IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH MIND MAPPING TECHNIQUE AT JUNIOR HIGH SCHOOL

(Undergraduate Thesis)

By

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ABSTRACT

IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH MIND MAPPING TECHNIQUE AT JUNIOR HIGH SCHOOL

By

ADELIA BELLA PUTRI

This research aims to find out whether there was an improvement of the students' writing in descriptive text after they have learned writing through mind mapping technique and to find out the aspect of writing that improved the most. The sample for this research was the students of 7D SMPN 3 NATAR, Lampung Selatan consisting of 31 students. The study used the pre-test and post-test design. The instrument was a writing test. The results showed that the mean score of the students' pre-test was 52.87, while the post-test mean score was 69.19. Based on the calculation, the hypothesis was proven since the t-test result showed a significant level lower than the alpha level (0.01<0.05), and t-value was 11.240, which is higher than t-table (1.697). This indicated that the hypothesis (H1) was accepted, confirming a significant improvement in students' writing after using the mind mapping technique. The aspect that showed the most improvement was content, with a gain of 6.08. Thus, it could be concluded that mind mapping could be applied to improve students' ability in writing descriptive text.

Keywords: Writing, mind mapping technique, descriptive text.

Research Title : IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH MIND MAPPING TECHNIQUE AT JUNIOR HIGH SCHOOL

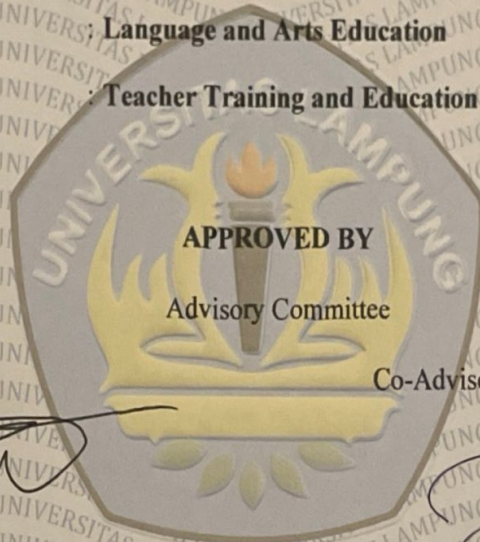Student's Name : Adelia Bella Putri

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Menyatakan bahwa skripsi ini adalah benar 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, 05 November 2024

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CURRICULUM VITAE

Adelia Bella Putri was born on May 21th 2001 in Bandar Lampung. She is the last daughter of a great couple, Antonius Darwin and Ani Marwiyah.

Her first education was begun in 2007 at SDN 2 Rawalaut. Six years later, she completed her study in 2013. After that, she continued her studies at SMP Negeri 9 Bandar Lampung and graduated in 2016. Then, she went on her education at SMA YP UNILA and successfully graduated in 2019.

Through the Mandiri Program, she was accepted in the English Education Study Program of Teacher Training and Education Faculty in Lampung University in 2020. From June to August 2023, she did KKN in Desa Babakan loa, Pesawaran and she conducted a teaching practice program (PPL) at SMPN 3 Natar, Lampung Selatan. To complete her study, she undertook research related to students' writing at SMPN 3 Natar in May 2024.

DEDICATION

This script is entirely dedicated to:

My beloved parents, Antonius Darwin and Almh. Ani Marwiyah

My loving siblings, Alm. Adam Syaiful H, Agung Pangestu, and Aji Bagus S

My honorable lecturers in the English Education Study Program

My gorgeous friends in the English Department 2020

My outstanding alma mater, Lampung University

MOTTO

"However difficult life may seem, there is always

something you can do and succeed at"

~ Stephen Hawking~

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Hopefully, this script will make a positive contribution to educational development and also for those who want to carry out further research. The writer is completely aware that this script is far from perfect. Therefore, constructive input and suggestions are expected for future work.

Bandar Lampung, 05 November 2024

The Writer,

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I. INTRODUCTION

In order to introduce this research, this chapter discussed the background of the research, research problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

Writing is one of the language skills that should be mastered in studying English besides listening, speaking, and reading. Raimes (1983:76) states that writing is a skill in which we express ideas, feelings and thoughts arranged in words, sentences and paragraphs using eyes, brain and hand. While, Nunan (2003: 88) adds that writing is the process of thinking to invent ideas, thinking about how to express in good writing, and arranging the ideas into statements and paragraphs clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraphs.

According to Wyrick (1987:227), someone who writes descriptions makes a word picture of persons, places, objects, and uses emotion in choosing careful details in the description to make an impression on the person. In other words, descriptive text is derived from the word "describe" which means to explain someone about a thing, person, or animal. Descriptive text has three structures which are identification, description, and conclusion. From the explanation above, it can be concluded that descriptive writing is the type of writing of descriptions, characteristics, definitions of things, objects or people. Then, descriptive text is usually in the form of simple present tense. Teachers need to make learning to write descriptive text easier and more interesting.

