xaverius 2 Panjang in 2002. She completed the study 6 years later in 2008. Then, she enrolled in Xaverius 1 Teluk Betung Junior High School Bandar Lampung and she finished her junior high school in 2011. She continued her study to SMAN 10 Bandar Lampung. Then, she graduated from Senior High School in 2014. In the same year, she successfully passed SNMPTN program and was accepted as a student of English Education Study Program of the University of Lampung.

During her time in the University of Lampung, she applied herself as a buddy of AIESEC Unila student exchange program. She did KKN in Karangrejo, Tanggamus and she conducted PPL at Senior High School 1 Semaka. To complete her study, she undertook a research related to students' writing ability through mind mapping technique at SMA N 3 Bandar Lampung in October 11<sup>th</sup> 2018.

## **DEDICATION**

*This writing-work is fully dedicated to My Beloved Mother,  
Father, my older brothers and older sister who always keep on praying for my life  
and always support me in accomplishing this script.*



**MOTTO**

It is never too late to be what you might have been.

-George Eliot

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Praise is merely to God Almighty, the Lord of the lords, for the unlimited grace and tremendous blessings that enables the writer to accomplish this script, entitled *Improving Student's Ability in Writing Report Text Through Mind Mapping Technique at The Second Grade of SMA N 3 Bandar Lampung*. This script is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

1. Prof. Dr. Patuan Raja, M.Pd., as her first advisor, for his patience, encouragement, and who has been willing to spend his time to assist me in accomplishing this script.
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5. My beloved parents, Edi Manalu S and Ami Yani. Thank you so much for your loves, supports, prayers, spirit, and everything that they give to me till this time.
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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 20 May 2019

The writer,

Octavinia Manalu S

## **I. INTRODUCTION**

This chapter introduces several points which are relevant to the study. They are the background of the problems, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms which will be explained and clarified as the following.

### **1.1. Background**

In learning English, there are four major skills which need to be mastered by the learners. They are reading, writing, listening, and speaking. According to Langan (2007:13), writing is a necessary basic skill. Through writing, people can share the information with others, such as to carry out the transaction, to persuade, to infuriate, to tell how they feel, learn to shape their thoughts, their ideas and their lives. In addition, Raimes (1983: 76) says that writing is a skill in which people express their ideas, feeling and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as means of communication. However, Nunan (1985: 91) states that writing is clearly complex. This knowledge will be useful for the students and important for them to be able to express what they actually want to express. Not only that, but also there is another reason why writing is regarded difficult. According to Simpson in Supiani (2011: 13) the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate the organized ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.

Besides, most students did not like writing. The students considered writing was difficult. Their difficulties happened in producing a written text. Byrne (1988:4) states that writing is difficult for most people both in mother tongue and in foreign language. Hall and Harris (1979) in Waldron (2005:25) also say that writing is perhaps the most complex of all the language skills that the students must learn because there are many aspects to produce a piece of a good writing, such as: grammar, vocabulary, content, organizations, and mechanic. Those factors that might influence the students' quality of writing. Students mostly encountered the problems in writing because they were lacking of one of these factors; content, organization, vocabulary, grammar, and mechanic. Therefore, the teacher should pay attention in increasing those factors to make the students' writing skill better. The teacher should enrich the students' vocabulary, teach the rules of grammar, and develop the students' ability of making ideas.

There are many kinds of text such as narrative, recount, hortatory, descriptive, and report text. According to Barker (2000:23) report text is a piece of writing which aims to describe something in a general way. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. There are some topics that can be discussed in report text are such as; phenomenon, animals, sports.

There are some ways of teaching the report text. They differ on the media, method, or technique which are used in the teaching-learning process. Mind mapping can be an appropriate technique in teaching writing report text. Based on the researcher's experience in Teaching Practice (*PPL*) at SMAN 1 Semaka, it was found that the students still got difficulties in producing the ideas before they did writing. Besides, most of the students got bored and confused because they did not have the ideas that they were going to write. In line with the problem above, Buzan (2007) says that by using mind mapping, people can represent ideas



in visualization and graphic forms where one idea is connected to another idea by using branches. Mind mapping orders many keywords in every branch. In other words, it helps students to associate ideas, think creatively, and make connections in sentence. Therefore, the researcher believed that mind mapping could overcome the students' problem in producing the ideas which meant it helped them at the first writing step because they had already had the written ideas. Thus, the students just needed to elaborate the ideas into sentences then arranged them into paragraphs sequentially based on the generic structure of report text.

