THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE SECOND GRADE OF MTS N 3 LAMPUNG UTARA

(A Script)

By

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ABSTRACT

**THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO
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The objectives of this research were to find out whether there was significant improvement on students' writing skill of descriptive text after the implementation of mind mapping technique and also to find out which aspect of writing improved the most after the implementation of mind mapping technique.

The population of this research was second grade student of MTs N 3 Lampung Utara in the academic year 2018/2019. The sample of this research was class VIII A that consisted of 25 students. The data were in forms of writing scores that were taken through pretest and posttest and were analyzed by using *Repeated Measure T-test* in which the significance was determined by $p < 0.05$.

The result of this research showed that statistical computations indicated significant value of posttest-pretest was lower than 0.05. Therefore, the hypothesis of the research which stated that there is significant improvement on students' writing skill of descriptive text after the implementation of mind mapping technique was accepted. The mean score of pretest was 61.92 and the mean score of posttest was 80.00. It means that the students' score improved about 18.08. It was followed by content aspect with the gain 7.21 in which the aspect that improved the most over language use, organization, vocabulary and mechanic. Briefly, it can be concluded that mind mapping technique can be implemented to improve students' writing skill especially on descriptive text.

Keywords: *writing, descriptive text, mind mapping technique.*

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Dedi Hermansyah

A Script

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In

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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

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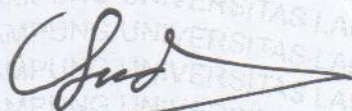Study Program : English Education

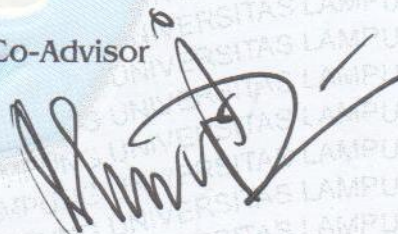Faculty : Teacher Training and Education

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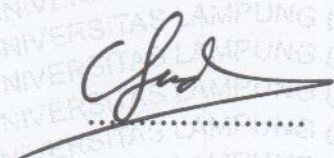The Department of Language and Arts Education

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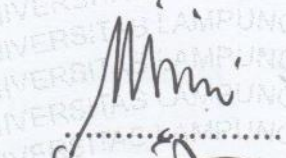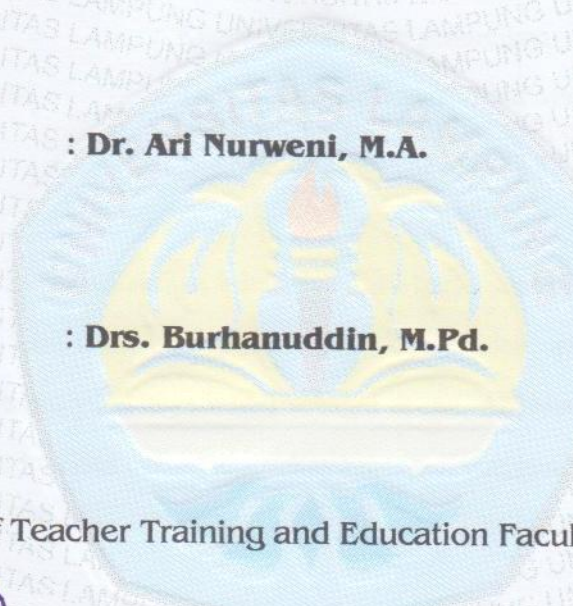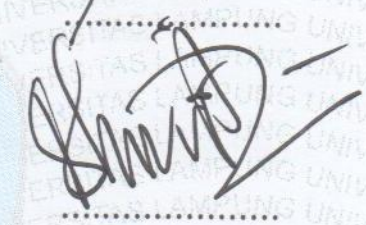# ADMITTED BY

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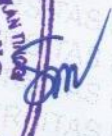
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JudulSkripsi   : The Implementation of Mind Mapping Technique to
Improve Students Writing Skill of Descriptive Text at
The Second Grade of MTs N 3 Lampung Utara

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 7 Oktober 2019
Penulis,

Dedi Hermansyah

vi

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All praises are only for Allah SWT. The almighty god, for blessing the writer with health and determination to finish this script. This script, entitled "The Implementation of Mind Mapping Technique to improve Students Writing Skill of Descriptive Text at The Second Grade Students of MTs N 3 Lampung Utara ". Is presented to the Department of Language and Arts Education of the Faculty of Teacher Training and Education, Lampung University as partial fulfilment 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:

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Finally, the writer believes that his writing is still far from perfection, there might be weakness in this research. Thus critics, comments, and suggestions are always welcome for better research. Somehow, the writer hopes this research would give positive contribution to the educational development, the readers and those who want to conduct further research.