However, this objective is very hard to achieve. Most of the students' skills are far away from their learning target (Sukendar, 2012). It is supported by (Indah, 2018) that during the Teachers Training Program (PPL) in SMPN 2 Negeri Agung, it was found that the students' writing achievement was still low. This can be seen from the results of students' writing which often consisted of some mistakes in vocabulary, grammar use, organization, mechanics, and also the ability of the students to express and develop their ideas. Furthermore, Yuniarsih (2008: 65), in her research at SMPN 1 Ambarawa found that many students could not express their ideas smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. In other words, although they had written several lines, they mostly found difficulties in how to continue their writing. These make the students frustrated and as a result, they tend to stop their writing. This is because they do not know specific techniques that can guide them in developing their ideas and put them in written form. In short, it can be said that students' capability in writing still needs to be developed due to the mistakes they often make in writing, such as inappropriate language use, inability to generate ideas, and organization.

The low capability in students' writing happened due to several aspects. First, writing for EFL students is regarded as a language skill that is not easy for the students to achieve. Even if the students are asked to produce text in their mother tongue still seems like something difficult to do. It is strengthened by Byrne 1988:4) who says that writing is a difficult activity for most people, both in their mother tongue and in a foreign language. Second, according to Setiyadi (2007), even though writing in the target language may involve the ability to shape the letters of the alphabet and the knowledge of the right combinations of letters, real writing is the skill of expressing ideas through written words of the target language, which is called composition. However, writing is a complex skill to be learned. In writing, students have to face many difficulties such as a lack of grammar understanding, lack of vocabulary,

confusion about the content, mechanics, and organization. They are related to the aspects of writing.

In addition, Heaton (1991: 135) states that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Furthermore, Juwitasari (2005: 2) adds that nowadays, many English teachers are still concerned with teaching writing theoretically. The students are not encouraged to apply the theories given by the teacher on the paper. They rarely get writing exercises. It makes the students always confused when they are asked to write. The fact proves that writing is still difficult for the students besides other skills.

To improve students' writing skills in descriptive text writing, this study applied mind mapping as a media to help students in their writing ability. According to Buzan (2009), mind mapping is the striking combination of imagery, color, visual-spatial arrangement, which is proven to significantly improve information recall, compared to conventional methods of note taking and learning. The researcher chose mind mapping to develop the students' ability in writing descriptive text because it will help the students to produce a text; write their ideas into sentences to make the coherence and unity of descriptive text, so the organization of the text will be improved.

Moreover, Mind mapping is a technique more suitable than the discussion method, because using mind mapping the student not only makes a writing, but also makes a good creativity. A mind map is a powerful graphic technique that provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills word, image, number, logic, rhythm, color and spatial awareness in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map Book, Buzan and Buzan, BBC Worldwide Limited, (1993:87). This research was conducted to improve students' writing skills using the method used by the teacher. Based on the several studies above, the researcher finds some

research gaps that make mind mapping more fun to apply than other methods, because here students not only write but also draw with their own creativity.

In addition, mind mapping can help students think with greater clarity to explore relationships between ideas and elements of an argument and to generate solutions to problems. Therefore this strategy as a pedagogical tool, the visibility of Mind Mapping provides an effective technique for promoting better understanding in students. It is flexibility also means that it processes several uses in the classroom.

Based on the explanation above, the researcher believed that using the mind mapping technique as a technique in teaching writing descriptive text can help the students develop the ideas that they will put in their descriptive text writing. In other words, looking at the mind mapping will help the students to make the content of their writing relate to the topic and the students will have imagination about pictures of mind mapping they see.

1.2 Research Problems

Based on the explanation above, the problem is formulated as follows:

1. Is there any improvement in teaching students' writing in descriptive text after being taught by using the mind mapping technique?

2. What aspect of writing improves the most after learning writing through the mind mapping technique?

1.3 Objectives of the Research

Concerning research problems above, the objectives of the research are to find out:

- Whether there is an improvement in the students' writing in descriptive text after being taught by using the mind mapping technique.

- Whether there is an aspect that improves the most after learning writing through the mind mapping technique.

1.4 Uses of the Research

The uses of this research were:

1. Theoretically, it may support the theory that mind mapping can be a solution for teaching writing to increase students' ability in writing, especially in writing descriptive text.

2. Practically, as information for English teachers, mind mapping techniques can help the students to develop their ideas to write a descriptive text.

1.5 Scope of the Research

This research is quantitative. The researcher focused on implementing mind mapping techniques as an alternative way of teaching writing. The focus of this research is on using mind mapping as a technique to improve the students' descriptive text writing ability, especially about the content, organization, vocabulary, language use, and mechanics. The writing test is limited to descriptive text. The seventh grade students of junior high school must be able to write text in a descriptive way. So, this research focused on finding out the result of the implementation of a mind mapping technique in descriptive text to improve students' ability in writing at the seventh grade of Junior High School.

1.6 Definition of Terms

In this research, there were some terms clarified to avoid misunderstanding.

1. Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand (Raimes, 1983:76).

2. Descriptive text is a type of written text that has a specific function to describe a particular person, place, or thing (Gerot and Wignel, 1994).