Besides the theories, there are some previous researches that have been conducted. The first research is conducted by Purnomo (2014) in MTs 1 Cekelan entitled "Improving Descriptive Writing Skill Through Mind-Mapping Technique at Second Grade Students of MTs Muhammadiyah 1 Cekelan in Academic Year of 2013 / 2014". It was found that the students' ability in writing descriptive text was still low. Students of MTs Muhammadiyah 1 Cekelan faced serious problem in constructing and arranging sentences as well. They were still confused to determine words to describe something. They used to do many mistakes when they used simple present tense. They usually used pattern of past tense to make a paragraph of descriptive text. Other than that, they faced the difficulty to express their idea about thing which they wanted to describe. The result of this research was that mind mapping could significantly improve students' ability in all aspects of writing. It could be said that mind mapping was a suitable technique to be applied in revising stage of teaching writing.

Another previous study was conducted by Aprilia (2017) who carried out a research about mind mapping technique to improve students' writing ability in writing descriptive text at second grade of SMPN 1 Trimurjo. The result of this research showed that there was an improvement in students' writing descriptive txt after being taught using mind mapping. Based on the result that had been

presented, it was proved that there was an improvement of students' writing ability in term of content, organization, vocabulary, grammar, and mechanics. Furthermore, the aspect of writing that improved the most was content.

Moreover, the similar research of mind mapping was conducted by Nurlaila (2013). Her research was aimed at investigating the use of mind mapping to help students improving their writing ability in writing descriptive text at seventh-graders in a Junior High School in Bandung. The results of this study showed that the use of mind mapping technique was effective to improve students' scores in writing descriptive text. Mind mapping technique contributes to help students' writing ability in writing descriptive text in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas.

In line with the research above, Cahyo (2013) tried to find out how the mind mapping technique is applied in the classroom to improve the students' writing skill in the English teaching learning process at Man Yogyakarta III. The subject is the tenth grade students of Man Yogyakarta III. The results of this study shows that the use of the mind mapping successfully improves the students' writing skill especially in content.

Referring to the explanation above, this researcher applied mind mapping as a technique in teaching writing on the report text of Senior High School students 3 Bandar Lampung. Despite of the previous studies, there was a difference between this research and the previous studies lies on focus. The focus of this research was to find out whether the students' ability in report text improved after they were taught by using mind mapping and also saw the aspects of writing which contributed the improvement after the mind mapping was applied in writing the report text at the second grade of SMAN3 Bandar Lampung.

## **1.2. Research Question**

Based on the explanation above, the researcher formulates the problem as follows:

1. Is there any improvement of students' writing in the report text after being taught by using mind mapping technique?
2. Which aspect improves the most after being taught by using mind mapping technique?

## **1.3. Objectives**

The objectives of the research are formulated as follows:

1. To investigate whether there is any improvement of students' ability in writing report text after being taught through mind mapping technique.
2. To find out which writing aspect that improves the best after being taught through mind mapping technique.

## **1.4. Uses**

The result of this research can be used as follows:

1. Theoretically, it can be used as a contribution to English teacher and researchers who are interested in conducting future research in the same field.
2. Practically, it can be used as an alternative technique in teaching writing report text.

## **1.5. Scope**

This research was conducted at SMAN 3 Bandar Lampung. The researcher chose SMAN 3 Bandar Lampung because the researcher had done pre-observation at SMAN 3 Bandar Lampung. After conducting the pre-observation, the researcher

found some problems especially in writing skill, whereas SMAN 3 Bandar Lampung is known as one of good schools in Lampung. The researcher chose one class at the experimental class. This research focused on the use of the mind mapping technique in increasing students' ability in writing report text. The subject of the research was directed to create a report text about sports which were printed and taken from the internet. Moreover, the students were asked to write a report text concerned on the five aspects of writing; content, vocabulary, organization, language use, and mechanics.

### **1.6. Definition of Terms**

Some terms are defined in order to give some basics understanding of the related variables and concepts.

#### **1. Writing**

It is a skill in which people express their ideas, feeling and thoughts which are arranged in words, sentences and paragraph using eyes, brain, and hand. (Raimes, 1983: 76).

#### **2. Mind Mapping**

Mind Mapping is an effective way of getting information in and out of your brain. Mind map is a creative and logical means of note-taking and note-making that literary maps out your ideas (Buzan, 2006).

#### **3. Report Text**

According to Barker (2000:23) report text is a piece of writing which aims to describe something in a general way. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information.

This chapter had already discussed the background of the problem, research question, the objectives of the research, the uses of the research, scope of the research, and the definition of terms. The next chapter will cover the literature review of this research.



## **II. LITERATURE RIVIEW**

This chapter explains about some theories related to the research. The theories will be the references for the researcher in conducting the research. The theories will be explained in the following subsections.

### **2.1. Writing**

Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is a form of thinking using the written word. Based on the definitions above, the researcher concludes that writing is a way to produce language that comes from what is in our mind. Then, it is written on a paper or a computer screen.