Bandar Lampung, September 24th 2019

The Writer

Dedi Hermansyah

CURRICULUM VITTAE

The researcher's name is Dedi Hermansyah. He was born on January 6th, 1996 in Negeri Ratu, North Lampung. He is the last son of a lovely family of Muhajir and Indera Wati.

His educational background started at MIN 6 Lampung Utara in 2002. After he graduated from the elementary school in 2008, he continued his study in MTs N 3 Lampung Utara and graduated in 2011. Then, in 2011, he studied in SMA N 2 Kotabumi and graduated in 2014. In the same year, he successfully passed SNMPTN program and was accepted as a student of International Relation of Lampung University. In 2015 he moved to English Education Study Program and continued his study until he finished his education.

From August to September 2018, he did KKN in Kotaagung, Tanggamus and he conducted PPL at SMA Muhammadiyah Kotaagung. To complete his study, he undertook a research related to students writing achievement through mind mapping technique at MTs N 3 Lampung Utara.

DEDICATION

This script is entirely dedicated to:

My beloved parents: Muhajir & Indera Wati

My eldest brother, Ariansyah, S.Pd.

My beloved sisters: Selva Anggriana, S.Pd. & Mirna Liza, S.Pd.

My almamater, Lampung University.

MOTTO

"This world is like a shadow. If you try to catch him, he will run away. But if you turn your back on him, he has no choice but to follow you."

(Ibnu Qayyim Al-Jauziyyah)

TABLE OF CONTENTS

LIST OF TABLES

LIST OF DIAGRAMS

LIST OF APPENDICES

1. INTRODUCTION

This chapter focuses on the problem of this research. It consists of background, research questions, objectives, uses, scope, and definition of terms which are used in this research.

1.1. Background

English is important and categorized as a compulsory subject in Junior High School level. Students are expected to use English in both spoken and written form it can be seen from curriculum 2013 for basic competence to be achieved by students of Junior High School. In English subject, writing is one of four basic language skills that students need to master besides listening, speaking and reading. Compared to those three other language skills, writing is the most complicated skill to be learnt. In the process of writing, students deal with the process of arranging words into sentences and developing it into paragraph in order to make a piece of written text. However, writing is one of language skills which has to be acquired by the students of junior high school including MTs (Junior Islamic High School).

It is necessary in writing to express a continuous and logical idea by using certain vocabularies and grammar or language rules, so that it can describe or present

information clearly and understandable for the readers. Raimes (1987) says that writing is a skill in which we express the ideas, feeling and thought arranged in words, sentences and paragraph using eyes, brain and hand. From this statement, it can be said that in writing we involve our brain to think about the ideas then write it down into sentences. But in reality, many of students complain that they do not know how to write and they cannot connect the sentences into coherent ideas. Most of students have their ideas to write but do not know how to express them into words. This condition shows that there are many students still have difficulties in expressing their ideas and developing them into written forms especially in paragraph writing. For instance, when the students are given a topic by the teacher, they cannot write a paragraph based on the topic coherently and cohesively, which means their writings are not integrated well in form and meaning. They have troubles to associate the sentence to other sentences and they also lack of vocabulary.

Students should have good capabilities in writing in order to write appropriately. They must be able to organize the ideas to construct the sentences, and also to use punctuation and spelling appropriately. In making a good writing, there are five aspects that should be considered in the process of making a composition. According to Jacobs (1981) there are five aspects of writing, they are content, organization, vocabulary, grammar and mechanics. Those five aspects should be covered so that the readers can understand the message or information shared by the writer effectively.

Writing is very important in education, particularly for students who are studying at junior high school. Based on the basic competence for eighth grade, the students will deal with some kinds of texts such as descriptive text, recount text, narrative text, and procedure text. Among those kinds of writing text this research used descriptive text. Since descriptive text is included in the curriculum 2013 so that the students must accomplish it well.

The researcher did observation at MTs N 3 Lampung Utara and found that in writing subject the students were confused to develop their ideas. The English teacher informed that most of the students had problems in developing ideas. Many students got under minimum criteria of mastery learning (KKM) and they had difficulties in writing subject. For example, they had difficulties in arranging words and connecting them into sentences it is because of their lack of vocabulary and also their less understanding in grammar rules.

There were many students who feel confused to create an idea when the teacher asked them to write something, especially in descriptive text. One of problems may be the students feel bored because the techniques used by the teacher are monotonous and do not attract students' attention. It is necessary for English teacher to make the students be more interested and motivated so that the students have good progress in writing skill.

From the problems stated above, the students may need a technique to help them in learning writing as an English skill. The researcher tried to apply mind mapping technique to solve the students' problem in writing. Mind mapping orders many keywords in every branch. The keywords in the branches can suggest as a new

idea or topic to make a sentence. In other words, it helps the students to associate ideas, think creatively and make connection in sentence. Buzan (2007) states that by using mind mapping, people could represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches.