3. Buzan and BBC Worldwide Limited (1993) state that Mind Mapping is a powerful graphic technique which provides a universal key to unlocking the potential of the brain.

4. Students' writing ability refers to the student's competence in applying the components of writing are content, organization, vocabulary, language use (grammar), and mechanics (Jacobs, 1981: 60).

This chapter has discussed the background of the research, research problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discussed the theories that were used in this research. Those theories are previous study, writing, aspects of writing, the teaching of writing, descriptive text, mind mapping, the procedure of applying mind mapping in teaching descriptive text, advantages and disadvantages, theoretical assumption, and hypotheses.

2.1 Previous Study

Before conducting the research, the researcher had looked for some research related to the research. There is some previous related literature about this research :

1. According to Prihastuti (2013) entitled "Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students" The type of study is action research. The study was conducted in two cycles. The participants of this study were the researcher, the English teacher, and 24 students of Class VIII C of SMP N 1 Wonosari. There were two types of data in this study, qualitative and quantitative. The qualitative data were obtained from the observation during the teaching and process, the interview with the English teacher and the students. The data were in the form of field notes and interview transcripts. The quantitative data were obtained from the reading comprehension pre-test and post-test in the form of scores.

2. Another study was conducted by Yusri Nur Fadhilah entitled "Applying Mind Mapping Technique to Improve Students Writing Skill of Descriptive

Text". The type of the study is classroom action research. The study was conducted in two cycles. This subject consists of 39 students. This study was carried out in two cycles. Each cycle consisted of three meetings.

3. Furthermore, based on research by Miswiria (2007). She also conducted her study related to the use of mind mapping techniques. In her research, she used the steps of using mind mapping techniques to improve students' writing narrative text. She used mind mapping as the visual media, the result showed that the mind mapping technique stimulated the students' writing.

4. In addition, there is a study conducted by Hidayah (2014) entitled " Improving the Students' Ability in Writing through Mind Mapping Technique". It aimed at proving the use of the Mind Mapping Technique could improve students' writing ability. The data of the research were collected by using observation and testa. The result of the observation was analyzed descriptively; meanwhile, the test was analyzed statistically. Based on the result of the pre-test and post-test, it showed that the $t_{counted}$ value was higher than the t_{table}. It was proven that the use of mind mapping techniques can improve the writing ability of the eight grade students of SMPN 2 Rio Pavaka. The observation results showed that the applying mind mapping technique could motivate the students to learn English well. It was shown by looking at their participation and enthusiasm in the treatment. In short, the use of mind mapping techniques helped the students to get many ideas and help them to find appropriate vocabulary.

Regarding the previous studies that have been explained above, it can be shown that applying mind mapping in teaching writing has a positive effect on students' writing achievement. Thus, mind mapping can be said as a technique that can be used to improve students' writing achievement.

2.2 Writing

Writing is one of the four language skills that have to be learned by students at school. Writing is the last stage that students have to learn after they can listen,

speak, and read. Haris (1979) defines that writing skill is the most complex language skill to be mastered because writing skill involves knowledge of sentence structure, diction, organization of ideas, and mechanics. Besides, writing is also both a mental activity and a physical activity. Nunan (2003:88) states that the nature of writing can be defined as both mental and physical activities that are aimed to express and impress. Writing is a mental activity because the writer has to be able to commit the idea and it is a physical activity because the writer has to be able to express and organize the idea into a readable text.

Brown (2001: 335) also states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise the text for clearer meaning and how to edit the text for appropriate grammar and how to produce a final product. It can be assumed that writing contains both physical activity, where students are expected to know how to arrange the words, and mental activity where students have to be able to invent and express ideas. Therefore, to make a good piece of writing, a writer has to be able to know how to generate the idea, organize it into cohesive writing, and have good knowledge in some aspects of writing such as grammar, punctuation, and vocabulary.

Raimes (1983: 76) explains writing is a skill in which we express ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hands. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication. Writing is an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. Furthermore, Linderman (1983) states that writing is a process of communication that uses a conventional graphic system to convey a message to readers. Writing is means

of communication that must be as communicative as speaking; nevertheless, the way of communication makes it different between them.

It is as Tarigan (1987: 2) says that writing is a language skill that is used for indirect communication. However, producing a written form is not an instant but it needs a process; also, the writer should think first then he can conduct a text. In conducting a written form, a writer should concider some efforts such as selecting, adding, revising, and rearranging the words or sentences to produce an acceptable text.

In addition, Hayes (1996 in Weigle 2002: 25-26) states that the process of writing involves three main cognitive activities are involving text interpretation, reflection, and text production. Text interpretation is the process of creating internal representations derived from linguistics and graphics input. Reflection is a process of creating new internal representations from the existing representations. Text production is the last process in which new written linguistics forms or graphic output is produced from internal representations. Therefore, to produce a writing there are some processes that the writer has to go through.

Based on the statement above, the researcher confirmed that writing is a very complex process that encourages thinking and learning to explore thoughts and ideas; it is communicative and also a productive skill of inventing ideas and feelings, organizing them, and expressing them with the right words into a good piece of writing.