Hyland (2002: 7) said that writing has various kinds, it can be used as a means to express the writer's idea based on her experience, thoughts, and feelings. Other than that, there are a lot of schools that principally conduct writing to demonstrate knowledge of decontextualized facts with some awareness of a reader beyond the teacher examiner.

Writing is the most difficult skill to acquire and should only be taught after students have learned the other skills. Nik (2010) says that writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. Writing is the most difficult skills because writing needs good knowledge and hard thinking when the writer wants to produce words, sentences, and paragraphs which are grammatically correct. However, students are

expected to be able to write very well. In writing, the writer can express what is in their mind and deliver it to the readers.

Thus, it can be stated that writing is one of the language skills which needs a physical and mental process of students to express their ideas, feelings, experiences, messages, and opinions through words.

## **2.2. Aspect of Writing**

There are some elements which should be given a lot of attentions by the students in order to produce a good written product. Brown (2001) suggests that there are six major aspects of writing that should be fulfilled by the writers in producing a written text. According to Harris (1979: 68) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing).

Another expert, Heaton (1997: 138) states that writing skills are complex and difficult to be taught, requiring mastery not only grammatical and rhetorical devices but also the conceptual and judgement element. The following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas:

1. Grammatical Skill

Grammatical skill is the ability to write correct sentences.

2. Stylistic Skill

Stylistic skill is the ability to manipulate sentences and use the language effectively.

### 3. Mechanical Skill

Mechanical skill is the ability to correct those conventions peculiar to written language such as punctuation spelling.

### 4. Judgment Skill

Judgment skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

Another explanation, Jacobson (2003) mentions that there are five aspects of writing that should be the guidelines when the students want to write something, they are:

#### 1. Content

Content refers to substance of writing, the experience of the main idea. i.e., group of related statements that a writer presents as a unit in developing subject. Content paragraph does the work of conveying ideas rather than fulfilling the special function of transition, restatement and emphasis.

#### 2. Organization

Organization refers to the logical organization of the content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring particulars of its subject in line with what is still only a half-formed notion purpose.

#### 3. Vocabulary

Vocabulary refers to the selection of words those are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. Choosing words that express his meaning is precisely rather that skews it or blurs it.

#### 4. Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationship in paragraph writing.

#### 5. Mechanic

Mechanic refers to the use of graphic convention of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of the structure.

It can be concluded that generally, writing includes several aspects. The researcher prefers to use the aspects based on Jacobson (2003) because it is the easiest explanation about the aspects of writing to be understood by the researcher and the learners. Learners can produce the better text if they learn and understand first about those aspects.

### **2.3. Teaching Writing**

Writing is an expression of ideas, thoughts, and stories on a piece of paper. It is a process to communicate a writer's thought and feeling to the reader.

Richards (2003: 303) states that the four language skills such as speaking, listening, reading, and writing are taught in schools, writing is the most difficult skill for the teacher and students. The difficulties are found in generating and organizing ideas as well as translating the idea into readable text. This opinion is supported by Raimes (2003: 306) who states that learning and teaching language promote anxiety and there is more anxiety when writing is involved. Therefore, she said that some of the teachers do not feel confident to write in English even if it is in the native language.

Teaching writing is to teach the students how to express their ideas, feelings, or opinions in written forms. The teacher needs more focus in writing skill because it is the most difficult skill for most students.

Raimes (1983) mentions that teaching writing could reinforce learning in a unique way. Teaching writing is important in students' language learning.

Moreover, Brown (1980) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Teacher takes part as the person who provides guidance that helps them to learn the skills or knowledge.

In short, it can be stated that in teaching writing, teacher needs more focus on guiding the students to learn the skill. Writing might be the hardest for the students to be mastered, so teacher needs to provide the materials which are easy to be understood by the students and deliver them in the better way to overcome the problems that might come to the students.

In addition, Mappe (2000) states that there are different views on the stages that the writers go through in producing a piece of writing, but typically through model identifies four stages: pre-writing, drafting, revising, and editing. The description of each stage is shown as follows:

### **1. Pre-writing**

In this stage, students involve the activities, such as reading, brainstorming, making mind mapping, discussing, fast writing, questioning, interviewing, encouraging them before they write their first sentence in the first draft. A typical of pre-writing in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivated to write because they feel that they have something matter to say.



## **2. Drafting**

In this stage, students will select among ideas during pre-writing and structure.

The result of brainstorming session provides a plan of description of topic. The content might be without considering the grammatical aspect first.

## **3. Revising**

In this stage, the students review a draft to check content and organization based on the feedback from the students itself and the teacher or peers. Revision is a process in which writers do not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into a final form, and it is focused more on audience, mood, voice, length, clarity, completeness, and consciousness.