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another link that arranges a central keyword by branches and typically it contains words, colors, short phrase and picture (Buzan, 2006). Apparently, mind mapping technique can be applied in any topics in writing and it can be applied in writing descriptive text, for example how to describe someone in their physical appearance, personal trait and so on. Mind mapping technique can improve students' creativity and make them enjoy in learning, because it consists of colors, picture, and some keywords that facilitates them in learning writing skill.

Previous research was conducted by Irwandi (2012) in SMA N 8 Malang at eleventh graders of senior high school that aimed to find out the improvement of students' writing report text through mind mapping technique. The finding showed that mind mapping is an effective teaching strategy to improve the eleventh graders' ability in writing report text, because it is a thinking tool that primarily uses imagination and association to develop and organize ideas effectively.

In line with the research above, there was a research by Fajri (2011) entitled Improving Students' Writing Skill by Using Mind Maps (A Classroom Action Research at the Tenth Grade of SMA Negeri 1 Boyolali in the Academic Year

2010/2011) that showed significant improvement on students writing achievement, mind maps also make students' motivation in writing activity increase.

Another similar previous research about mind mapping was done by Falah (2013) he conducted the research entitled The Use of Mind Mapping Technique to Improve Students' Writing of Recount Text (a classroom action research at VIII a class of MTs NU 08 Gemuh Kendal in the academic year of 2012/2013) the result of the research showed that the students got the significant improvements on their writing achievement on recount text after they were taught by using mind mapping technique.

According to those previous studies, mind mapping technique is regarded effective to help students to improve their writing skill. Therefore, the researcher finally chose this technique to teach writing skill and he found the answers of the research questions about the improvement of students writing skill on descriptive text through mind mapping technique and what aspect of writing which improve the most after learning writing descriptive text through mind mapping technique to the students of second grade in MTs N 3 Lampung Utara.

1.2. Research Question

The problem of this research is formulated as follow:

1) Is there any significant improvement on students' writing skill of descriptive text after the implementation of mind mapping technique at the second grade of MTs N 3 Lampung Utara?

2) Which aspect of writing improves the most after the implementation of mind mapping technique?

1.3. Objectives of the Research

The objectives of this research are:

1) To find out whether there is significant improvement on students writing skill of descriptive text after the implementation of mind mapping technique at second grade of MTs N 3 Lampung Utara.

2) To find out which aspect of writing improves the most after the implementation of mind mapping technique.

1.4. Uses of the Research

In relation to the research questions and objectives, the finding of this research may be beneficial for theoretically and practically. The uses of the research are as follows:

1) Theoretically, it can be used as a reference in English teaching, especially in teaching writing descriptive text. For the researchers it can be a reference for further investigation in the same field.

2) Practically, it can be used as an alternative technique in teaching writing descriptive text.

1.5. Scope of the Research

This research is an experimental quantitative one. The subject of this research was the second grader students of MTs N 3 Lampung Utara in academic year 2018/2019. It focused on the result of the implementation of mind mapping technique in improving students' writing skill in descriptive text and also to know what aspect of writing that improves the most. Therefore, the material of teaching learning was descriptive text especially describing person. The components of writing that consist of content, organization, vocabulary, language use (grammar) and mechanic were covered in the pretest and posttest. Thus, these components were evaluated.

1.6. Definition of Terms

There are some terms in this research that should be clarified, they are:

1) Teaching writing

It is the way on how the teacher makes the process of learning can help the students express their ideas, communicative needs, and produce a text.

2) Writing

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

3) Mind mapping

It is a diagram used to represent concepts, ideas, tasks or other items linked to a central theme. The concept of modern mind mapping is

developed by Tony Buzan, who argues that the radial structure of mind mapping, reinforced by the use of lines, symbols, word, color and image is much more in line with the brain natural way of processing information than the traditional approach.

4) Descriptive text

It is a text which presents information about something specifically. The purpose is to describe a particular person or thing or place specifically.

5) Improvement

It is an increase in value, condition or quality.

This chapter has discussed about background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of the terms.

II. LITERATURE REVIEW

This chapter deals with the following topics: writing, aspects of writing, teaching writing, text, descriptive text, mind mapping technique, mind mapping technique in teaching writing, procedure of teaching descriptive text by using mind mapping technique, advantages and disadvantages of mind mapping technique, theoretical assumption and hypothesis.

2.1. Writing

Writing is one of four language skills that should be learned by the students. Similar to speaking, writing is also the way to communicate with other. Through writing we can deliver ideas, thoughts and our feelings to the readers in the form of written text.

According to Raimes (1983), writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary of language to combine the ideas of the writer as a means of communication.

Harmer (2004) states that writing is a process in which writing is often heavily influenced by constraints of genres, then these elements have to be present in

learning activities. Phelps (2001) explains writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. In producing writing, a writer may hold a thinking activity which enables him to put a word in a paper. Furthermore, Linderman (1983) states that writing is a process of communication that uses conventional graphic system to convey a message to readers. Writing is a means of communication which must be as communicative as speaking; nevertheless, the way of communication makes it different between them.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skill is an ability which help writers to put their thoughts into words in a meaningful form and to communicate indirectly by using words.