2.3 Aspects of Writing

Have a good handwriting, writers can be said successful in their writing contains some aspects of writing. They include what to say (content), how to sequence what to say (organization and mechanics), and how to express what was said (language use and vocabulary). Harris (1979:68-69) states that writing contains five components, namely:

1. Content is the substance of writing; the expression of the main idea (unity).

2. Form is related to the logical organization of the content (coherence).

3. Grammar is related to the usage of the correct grammatical form and syntactic patterns.

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

5. Mechanics is concerned with the use of graphic conventions of the language.

In line with this, according to Jacobs (1981:90), there are five aspects of writing as follows:

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

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

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

4. Language Use/Grammar refers to the use of the correct grammatical form of a syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses paragraph, and sentences to bring out logical relationships in writing.

5. Mechanics refers to the use of graphic conventions of the language, the steps or arranging letters, words, sentences, and paragraphs by using knowledge of the structure and some others related to one another.

In this research, the writer applied aspects of writing proposed by Jacobs in evaluating the student's writing scores because it provides a well defined standard and interpretive framework for evaluating the compositions of students' effective communication which is suggested to be used in evaluating students' writing.

2.4 Teaching of Writing

According to Harmer (2001: 79), the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. In addition, Harmer (1984: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence.

About teaching writing, Finnochiaro (1964: 129) explains that teaching writing is to teach the students how to express their idea or imagination in written form. To be successful in writing, the material presented should be relevant to their needs, interests, capacities, and ages until they can make a composition well or even make no errors. In other words, the teacher should facilitate the students to write or how to express the ideas in written form.

While according to Raimes (1983:3), reasons for teaching writing are important. First, writing reinforces the grammatical, structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to to risks. Third, when they write, they necessarily become very involved with a new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

As we know, in writing evaluation, some elements should be considered such as structure, organization, language use, vocabulary, and also mechanics. Thus,

teaching writing means the teacher has to help them understand the components of writing based on those aspects of writing.

Mappe (2000) suggests that there are different views on the stages that the writers go through in producing a piece of writing, but a typically thorough 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 are involved the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, and encouraging them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. In this way, students will get motivation to write because they feel that they have something important to say.

2. Drafting

In this stage, the result of the brainstorming session will provide a plan of description of the topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check five aspects of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers 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 the final form.

4. Editing

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

In addition, Blanchard and Root (2003) state that there are three steps in the writing process; prewriting, writing, and revising. All of those steps are important to make our writing better and more systematic.

1. Pre-writing

Pre-writing is the first step; it is a preparation step before the writing process. Pre-writing gives a warming up to gather ideas which are going to write.

2. Writing

The next step is the writing process. The result of brainstorming or clustering in the prewriting process is guidance for us to write paragraphs. As we write, the first draft of your paragraph, use the ideas we generated from pre writing as a guide.

3. Revising

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

2.5 Descriptive Text

Descriptive text is a type of written text that has a specific function to describe a particular person, place, or thing (Gerot and Wignel, 1994). The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. It is also one of the most widely used genres across all of the learning Knapp & Watkins (2005:95).

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place, or thing. Description in writing is the process of creating visual images and sensory impressions through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

The grammatical features of descriptive text according to Knapp & Watkins (2005) are: (1) when describing things, the present tense is used, (2) adjectives and adverbs are used to add extra information to nouns, and (3) nouns and pronouns are use to identify the things. The text structure is the culture of the native speakers of a language to select and used the linguistic units of their language in the production and interpretation of a text as the tool of effective and efficient communication.

There are two components of the generic structure of descriptive text; (a) identification; to identify the object or phenomenon to be described; and (b) description; to describe parts, qualities and characteristics of the parts of the object. Most writing contains descriptions.

Following are a few types of writing that depend heavily on descriptive language:

(1). Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things. (2). Observations describe an event the writer has witnessed. Often, the event takes place over an extended period. (3). Travel Brochures contain factual information as well as persuasive language to encourage tourism. (4). Character sketches describe fictional characters-their appearances, personalities, hopes, and dreams.

The language features of a descriptive text as follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to

express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings; (6) use of action verbs to describe the subject's behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

The conclusion, descriptive text explains something such as concrete or abstract like animals, a house, and others. Then writing descriptive is describing something in the book to express an idea.

2.6 Mind Mapping

a. Definition of Mind Mapping

According to Buzan (2002), mind mapping is a graphic representation of ideas (usually generated via a brainstorming session). In line with the Mind Map Book, Buzan and BBC Worldwide Limited (1993) mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills-word, image, number, logic, rhythm, color, and spatial awareness in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain.

Moreover, Buzan (2010) stated that the Mind Mapping strategy is one of the teachers' strategies in teaching, not only do 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. Evrekeli, Elel, D&Balim, A. (2009) state that Mind mapping is an extremely valuable technique to be learned and used by the students in the learning process.

Moreover, Boyson (2009) using Mind Mapping for lesson planning can help teachers identify a logical teaching route and increase recall of the subject

matter. This can boost teaching confidence and facilitate the smooth running of lessons.