## **4. Editing**

In this stage, the students check their final text for some mistakes they have made base on the feedback given, such as spelling, punctuation, grammar, and all presentation.

Thus, the English that teachers have to guide the students when composing their writing. Interesting materials can motivate the students and make them enjoy in learning, in this case by the authentic material.

### **2.4. Concept of Report Text**

A report text is a piece of text that presents information about a subject. Report text usually contains fact about a subject, a description and information on its part, behavior, and qualities. It can be said that report text describes about persons, places or things in general based on people's research.

According to Gerot and Wignell (1994: 196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While, Hyland (2003: 29) said that social purpose of report is to present factual information, usually by classifying things and then describing their characteristics. Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about subject.

According to Gerot and Wignell (1994: 196), generic structure of report text includes:

- a. Generic classification: tells what the phenomenon under discussion is.
- b. Description: tells what the phenomenon under discussion which is in terms of parts, qualities, habits or behaviors.

The grammatical features of report text are:

- a. Using simple present tense
- b. Using adjective
- c. Using conditional logical connection

**The example of report text:**

Generic Structure	Cats
Generic classification	Cats are also called the domestic cat or house cat (with its scientific name: <i>Felis silvestris catus</i> or <i>Felis catus</i> ) is a type of carnivorous mammal of the family Felidae. The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Description	<p>Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Cats only eat meat, usually freshly killed prey. In captivity, cats cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material.</p> <p>Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently, the cat is one of the most popular pet in the world. Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the sphinx. These kinds of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.</p>
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It can be assumed that report text is the text which talks about describing some phenomena in general based on someone's research. Additionally, Thresia (2013) states that the report text usually contains the text that the facts can be proved scientifically. It means that it is more complicated and complex for Senior High School students if it is compared to descriptive text. In line with that, report text was used in this research. Furthermore, report text also appears in senior high school syllabus in Indonesia.

## **2.5. Mind Mapping**

Mind mapping is a common technique in the English teaching-learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the center. It is a good technique that can help students memorizing something because it enables us to arrange the facts and ideas.

Not only Mind Maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Buzan,2010). Mind mapping technique can be used to explore almost any topic, though discursive essays and narrative work particularly well as they front students' ideas and lend them to discuss ideas in group.

Buzan (2008) says that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using braches. Besides he also says that by using mind mapping, it is easy for people to put information into their memory.

Mind mapping is highly effective way of getting information in and out of your brain. Mind map is a creative and logical means of note-taking and note-making that literary maps out your ideas (Buzan, 2006).

The example of mind mapping:



After making the mind mapping, the researcher elaborates it into sentences then arranges it into a text.

### Cats

**Cats are also called the domestic cat or house cat (with its scientific name: Felis silvestris catus or Felis catus) is a type of carnivorous mammal of the family Felidae.** The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. **Cats only eat meat, usually freshly killed prey.** In captivity, cats cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material.

**Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus.** The ancient Egyptians of 3500 BC



have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently, the cat is one of the most popular pet in the world. **Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the sphinx.** These kinds of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.

Base on the theory and the example above, we can conclude that mind mapping is a technique that is used in the classroom for helping students memorizing and representing their ideas which will be connected one to another.

## **2.6. Teaching Writing Using Mind Mapping**

As we know that writing is the last skill which should be mastered by everyone. However, the students think that writing is difficult and boring activity. This is the reason for the teachers that should have good technique in teaching writing. Crider (2000) in her book “On Teaching Writing” states that without guidance, some students will never learn to write. Thus, by having the mind mapping of the idea of the topic, the students are guided to elaborate their ideas into paragraphs.

Here, the researcher was interested in applying mind mapping as a technique in teaching writing. Mind mapping technique is an activity in which helps the students to associate ideas, think creatively, and make connection in sentence. Mind mapping orders many keywords in every branch. Through mind mapping, the students were easy to make a text because they just needed to elaborate the sentences into paragraph after making the mind mapping of the topic that they were going to write. By using mind mapping, the students were also led to focus on the idea which will be written.

There are some of previous researches which is done by the researchers. The first is *Improving Descriptive Writing Skill Through Mind Mapping Technique at*

*Second Grade Students of MTs Muhammadiyah 1 Cekelan in Academic Year of 2013 / 2014* by Purnomo. The researcher concludes that the finding of this study has a positive influence in writing descriptive text.

The second is *Mind Mapping Technique to Improve Students' Writing Ability in Writing Descriptive Text at Second Grade of SMPN 1 Trimurjo* by Aprilia. The finding of this research shows that almost students in first grade have their score increased in each assessment given. Even though there are some students whose score cannot be improved, it is proved that mind mapping technique is able to improve the score in writing descriptive text.