Those concepts basically state that writing is a process of organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text).

2.2. Aspects of Writing

In order to make a good writing, there are five aspects of writing that should be considered according to Jacobs et al (1981), they are classified as follows:

1) Content

It refers to substance of writing, the experience of the main idea identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2) Organization

It refers to the logical organization of the content. It contains sentences that are logically arranged and flow smoothly within paragraph

3) Vocabulary

It refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey the ideas to the reader

4) Grammar / Language Use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5) Mechanics

It refers to the use graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

In addition, Harris (1979) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity)

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. Form refers to the organization of the content (coherence)

4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanics refer to the conventional devices used to clarify the meaning.

For this research the five aspects of writing stated by Jacobs et. al. (1981) were used as the criteria to assess students' descriptive text writing. It is because the composition covers the five aspects of writing such as content, organization, vocabulary, language use, and mechanic.

2.3. Teaching Writing

Teaching known as "instruction" means process that makes someone do learning. Teaching might be a process of giving guidance to the students in order to reach the goals.

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. It means that in teaching, a teacher helps students and guides them to learn a material easily. Writing is more complex than speaking; hence writing pedagogy is important, as Brown in Ahlsen and Lundh states by claiming that writing is "as different from speaking as swimming is from walking" (2007).

According to Reid (1993), teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language ability. Therefore, teachers should know the problems faced by the students

during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class. In addition, Raimes (1983) states learning to write is not only learning how to use orthographic symbol, but primarily how to select and organize experience according to certain purpose. Consequently, writing is seen as a difficult skill to master. Moreover, in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interests, needs, capacities, and age until they are able to make a composition with few or even no error. The aspects of writing such as content, organization, vocabulary, language use, and mechanics cannot be separated each other. In teaching writing, the teacher should concern to all aspects but still the material must be considered based on students' level.

In writing process, students have to organize and develop their ideas in mind before putting the words in a written form, it does not end on that step; students have to transfer their thought into words in the target language. Therefore, they also need translating process of the whole key words in their mind. It seems that writing cannot be done in short time. Thus, teaching writing also needs steps in order to make students easier in organizing their thought.

In relation to teaching writing, Harmer (1984) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, 1989) quoted by Idrus (2003). It can be said that

teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

Unger and Fleischman in Ahlse and Lundh (2007) said that there are some steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result. In addition, Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising as follows:

1. Prewriting

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, clustering ideas, and self-questioning. In the prewriting process, "writers form an internal representation of the knowledge that will be used in writing"; also, they "generate, develop, and organize ideas in memory" (Flower and Hayes, 1981). Prewriting gives warming up the brain to gathering the ideas to write about.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. In this step, a writer does translating process of representing one thought in mind

into words (Flower and Hayes, 1981). It means that the writer's task is to translate a meaning (in mind) which may be embodied in key words; then, he puts those into written form descriptively.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. Graham (2003) writes about the importance of feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language. So, in this step students can enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

Briefly, there are three steps of teaching writing: prewriting, writing, revising Blanchard and Root (2003). Teaching writing involves these steps in order to build good paragraph. Therefore, teacher can conduct the class applying these steps.

2.4. Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. Hyland (2004: 6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text

has structure which is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary text is a text which constructs to appeal emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, descriptive, recount, exposition, explanation and discussion. Some factors which accounts for the differences in texts are the purpose of which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. It is important to understand each type of text. Besides it is needed as an academic purpose, text is also required in students' real social life.

2.5. Descriptive Text

Descriptive text is a part of factual genres (Wardiman et. al. 2008) it has social function which is to describe a particular person, place or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

In writing descriptive text, it should consist of generic structure, they are identification and description. Hammond (1992) stated that descriptive text has the generic structure as follows:

1. Identification

   Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. Besides it can give the readers brief detail about the when, where, who, or what of the subject described

2. Description

   Description can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has.

From the explanation above, it can be inferred descriptive text simply describes about person, place, or thing. If the writer wants to write a descriptive text, they only need to go to the object, or looking at a picture or watching a video, then take a note about the thing. In writing descriptive text, the writer must concern on the generic structure in order to make a good text.

Here is example of descriptive text:

My Dad

(Identification)

My father name is Muhammad Ibn Al-bayhaqi. He is 45 years old. He is very handsome and dashing man. He has a sturdy body and wide chest. My dad's tall is about 170 cm and his weigh is about 60 kg. My father has a pointed noose; unlike mine which is flat. His hair is black and short. His eyes are great and black. He has fair complexion and thick eyebrows. Although he looks terrible, my father is very friendly. He is happy to make other laugh with his jokes.