Based on the theory above it can be concluded that the mind map is the universal technique to open all potential brains which uses neocortex. This is part of the brain which arranges messages accepted from sensorial and then as ability to create something, language, and intellectual think or often calls as right brain and left brain. In addition, this technique is used in teaching writing skills.

b. How to make mind mapping

There are several ways to make mind mapping proposed by some experts. The ways will lead someone to make the mind mapping. The experts who propose the ways are Rose and Nicholl (2002). They explain the ways to make a mind map. There are eight steps as follow.

1. Start with the topic in the middle of the paper: write the topic that will be written in the middle of the paper.
2. Use keywords: for example animal, family, city, natural, etc.
3. Make the branch from the main topic: for example if the topic is animal, kind of animals have rabbit, cow, horse, fish,etc.
4. Use symbols, colors, words, or pictures mainly in mind mapping: give decorative lines in the middle of the topic and then give colored pencils in the sub-topic.
5. Make it as interesting as possible: give the decoration more interest.
6. Make it full of colors: to easier give the full colors in your mind mapping.
7. Repeat two or three times to make it perfect: Repeat until your mind mapping can understand the other person.
8. Do it by yourself: Do the best based on you

c. Types of Mind Mapping

There are several types of mind mapping, there are circle map, flow map, bubble map, double bubble map, multi flow map, tree map, bridge map, brace map, and fishbone map.

1. Circle map

Circle map is an efficient type of mind mapping for displaying and specifying the details of any concept. Circle maps are often used to understand different types of single-themed symbolizations, images, and descriptions.

Picture 1. Circle map

2. Flow map

Flow map is an effective type of mind mapping for formulating a coherent sequence of multiple data sets and procedures. This type of mind mapping is used by some people in scientific studies because it is efficient for representing the various concepts.
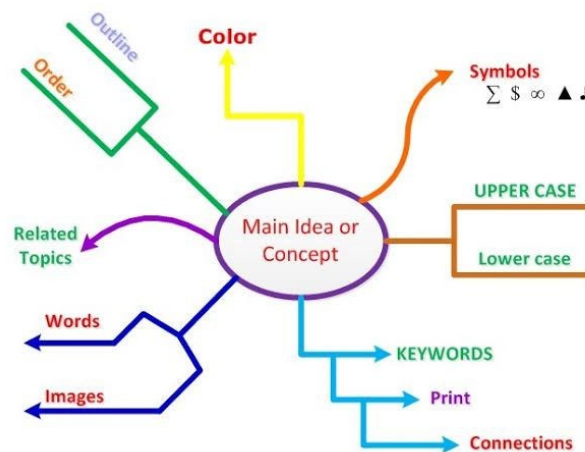
Picture 2. Flow Map

3. Bubble map

This type of mind mapping is used to clarify concepts or ideas as briefly as possible. Bubble maps tend to use adjectives to describe any kind of phenomenon or topic.
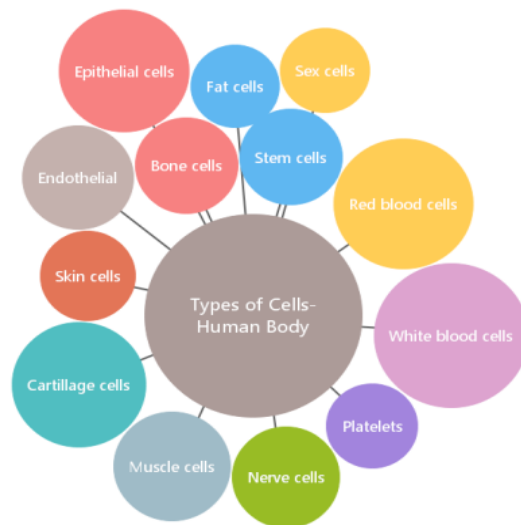
Picture 3. Bubble Map

4. Double bubble map

Double bubble map is used to compare two things and also to differentiate two different concepts.
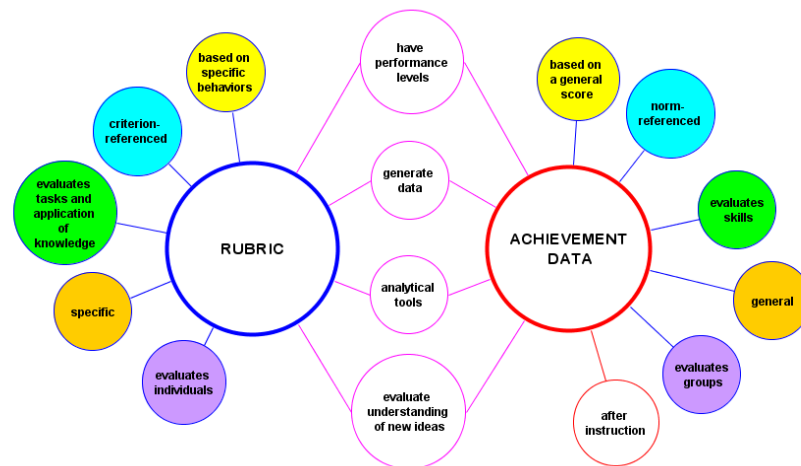
Picture 4. Double bubble map