The third is *The Use of Mind Mapping to Help Students Improving Their Writing Ability in Writing Descriptive Text at Seventh-Graders in a Junior High School in Bandung* by Nurlaila. Her finding shows that the use of mind mapping improves the students' ability in writing descriptive text.

The last is *Using The Mind Mapping Technique to Improve The English Writing Skill of The Tenth Grade Students at Man Yogyakarta III* by Cahyo. The result of this study shows that the use of the mind mapping is effectively improve the students' writing skill especially in content.

Based on previous researches above, it has been proved that mind mapping can be implemented successfully to teach writing descriptive text. Therefore, the researcher tried to apply mind mapping technique in teaching writing report text.

## **2.7. Procedure of Teaching Writing through Mind Mapping**

Procedure of applying mind mapping was used to make sure that the research is systematically arranged and to avoid confusion. In this research, there are several procedures of teaching writing through mind mapping from Mappe (2000). They are as follows:

## **1. Prewriting**

Prewriting activity gave warming up to the brain to gather the ideas to write about. It was begun by playing a video related to the topic. The students were asked several questions based on the video while the teacher wrote the students' answers became a mind mapping. Also, the teacher gave a brief explanation about the content, the generic structure and the language features of the text. After that the students made a mind mapping based on one of their favorite sports.

## **2. Drafting**

- The students were asked to elaborate their ideas which were in their maps become sentences.
- The students were asked to give numbers to each of the sentences sequentially regarded to the generic structure of the report text.
- The students were asked to arrange the sentences become paragraphs.

## **3. Revising**

- The teacher identified some mistakes in students' writing report text.
- The teacher gave more explanation about the mistakes in students' writing.

## **4. Editing**

In this stage, the groups of students checked their mistakes and also did a revision.

After that, the groups of students did editing that was making finalization text into a good text.

By using mind mapping technique, the students' writing could be developed and organized well. The time during the treatments was about 6x45 minutes.

## **2.8. Advantages and Disadvantages**

The advantages of mind mapping technique are:

1. It did not make the students confused to write because they already had the ideas about what they are going to write.
2. It increased understanding. Mind mapping improved the comprehension and produce a note with complete ideas.
3. It was fun because mind mapping did not limit the imagination and creativity.

The disadvantages of mind mapping technique are:

1. It needed a lot of time in organization.
2. It needed many times in finding the effective keywords.

In teaching learning activities, every single technique always has the advantages and disadvantages. It comes naturally, but mind mapping showed that it had more advantages than the disadvantages. However, the researcher tried to overcome the advantages of mind mapping.

## **2.9. Theoretical Assumption**

On the basis of theoretical review, it can be seen that mind mapping technique can help the students because it enables them to arrange the facts and the ideas. Buzan (2008) states that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides, he also states that by using mind mapping, it is easy for people to put information into their memory.

In report text, writers have to describe and analyze something generally. In this research, people can know that mind mapping appropriates to be applied in report text. People can make the report text easier by using mind mapping. By using

mind mapping, writers can put the central idea or main idea in the center then they explain the ideas into sub ideas before making the report text. After that the writers need to connect every idea with brunches and repeat this step to be applied in another sub idea.

Based on the explanation above, the researcher assumes that mind mapping is more effective to improve students' writing ability in report text. The students are better in their descriptive text of writing. It is indicated by their improvements of each writing component, i.e. Organization, vocabulary, language use, content, and mechanics (Sari, 2014).

Therefore, the researcher found that there was a difference in students writing report text achievement after being taught by using mind mapping. The students were expected to improve their written production, so that they could produce better writing than before. The researcher also found that the students writing aspects that improved the most was content.

## **2.10. Hypothesis**

The hypothesis which is proposed to be formulated in this research is below:

1. There is an improvement of students' ability in writing report text after being taught by using Mind Mapping.
2. Content is the writing aspect which improves the most after the students were taught by using Mind Mapping.

Furthermore, it could be inferred that there would be a difference of students' writing ability after the implementation of Mind Mapping.

This chapter has discussed writing, aspect of writing, teaching writing, concept of report text, mind mapping, procedure of teaching writing report text through mind mapping, advantages and disadvantages, theoretical assumption and hypothesis.

### III. METHODS

This chapter discusses methods which deal with several points. I.e., design, population and sample, data variable, instrument, data collection, data analysis, and hypothesis testing. The methods that will be discussed are:

#### 3.1 Design

In conducting this research, the researcher used one group pre-test post-test design, in which there is one group as the sample (Setiyadi, 2006). The class got treatment from the researcher and also got pre-test and post-test. In order to see whether the mind mapping could be used in improving the students' writing report text was determined by the difference scores of the pre-test and post-test. This research design was represented as follows:

<b>T1 X T2</b>
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It can be seen that:

T1: Pre-test

X: Treatment

T2: Post-test

The researcher conducted five meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was pretest session, then the next three days were the treatments for the students and the last day was posttest session. The pretest was done to find out the students' basic ability in writing report text before doing treatment. Then, the treatments were done to guide the students in writing report text. The last, posttest was done to find out the students' increase in writing

report text. It was also to make sure that mind mapping could be used to improve students' writing especially in writing report text.