(Description)

My father is a very great man. He could be a father and a best friend for his children. Unlike the other dad, my father is always open to his children. He always understands condition and needs of his children. My father is a hard worker. He works as a mathematics teacher at the school. As a mathematics teacher, he is very loved by his students. A friendly personality makes him a favorite teacher for the students and his friends. Even though my father is a math teacher, I still don't like math. I prefer English language than math.

My dad and I have a same hobby. We particularly love traveling and going to new place which is new for us. My father is very concerned with time for family. He considers his family a priceless treasure. When the holidays come, he always invites us to travel and spend time together. I'm very thankful to have a father who could be the father and best friend for me.

(https://www.belajarbahasainggrisku.id/2015/01/contoh-descriptive-text-tentang-ayah-father-dalam-bahasa-inggris-dan-artinya.html)

2.6. Mind Mapping Technique

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 our memory because it enables us to arrange the facts and ideas. Mapping knowledge which will help us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas.

The mind mapping technique is one of the teachers' techniques in teaching. 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). The mind map strategy 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 discussing ideas in groups.

Buzan (2007) 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 branches. 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 mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive, argumentative, essay etc. Students can improve their ideas and lend themselves to discuss ideas in groups.

Specifically, Buzan (2009) points out that there are seven steps for making mind mapping, they are:

1) Start in the center of a blank page turned sideways. Starting in the center gives your brain freedom to spread out in all directions and to express the mind more freely and naturally.

2) Use an image or picture for your central idea. It is because an image is worth a thousand words and helps you use your imagination. A central image is more

interesting, keeps you focused, helps you concentrate, and gives your brain more of a buzz.

3) Use colors throughout. Colors are as exciting to your brain as are images. Color adds extra vibrancy and life to your mind map

4) Connect your main branches into the other branches. It is needed since your brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.

5) Make your branches curved rather than straight-lined (Using straight lines is not only having nothing but also boring to your Brain)

6) Use one key word for every line; single key words will give your mind map more power and flexibility.

7) Use images throughout.

From the explanation above, it indicates that clearly mind mapping is like a tree which has several branches this technique is more practical and workable in teaching, especially in teaching writing skill

Here is the example figure of Mind Mapping Technique

2.7. Mind Mapping Technique in Teaching Writing

A creative teacher usually uses a lot of technique in teaching to help him/her in delivering the message while teaching. The teacher believes that it is better to use an appropriate technique to attract the students' attention and to make them understand the material easier. One of kinds of the technique is Mind Mapping technique. This technique can help students in giving ideas to what the students are about to write. Therefore, students can produce the text without having difficulties to search for the ideas.

There are some of previous studies about the implementation of mind mapping technique in teaching writing. First is conducted by Irwandi (2012) in SMA N 8 Malang at eleventh graders of senior high school that aimed to find out the improvement of students' writing report text through mind mapping technique. The finding showed that mind mapping is an effective teaching strategy to improve the eleventh graders' ability in writing report text, because it is a thinking tool that primarily uses imagination and association to develop and organize ideas effectively.

The second is a research by Fajri (2011) entitled Improving Students' Writing Skill by Using Mind Maps (A Classroom Action Research at the Tenth Grade of SMA Negeri 1 Boyolali in the Academic Year 2010/2011) that showed significant improvement on students writing achievement, mind maps also make students' motivation in writing activity increase.

The third is done by Falah (2013) he conducted the research entitled The Use of Mind Mapping Technique to Improve Students' Writing of Recount Text (a classroom action research at VIII a class of MTs NU 08 Gemuh Kendal in the academic year of 2012/2013)the result of the research showed that the students got the significant improvements on their writing achievement on recount text after they were taught by mind mapping technique.

Briefly teaching writing using mind mapping technique is effective. It helps students to develop their ideas in writing and it guides the students about what should be written.

2.8. Procedure of Teaching Writing Descriptive Text Using Mind Mapping Technique

These are the steps to teach writing descriptive text according to the steps of mind mapping from Buzan (2009), the steps are described as follow:

1) Pre writing

a. The teacher reviews about descriptive text and tells the students that they will make descriptive text through mind mapping technique.

b. The teacher takes the topic about the person that almost of the students knew. The topic is about an artist that is familiar for the students. For the first, the teacher asks if students have their favorite artist themselves, what they usually look like for and also stick on the picture of the artist in the central of the board.

c. The teacher makes line a square into two types personal traits and physical appearances into four types, such as: body, face, characteristics, and hobby.

d. The teacher takes main branches and asks the students to develop their ideas what does she/he looks like for then captures it as the sub-main branches

e. The teacher tells the students if it is better to make the branches curved rather than straight-lined since straight-lined branches are totally boring.

f. The teacher uses single keyword for every main branch and also the sub main branches as long as the note is created.

g. After the mind map expand, the teacher also draws pictures for each sub-main branch since each image is also worth of a thousand words.