5. Multi flow map

Multi flow map is a type of mind mapping that is used to map goals, impacts, ideas, concepts of certain topics. This map can quickly take aim regarding a concept well.
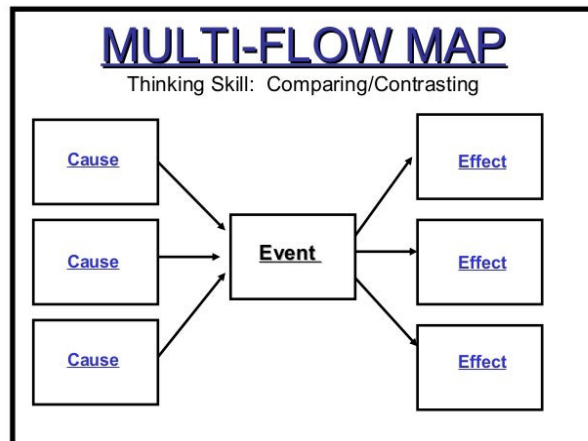
Picture 5. Multi flow map

6. Tree Map

This type of map is useful for categorizing all data. A tree map efficiently displays and categorizes all the steps and details regarding a concept.
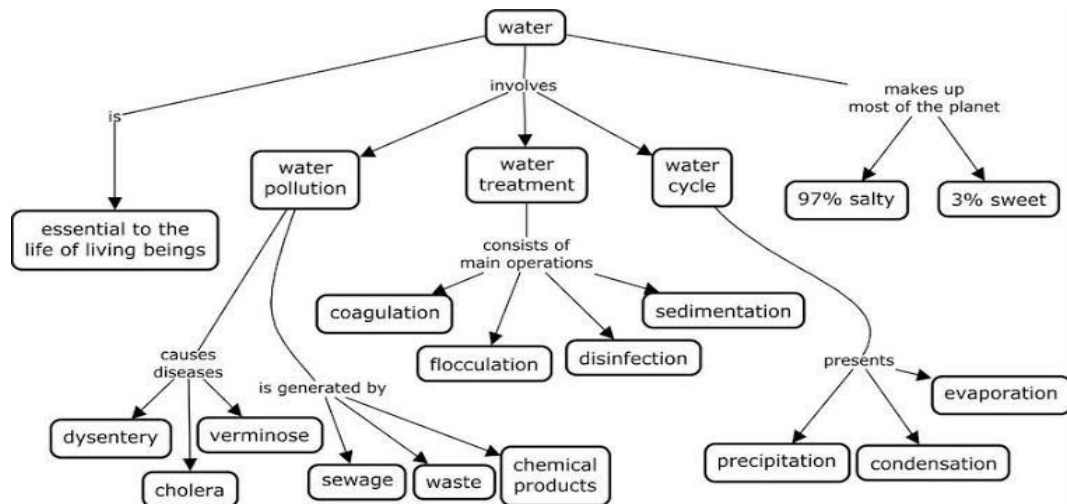
Picture 6. Tree Map

7. Bridge map

This type of mind map is also efficient in defining two different concepts and showing what kind of relationship and connectivity they have between them and what kind of information is similar in the two concepts.

Picture 7. Bridge map

8. Brace map

Brace Map is a type of Map that can easily analyze and evaluate part of the information provided to them.
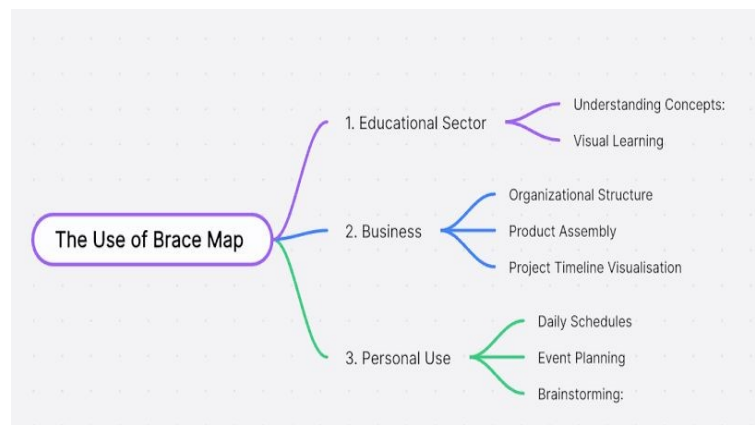
Picture 8. Brace map

9. Fishbone map

This type of mind map is looks like a fish, therefore it called fishbone map. A fishbone map can be a visual way to see the origin and effects of a problem to consider possible causes.
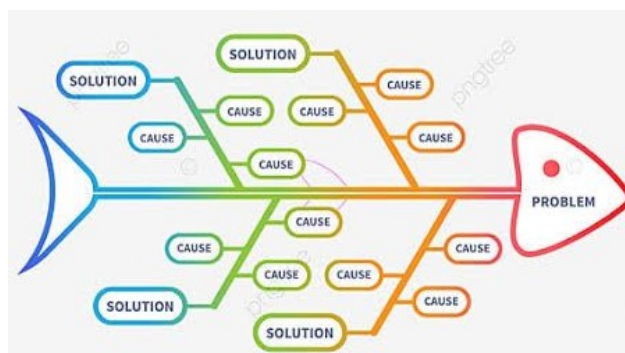
Picture 9. Fishbone map