### **3.2. Population and Sample**

The population of this study was the second grade students of SMA N 3 Bandar Lampung in academic year of 2018/2019. The sample was XI Science 5 class consisting 33 students. In this research, the researcher gave pretest, treatments, and posttest to the sample of the students.

### **3.3. Data Collecting Technique**

In collecting the data, the researcher gave two kinds of test. They were: pre-test and post-test. The data is explained as follows:

1. Pretest

In order to figure out the basic competence of the students' writing ability, the researcher conducted a pretest in form writing test (essay). The writing test was about giving information about a sport that they liked the most.

2. Posttest

After conducting the treatment, the researcher gave posttest to the students. The posttest was also in the form of writing test (essay) and about making report text. The students were asked to create a report text about a sport that they liked the most.

It could be concluded that to collect the appropriate data for answering what aspect improved the most, the researcher used the specification of aspect of writing skill to analyze in detail about the aspect that stood out more.

### **3.4. Research Procedures**

The procedures of the research are as follows:



### **1. Determining the population and samples**

The researcher chose SMA N 3 Bandar Lampung as the population and sample of this research. The researcher took one class as the sample of the research. The researcher chose XI IPA 5 as the sample of the research.

### **2. Deciding the materials to be taught and tested**

The researcher provided a topic for the pre test and post test.

### **3. Conducting pre test to the students**

The researcher prepared the topic during the pre test. So, the researcher asked the students to write report text by choosing one of the water sports as the topic to be written by them into report text. The time was 90 minutes for this test.

### **4. Giving treatments by teaching report text by using mind mapping technique**

In this step, the researcher explained the procedure in writing report text by using mind mapping technique. Then, the students were asked to make a report text after the researcher gave the examples.

### **5. Conducting post test to the students**

In order to see the improvement of students' writing ability, the post test was conducted in the class on the next day after having the treatments. The test was in form of writing. The students were asked to develop their report text based on the topic which had been given. The post test was conducted in 90 minutes.

### **6. Analyzing the test result (pre test and post test)**

After scoring pre test and post test, the researcher analyzed the data by using SPSS version 16.0 software program. In this step of the research procedures, the researcher gave score based on the five aspects of writing. The five aspects

were content, organization, vocabulary, language use, and mechanic. In scoring, the researcher used two raters in order to avoid the subjectivity of the research. The first rater was the researcher and the second rater was the English teacher of SMA N 3 Bandar Lampung.

In short, from the explanation above, there are six steps of research procedures in this research starting from selecting the material, conducting pre test, giving treatments, conducting post test, and analyzing the data.

### 3.5. Scoring Criteria of Writing Test

Five aspects which were evaluated by the researcher were content, organization, vocabulary, language use, and mechanic.

The criteria of writing score are devised from Heaton (1998; 146) as follows:

Aspects	Criteria	Score
Content	<input type="checkbox"/> <b>Excellent to Very Good:</b> Fluent expression. Ideas clearly stated/supported. Succinct. Well organized. Logical sequencing. Cohesive.	30-27
	<input type="checkbox"/> <b>Good to Average:</b> Sure knowledge of the subject adequate range. Limited development of thesis. Mostly relevant topic but lack of detail.	26-22
	<input type="checkbox"/> <b>Fair to Poor:</b> Limited knowledge of subject. Little substance. Inadequate development of topic.	21-17
	<input type="checkbox"/> <b>Very Poor:</b> Does not show knowledge of subject. Non- substantive, not pertinent, or no enough to evaluate	16-13
Organization	<input type="checkbox"/> <b>Excellent to Very Good:</b> Fluent expression. Ideas clearly stated/supported. Succinct. Well organized. Logical sequencing. Cohesive.	20-18
	<input type="checkbox"/> <b>Good to Average:</b> Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing	17-14
	<input type="checkbox"/> <b>Fair to Poor:</b> Non fluent. Ideas confused or disconnected. Lacks of logical sequencing and development.	13-10
	<input type="checkbox"/> <b>Very Poor:</b> Does not communicate. No organization or not enough to evaluate.	9-7
Vocabulary	<input type="checkbox"/> <b>Excellent to Very Good:</b> Sophisticated range. Effective word/idiom choice and usage. Word from mastery. Appropriate register.	20-18
	<input type="checkbox"/> <b>Good to Average:</b> Adequate range. Occasional errors of word/idiom choice usage but meaning no obscured.	17-14
	<input type="checkbox"/> <b>Fair to Poor:</b> Limited range. Frequent errors of word/idiom form choice usage. Meaning confused an obscured.	13-10
	<input type="checkbox"/> <b>Very Poor:</b> Essentially translation. Little knowledge of English vocabulary, idioms, word form or not enough to evaluate.	9-7