2) Writing

Once the students are familiar with the idea of making mind mapping, they should begin their compositions in paragraph writing of descriptive text about a favorite artist for the students by support their arguments based on the mind map they have made.

3) Editing (Reflecting and Revising)

a. The students exchange their works to their pairs to check their mistakes then return their own works to each other.

b. The students revise their own works.

Hopefully, with the implementation this technique, the students' writing can be developed and organized well.

2.9. Advantages and Disadvantages

There are some advantages of using mind mapping technique, they are:

1. It is flexible. The students can focus on learning. They also can understand the material and mind mapping attract to learn.

2. It focuses attention. In mind mapping students do not pay attention in every word.

3. It increases understanding. Mind mapping will improve the comprehension and produce valuable frequent-note later.

4. It is fun because mind mapping does not limit the imagination and creativity.

The disadvantages of mind mapping are need a lot of time in organization, difficulties to allocate the time, and need many times to find effective keywords. Mind mapping is interesting model to be used as tool to describe something details. It has branches that connecting with the central idea. It appropriates to apply in descriptive text.

2.10. Theoretical Assumption

The researcher assumes that implementation of mind mapping technique will give improvement to students' writing ability in descriptive text and also the aspects of writing itself. Regarding some problems the researcher found in observation that the students still have difficulty in developing their text considering five aspects of writing; content, organization, vocabulary, language use, and mechanic. Therefore, the researcher assumes that content will be the aspect of writing increase the most among others because the use of branches in mind map help them to arrange and produce well develop paragraphs.

Mind Mapping Technique is one of the best ways to help the students improve their writing achievement, by implementing this technique it will make the students stimulate their creativity and have guidance to develop their ideas and construct a text effectively. So that, based on the frame theories above, Mind Mapping Technique is a technique that can be effectively used in teaching writing.

2.11. Hypothesis

Based on the explanation in basic assumption above the hypothesis of this research is formulated as follows:

1) There is significant improvement on students' writing skill of descriptive text after the implementation of mind mapping technique.

This chapter has discussed about writing, aspect of writing, teaching writing, text, descriptive text, mind mapping technique, mind mapping technique in teaching writing, procedure of teaching writing descriptive text through mind mapping technique, the advantages and disadvantages of mind mapping, theoretical assumption and hypothesis.

III. METHOD

This chapter discusses the method of the research which cover research design, population and sample, data collecting technique, research instrument, validity, reliability, procedures of data collecting technique, scoring criteria, data analysis, data treatment and hypothesis testing.

3.1. Design

In this research, the researcher conducted quantitative research based on pre-experimental method. This research applied *one-group pretest-posttest design of pre-experimental design* (Setiyadi, 2006). In this research, the students were given pretest before treatment to find out the students' initial ability and then they were given posttest after the treatments. The treatments were given two times. The researcher used one class as the sample of the research. It can be illustrated as follows:

T1 X T2

T1: Pretest

T2: Posttest

X: Treatment

(Setiyadi, 2006)

3.2. Population and Sample

The population of this research was the second grader students of MTs N 3 Lampung Utara in the second semester of 2018/2019 academic year. There were six classes of the second grade (VIII A – VIII F) where one class was taken as the sample of this research for the experimental class. In determining the experimental class, the researcher used lottery technique using folded papers which was written 'experiment class' in one of them. By doing so, all classes got the same chance to be the sample. Class VIII A was randomly taken as the sample, which consisted of 25 students with 8 males and 17 females.

3.3. Data Collecting Technique

The data were gained based on the students' score on the pre-test and post-test.

1) Pretest

The pre-test was administered before the students were taught by using mind mapping technique or before treatment process. Pre-test was given in order to find out how far the students' ability in writing descriptive text before being taught through mind mapping technique. The researcher provided a topic about describing person (artists, family member, or friend) then the students were asked to write descriptive text about a person that they chose based on topic which should consist of at least two paragraphs. The test was about 80 minutes.

2) Posttest

The post-test was administered after the students were taught through mind mapping technique or after treatment process. Post-test was given in order to measure their improvement in writing ability after being taught through mind mapping technique. In this test the researcher provided a similar topic as in the pretest. The students were asked to write descriptive text about describing person (artist, family member or friend) by applying mind mapping technique. The text should consist of at least two paragraphs. The test was about 80 minutes.

3.4. Research Instruments

The instrument of this research was writing test in forms of essay on given topics. In the first meeting, the researcher gave pre-test for the students and for the last meeting after conducting the treatment there was post-test. These tests assigned the students to write descriptive text based on the topics which had been given by the researcher. The tests were accompanied by detail instructions and direction including time allocation.