2.7 Procedure of Applying Mind Mapping in Teaching Descriptive Text

In practicing writing by using the mind mapping technique and observing the process, the researcher followed the following procedure proposed by Blanchard and Root (2003):

1. Prewriting

Prewriting activity warmed up the brain to gather the ideas to write about. Students are given examples of mind mapping. Students are asked who the

person in the picture is and what their physical appearance is like. Students answer the person and mention their physical appearance. Students are given incomplete descriptive text and answer by filling in the blank words accompanied by the teacher. The teacher would introduce the students the topic of learning, which is the descriptive text. After the example runs well, students try to analyze the generic structure and language features of the text. Then, the teacher teaches how to use mind mapping to the students', then practice together. After that, the teacher would tell the students that mind mapping would help them generate ideas when they started to write.

2. Writing

In this part, the students are given a paper with pictures, then they are asked to write the keywords from the picture. After that students were asked to make descriptive text individually related based on the keywords they have written form. Then, the students are asked to analyze the generic structure of the text that they have made by giving a mark in each paragraph to make sure that mind mapping makes them easy to write. The result of brainstorming of mind mapping in the prewriting process is as guidance for the students to write paragraphs. The students should concerned about developing ideas.

3. Revising

In this step, the students' work had been collected by the teacher. After collecting it, the teacher monitored and marked their work one by one and wrote a comment and suggestion underneath. Students checked and read their mistakes and then they were asked to revise their work based on the teachers' comments. Students were asked some questions related to descriptive text to check their understanding. Students submitted their final work. Students were given a brief review about the material they had learned today.

Based on the explanation above, it is believed that writing descriptive text with mind mapping could be an effective way to facilitate the teaching-learning process. Using mind mapping techniques will help students to make it easier to

write descriptive text. Mind mapping can stimulate students' writing achievements. In this research, the researcher utilized three procedures to write a descriptive text; Prewriting, Writing, and Revising.

2.8 Advantages and Disadvantages

Mind Mapping is a useful technique in teaching writing. The researcher believes that Mind Mapping brings some advantages and disadvantages for the students. According to Keles (in Yunus, 2016), there are several advantages of using Mind Mapping, such as the following. Mind mapping can help students to organize ideas and understand their written information easily. It (mind mapping) helps students to develop ideas more effectively and at the same time it makes their writing easier students can understand more on my topic of the essay and they can elaborate more on the topic

Keles (in Yunus, 2016) also claimed that mind mapping can assist learning by providing an opportunity for visual stimuli, assessment, checking understanding, elaboration, note taking, summarizing, illustrating a sequence of events, and other creative ways of instruction. Moreover, mind mapping also helps to promote their creativity in writing. This is found in a few of the responses given by the students:

Therefore, the Mind Mapping technique brings some benefits by helping the students to generate and develop their ideas into descriptive text writing, making the students easier to write what they are thinking in their mind, and facilitating the students to get the information of the text through relating the elements of Mind Mapping.

On the other hand, Mind Mapping also has some disadvantages. According to Tee (2014) Mind Mapping cannot be digitally stored other than as a scanned document. Map size is limited because using mind mapping requires more space to draw the mind map. Furthermore, Mind Mapping is time consuming. If students only focus on the drawing of their Mind Mapping, they can waste their time to write. The students

must construct their own Mind Mapping individually through filling out the elements of Mind Mapping. To cope with these disadvantages, the teacher must manage the time as effective as possible and decide the appropriate text to be involved during the writing activity.

2.9 Theoretical Assumption

In teaching writing, many techniques can be used by the teachers to reach the goal of teaching the learning process. As has already been stated, writing is counted as the most difficult skill, students need to consider the five aspects of writing namely content, language use, organization, vocabulary, and mechanics. Besides, some cases show that it is hard for students to plan their ideas systematically. There are many ways to teach writing and teachers should have the ability to choose an appropriate way and implement it in the teaching learning process to obtain the goal.

Mind Mapping is a technique for visually representing the structure of information. Bharambe (2012) claims that students become skillful in organizing their thoughts and ideas and thus become able to present information clearly and attractively by mind mapping. It is seen as a powerful tool to help students overcome problems with the organization of their ideas and thoughts. Therefore, by mastering this technique, writers can have the ability to create and organize their ideas and thoughts. It can help to refer back, quickly, and easily check the relevance of writing a paragraph. That is why Mind Mapping is effective for writing a descriptive text because descriptive writing gives space for students to have the freedom to describe something or someone as a topic to describe and convey information by writing in a descriptive text. They can also make a chronological text because they have to make their draft before they write. From the explanation above, we can conclude that Mind Mapping can make students more active during class and can improve students' ability in writing.