Language Use	<input type="checkbox"/> <b>Excellent to Very Good:</b> Effective, complex construction. Few errors of agreement, tense, number, word order/function, articles, pronoun, prepositions.	25-22
	<input type="checkbox"/> <b>Good to Average:</b> Effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.	21-18
	<input type="checkbox"/> <b>Fair to Poor:</b> Errors of negotiation, agreement, tense, number, word order/function, articles. Pronouns, prepositions and fragments, run-ons, deletion. Meaning confused or obscured.	17-11
	<input type="checkbox"/> <b>Very Poor:</b> Virtual no mastery of sentences construction rules. Dominated by errors. Does not communicate or not enough to evaluate.	10-5
Mechanics	<input type="checkbox"/> <b>Excellent to Very Good:</b> Demonstrates mastery of construction. Few errors of spelling, punctuation, capitalization, paragraphing.	5
	<input type="checkbox"/> <b>Good to Average:</b> Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	4
	<input type="checkbox"/> <b>Fair to Poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing. Poor handwriting. Meaning confused or obscured.	3
	<input type="checkbox"/> <b>Very Poor:</b> No mastery of convention.	2

Based on the criterion above, the researcher evaluated the aspects of report text writing based on content, organization, vocabulary, language use, and mechanics. The range of the score is 0 – 100.

### 3.6. Instrument

The instrument is an important thing in an experiment in which the reliability of the instrument will automatically affect the reliability of the obtained. Kerlinger (1965:481) states: “an instrument plays an important role in a study in the sense that the reliability a data obtained.” A test is used as an instrument to collect data in this study. In this study, the researcher used the essay test as an instrument to collect data. There were pretest and post test. In the first meeting, the researcher did pretest and for the last meeting after the treatment was post test.

### 3.7. Validity and Reliability

#### Validity

Validity is the extent to which it measures what it is supposed to measure. Hatch

and Farhady (1982: 50) also explain that validity refers to the extent to which an Instrument really measures the objective to be mastered and suitable with the criteria. A test must aim to provide a true measure of a particular skill which it is intended to measure. Thus, to know whether the test has good validity, the researcher looks from the content and construct validity.

#### *Content Validity*

Hatch and Farhady (1982: 251) states that content validity is the extent to which the test measures a representative sample of the subject matter content. It concerns whether the tests are good reflections of the materials that need to be tested. To know whether the test has good content validity, the researcher arranged the materials based on the objective of teaching in syllabus for the second grade of senior high school students. Besides, the instructions of the test had been discussed with the English teacher of SMA N 3 Bandar Lampung.

#### *Construct validity*

To find construct validity of the test, the researcher formulated the test by the concept of writing ability. In this case, the focus of the test included the content, organization, vocabulary, language use, and mechanics of writing report text by Jacobson (2003). In this research, the researcher asked the students to write a report text to measure the students' writing ability. The researcher classified the score using writing report scoring rubric by Heaton (1998; 146). The technique of scoring is based on five aspects. They are content, organization, vocabulary, language use, and mechanic.

### **Reliability**

Hatch and Farhady (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administers under similar conditions. A test will be considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second was the English teacher of SMAN3 Bandar Lampung. The researcher made sure that both raters used the same criteria for scoring the students' writing test. To measure how reliable the scoring was, this study used *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

- $p$  : Coefficient of rank order
- $d$  : Difference of rank correlation
- $N$  : Number of students
- 1-6 : Constant number

(Hatch and Farhady, 1982: 206)

According to Arikunto (2006), the criteria of reliability are derived as follows:

- 0.8 – 1.0 : very high reliability
- 0.6 – 0.79 : high reliability
- 0.4 – 0.59 : medium reliability
- 0.2 – 0.39 : low reliability
- 0 – 0.19 : very low reliability

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach the range of 0.6-0.79 (high reliability). The reliability of this research could be seen on the explanation below:

**1) Result of Reliability of the Score in Pretest**

$$p = 1 - \frac{6. \Sigma d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6.262}{33(33^2 - 1)}$$

$$p = 1 - \frac{1572}{33(1089 - 1)}$$

$$p = 1 - \frac{1572}{33(1088)}$$

$$p = 1 - \frac{1572}{35,904}$$

$$p = 1 - 0.0437$$

$$p = 0.956$$

The reliability is very high.