3.5. Validity

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982). A test can be considered to be valid if it can precisely measure the quality of the test. According to Hatch and Farhady (1982) there are two basic types of validity; content validity

and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

3.5.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable with the curriculum (Setiyadi, 2006). Content validity is the extend to which a test measures a representative sample of the subject matter content; moreover, the focus of content validity is adequacy of the sample and simply on the appearance of the test. It is correlated the test with the educational goal stated on 2013 English curriculumn and the syllabus for the second year of junior high school students. It means in pretest and posttest, the material is suitable with their level in second grade of junior high school. The researcher chose writing descriptive text for this research, so it was examined by considering indicators of descriptive text. This research, the test has content validity because the researcher made this test based on the course objectives in syllabus of the second grade students at MTs N 3 Lampung Utara.

3.5.2. Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006). Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one of more construct. Construct validity concerned whether the test is actually in line with the theory of what it means to know language (Shohamy, 1985). In this research, the researcher assigned the students to write a descriptive

text to measure the students' writing ability. The researcher ckassified the score using writing descriptive text scoring rubric by Jacob (1981). The technique based on five aspects of writing: content, organization, language use, vocabulary, and mechanic. Those aspects are things would be measured by the researcher since this research focus in writing. So, it can be said that the test had been covered with construct validity.

3.6. Reliability

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982). It means that a test is valid if it has stable score from one test to another test. To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* will be evaluated. It is evaluated by two or more judges or raters. In this research, the first rater is the researcher and the second rater is the English teacher at school. so, it is important to make sure that both raters use the same criteria for scoring the students' writing test. To measure how reliable the scoring is, this study uses *rank-order correlation*with the formula:

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

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

(Hatch and Farhady, 1982)

In this case, the coefficient of rank correlation is analyzed with the standard of reliability as follows:

1. 0.80000 - 1.0000: very high reliability

2. 0.60000 - 0.7900: high reliability

3. 0.40000 - 0.5900: medium reliability

4. 0.20000 - 0.3900: low reliability

5. 0.0000 - 0.1900: 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 at least 0.60(high reliability). The reliability of this research could be seen on the explanation below

1. Result of reliability of the pre-test score

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

$$p = 1 - \frac{6.275}{25.(25^2 - 1)}$$

$$p = 1 - \frac{1650}{15600}$$

$$p = 1 - 0.105769231$$

$$p = 0.894230769 \text{ (Very High Reliability)}$$

2. Result of reliability of the post test score

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

$$p = 1 - \frac{6.282}{25.(25^2 - 1)}$$

$$p = 1 - \frac{1692}{15600}$$

$$p = 1 - 0.108461538$$

$$p = 0.891538462 \text{ (Very High Reliability)}$$

3.7. Procedures of Data Collecting Technique

In collecting the data, this research uses the following steps:

1) Determining the population and sample

   The population of this research was the second grade of MTs N 3 Lampung Utara. The researcher chose one class as the experimental class randomly by using lottery, since every class has the same opportunity to be chosen

2) Selecting materials for treatment

   In selecting materials for treatment, the researcher adopted some samples of descriptive text from English books and internet.

3) Administering the pretest

   The pretest was conducted to measure students' ability before conducting treatment. The students in experimental class were assigned to write a descriptive text. The topic was about person (favorite artist, friend, or member of family). The time allocation was 80 minutes.

4) Conducting the treatment

   After giving the pretest to the students, the experimental was given treatment by using mind mapping technique. The treatment was conducted in 80 minutes,

based on the time allocation in the syllabus of the second grade of Junior High School. The treatment was conducted in two meetings. In those two meetings the students are taught to write a descriptive text by using mind mapping technique.

5) Administering the posttest

In order to see the improvement of students' writing ability, the posttest was conducted in the experimental class after they were given the treatment. The test was in form of writing. The students were asked to develop their descriptive text writing based on the topic. The posttest was conducted in 80 minutes.

6) Analyzing the test result (pre-test and post-test)

After scoring pretest and posttest, the data was analyzed by using SPSS version 17.00 software program. In this step of the research procedures, there were five aspects of writing as consideration in giving the score. The five aspects are content, organization, vocabulary, language use and mechanic. In scoring the result, the researcher used two raters in order to avoid the subjectivity. The first rater was the researcher and the second rater was the English teacher of second grade of MTs N 3 Lampung Utara.

In short, there were some steps of research procedure in this research starting from determining population and sample, selecting material, administering pre-test conducting treatment, administering post-test and analyzing the data.