**2) Result of Reliability of the Score in Posttest**

$$p = 1 - \frac{6. \Sigma d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6.289}{33(33^2 - 1)}$$

$$p = 1 - \frac{1734}{33(1089 - 1)}$$

$$p = 1 - \frac{1734}{33(1088)}$$

$$p = 1 - \frac{1734}{35,904}$$

$$p = 1 - 0.0482$$

$$p = 0.951$$

The reliability is very high.

### 3.8. Data Analysis

After conducting pretest and posttest, the researcher analyzed the data.

It was used to know whether there was an improvement of the students' writing in the report text after being taught through mind mapping. The researcher examined the students score by using following steps:

1. Scoring pretest and posttest.
2. Calculating the total number of answers of pretest and posttest.

$$Md = \frac{\sum d}{N}$$

Md = mean

$\sum$  = total score of the students

N = number of students

3. Drawing conclusion from the tabulation result of pretest and posttest, that was statistically analyzed by using Repeated Measure t-test of SPSS (Statistical Program for Social Sciences) in order to examine if the students gained significant improvement. Null hypothesis is rejected if  $t\text{-value} > t\text{-table}$  with the level of significance at  $<0.05$ . From the data in Table 4.6., it could be seen that  $36.707 > 2.0345$  and  $0.00 < 0.05$ . Therefore, the research hypothesis was accepted. Besides, the mean score of the pretest is 62.75 and the mean score of the posttest is 68.28, so that the mean score of pretest and

posttest is 5.53. In short, it means that there is a significant increase of students' writing report text through mind mapping technique for the second grade students of SMA Negeri 3 Bandar Lampung with the mean score between pretest and posttest. Moreover, the aspect improved the most was content.

4. The result of students' report text writing ability was evaluated based on content, language use, organization, vocabulary, and mechanics. It can be seen in the table 4.3. that there is an increase in every of writing including content, organization, vocabulary, language use, and mechanic. The aspect with the highest increase is content (2.28). The second is mechanic (0.37) then organization (1.02), vocabulary (0.94), and language use (0.93).

### **3.9. Hypothesis Testing**

The hypotheses testing was used to prove whether the hypothesis in this research was accepted or not. There were two hypothesis in this research, the first hypothesis was tested statistically and the second hypothesis was not tested statistically. The hypothesis testing were stated as follow:

1. Mind mapping could improve students' ability in all aspects of writing.

H<sub>1</sub>: There is an increase in students' writing report text using mind mapping in term of content, organization, vocabulary, grammar, and mechanic.

H<sub>1</sub> was accepted with the significant value is lower than 0.05 (sign < 0.05).

2. Mind mapping could improve students' ability in writing report text, especially in content aspect.

These are the explanation of the method of the research. The method was used as guidance to conduct the research.



## **V. CONCLUSION AND SUGGESTIONS**

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use mind mapping technique as an additional step in teaching writing and for those who want to conduct similar research.

### **5.1 Conclusion**

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion:

1. Based on the result of this research, mind mapping technique can increase students' writing skill and it also improves the students' skill in five aspects of writing namely: content, organization, vocabulary, language use, and mechanic.
2. The content has the highest score than other aspect. It is because the students already have the ideas before writing which makes the students only need to elaborate their ideas into sentences then arrange the sentences into paragraphs. Mind mapping also makes the students more focus on making the ideas that will be the content of their writing.

Those are the conclusion with respect to the research about improving students' ability in writing report text through mind mapping technique.

### **5.2 Suggestions**

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

## **1. Suggestions to the teacher**

- a. English teachers are suggested to apply mind mapping technique as one of the alternative ways to increase the students' writing report text. This is because mind mapping technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic.
- b. English teachers are also suggested to use media in teaching writing by mind mapping technique while the treatments, such as: pictures, videos, and posters. It is because most of the students are more excited when the teacher uses media in teaching learning activity. Besides, the activities in the class will be more fun.
- c. Topic choice also motivates the students in learning activity. Teachers should choose a topic that is appropriate for students and also choose the topic which can make the students interested. The topic should be related to the students' daily life.
- d. The language use was the lowest aspect among the other aspects of writing. The English teachers are suggested to discuss more detail in form of language use especially about countable, uncountable noun, gerund, and the article; a, an, and the. Moreover, the researcher should ask the students in producing their own sentences in form of active and passive voice as the language feature of report text.

## **2. Suggestions to Other Researchers**

- a. In this research, the researcher only focused on the increase of students' report text writing ability. The researcher suggests other researchers to find

out the effect of mind mapping technique in other skills such as reading, listening and speaking.

- b. Other researchers also can try to find out other types of texts besides report text, for example: analytical exposition text, narrative text and procedure text.

This chapter presents about the conclusion of the research and also the suggestions for English teachers and other researchers who are interested in conducting future research in the same field.

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