3.8. Scoring Criteria

The consideration of criteria for evaluating the students' descriptive text writing ability was based on the ESL Composition Profile by Jacob (1981). There are five aspects to be tested: content, organization, vocabulary, language use, and mechanics.The criteria of scoring system were based on the rating sheet from Jacob (1981) as can be seen below:

Aspect of Writing	Score	Criteria
Content	30-27	**Excellent to very good:** knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	**Good to average:** some knowledge of subject, adequate range, limited development of topic
	21-17	**Fair to poor:** limited knowledge of subject, little substance, inadequate of topic
	16-13	**Very poor:** does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	**Excellent to very good:** fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	**Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	**Fair to poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	**Very Poor:** does not communicate, no organization or not
Vocabulary	20-18	**Excellent to very good:** sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
	17-14	**Good to average:** adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured

	13-10	**Fair to poor:** limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	**Very Poor:** essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use	25-22	**Excellent to very good:** effective complex construction; few errors or agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	**Good to average:** effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, preposition but meaning seldom obscured
	17-11	**Fair to poor:** major problem in simple or complex constructions; frequents errors of negotiation, agreement, tense, number, word order or function articles, pronouns, prepositions, and or fragments run-ons, deletion; meaning confused or obscured
	10-5	**Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	5	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	**Very poor:** no mastery of conventions: dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

The score of writing based on five components could be compared in the percentage as follows:

Content	30 %
Organization	20%
Vocabulary	20%
Language use	25%
Mechanic	5%
Total =	100%

3.9. Data Analysis

In analyzing the data gained, the researcher analyzed the students' scores by using following steps:

1. Scoring the pretest and posttest.

2. Tabulating the result of the test and finding the mean of the pretest and posttest by using the following formula:

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

Md = refers to mean

Σ = refers to total score of the students

N = refers to number of students

3. Drawing conclusion by comparing the means of pretest and posttest.

(Hatch and Farhady, 2006)

3.10. Data Treatment

According to Setiyadi (2006), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

a. The data is an interval.

b. The data is taken from random sample in population.

   The researcher one class randomly since every student has the same capability

c. The data is distributed normally.

The test is used to measure whether the data is normally distributed or not. The data was tested by *One-sample Kolmogrov-Smirnov* formula. The criteria or normal distribution is:

   H0: the distribution of the data is normal

The hypothesis will be accepted if the result of the normality test is higher than 0.05 (sign >α). In this case, the researcher uses the level of significance of 0.05. to find out whether the data is distributed normally or not the test of normally was used as follows:

Table 3.1. Result of normality in pre-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.132	25	.200[*]	.962	25	.466

Table 3.2. Result of normality in post-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest	.128	25	.200[*]	.957	25	.364

From table 3.1 the value of normality test in pre-test (0.466) and Table 3.2. the value of normality test in post-test (0.364) was higher than 0.05. it could be

concluded that H_0 was accepted. On the other hand, the data of pre-test and post-test were distributed normally.

3.11. Hypothesis Testing

Hypothesis testing is intended to prove whether the hypothesis proposed in this research is accepted or not. The hypotheses of this research is as follow:

H1: There is significant improvement of the students' writing achievement from pretest to posttest after being taught through Mind Mapping Technique in teaching writing descriptive text.

$$\boxed{\text{H1: T1 < T2}}$$

The analysis was computed using SPSS 17.0. The hypothesis was analyzed at significant level of 0.05 ($p < 0.05$) in which H_1 would be accepted if sign$<\alpha$ ($\alpha < 0.05$)

This chapter has discussed about research design, population and sample, data collecting technique, research instrument, validity, reliability, procedures of data collecting technique, scoring criteria, data analysis, data treatment, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

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

5.1. Conclusions

The objectives in this research are to find out whether there is significant improvement on students writing descriptive text after the implementation of mind mapping technique, and which aspect of writing improves the most after the implementation of mind mapping technique. In relation to the study it was concluded that:

1) There is significant improvement on students writing skill of descriptive text after the implementation of mind mapping technique. It can be seen from the result of the test which showed that the students' mean score of pretest was 61.92 increases to 80.00 in posttest, and also the result of hypothesis testing on *Paired Sample T-test that* showed the significant value was lower than 0.05. In other words, it can be said that the implementation of mind mapping technique successfully improved the students writing skill on descriptive text.

2) Besides improving students writing skill on descriptive text, mind mapping technique also improves all aspects of writing which covers content, organization, vocabulary, language use, and also mechanic. From those five aspects of writing, content is the aspect of writing which improves the most after the implementation of mind mapping technique.

5.2. Suggestions

Considering the finding of the research, researcher would like to recommend some suggestions as follows,

5.2.1. Suggestion for English Teachers

1) English teachers are suggested to use mind mapping as a technique in teaching writing descriptive text, because the researcher found that through mind mapping, students are able to develop their ideas based on the topic. Besides, they become more active and enjoy the teaching learning process.

2) In scoring students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanic. This is to turn out the fair and good scoring.

5.2.2. Suggestion for further researchers

1) This study was conducted in the junior high school level. Therefore, further researchers can try to find out the implementation of using mind

mapping technique in different level such as elementary or senior high school level.

2) In this study, descriptive text was employed as media to measure the improvement of students' writing skill after the implementation of mind mapping technique. Further researchers can try to apply mind mapping with another kinds of text, analytical exposition text, narrative, and recount text for instances.

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

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