Based on the explanation above, the researcher believed that there is an improvement in students' descriptive text writing. By using mind mapping, it will help them to produce a text; and write their idea into sentences to make the coherence and the unity descriptive text, so the organization of the text will be improved. Moreover, using mind mapping could stimulate students' enthusiasm and create a joyful teaching and learning process.

2.10 Hypothesis

Concerning the theories and assumptions above, the researcher formulates hypotheses as follows:

H_0 : There is no improvement in teaching students' writing in descriptive text after being taught by using the mind mapping technique.

H_1 : There is an improvement in teaching students' writing in descriptive text after being taught by using the mind mapping technique.

Briefly, those are the explanations about this chapter that was about the previous study, writing, aspects of writing, the teaching of writing, descriptive text, mind mapping, the procedure of applying mind mapping in teaching descriptive text, advantages and disadvantages, theoretical assumption, and hypothesis.

III. METHODS

This chapter discussed design, variables of the research, data source, instrument, data collecting procedure, data analysis, data treatment, and hypothesis testing.

3.1 Design

In this sub chapter, the researcher explained the research design that was used in this research.

This research was a quantitative study that was intended to find out whether the students' descriptive text writing could improve after using mind mapping as a technique and which writing aspect is most improved after being taught by using mind mapping. The research design was a group pretest-posttest design. The research design can be presented as follows:

$$\boxed{\text{T1 X T2}}$$

Note :

T1 refers to the pretest

T2 refers to the posttest

X refers to the treatment by the researcher

Setiyadi (2013:132)

3.2 Variables of the research

In this sub chapter, the researcher explained the variables of this research. Firstly, there is a definition of variable and lastly, there are two kinds of variables in this research.

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2013:101). Besides, to assess the influence of the treatment in this research. There are two kinds of variables. They are dependent variables and independent variables. A dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that a researcher hopes to investigate.

This research consists of the following variables:

1. Students' writing of descriptive text is a dependent variable (Y), because this variable is observed and measured to determine the effect of the independent variable.

2. Mind mapping is a independent variable (X), because this variable can influence or have effects on dependent variables.

In conclusion, there are two variables in this research. They are students' writing of descriptive text as dependent variable (Y) and Mind Mapping is as the independent variable (X).

3.3 Data source

In this sub chapter, the researcher explains the data sources in this research. Data sources are from population and samples which are necessary for research. The researcher did the research in SMPN 3 Natar. The population in this research was the first grade students of SMPN 3 Natar. 7D class was taken as the sample of this research.

In conclusion, the population and sample that were used in this research was the students of SMPN 3 Natar.

3.4 Instrument

In this subchapter, the researcher explained the instrument that was used in this research. Since students' writing ability had been evaluated, a writing test was the instrument of this research. Heaton (1991: 137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, use their own words and ideas, and communicate. In this research, the students were asked to write a descriptive text. There were two writing tests in this research; the writing pretest and the writing posttest. The tests were accompanied by: detailed instructions and directions including time allocation.

In fulfilling the criteria of a good test, the reliability and validity of the test should be considered.

3.4.1. Validity

A test can be said valid if the test measures the object to be measured and is suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982:251), there are two basic types of validity, they are content validity and construct validity. To measure whether the test has good validity, those two types of validity were analyzed. In this research there were several aspects in measuring the validity of the test, they were:

a) Content Validity

According to Hatch and Farhady (1982:50), content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In content validity, the material that is given must be suitable for the curriculum. Furthermore, in this research, the researcher used a descriptive text writing test that was supposed to be comprehended by the seventh grade of junior high school students.

b) Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2013:25). Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. In this research, the researcher was asked the students to write a descriptive text to measure the students' writing ability. The researcher measured the result of students' writing with the scoring criteria proposed by Jacobs (1981). The scoring rubric consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanics. Those aspects are things that the test had been covered with construct validity.

3.4.2. Scoring System

The consideration of criteria for evaluating the students' descriptive text writing ability is based on the ESL Composition Profile by Jacobs et al (1981). There are five aspects to be tested: content, organization, vocabulary, language use, and mechanics. Two raters were employed in this research. The first rater is the researcher and the second rater is the English teacher at the school. Additionally, both of the raters are qualified to be the raters because they have acquired a good knowledge in scoring students' writing. In evaluating the students' writing scores the researcher and the English teacher at the school analyzed the results of students' text writing. The pretest and the posttest text writing results of the experimental group were analyzed to make sure that the treatments that had been given had an impact on the student's abilities.

The criteria of the scoring system were based on the rating sheet from Jacobs et al (1981). The students could succeed in writing if their writing included five aspects of writing. Therefore, the aspects of writing were evaluated in the students' paragraph writing in the form of simple recount text. They are content, language use, organization, vocabulary, and mechanics. The score of the test is derived as follows:

1. Content   : 30%

2. Language Use : 25%

3. Organization : 20%

4. Vocabulary   : 20%

5. Mechanics   : 5%

Table 3.1 The Scoring Criteria

Aspect	Criteria	Score
Content	• **Excellent to very good.** Knowledge able, substantive, thorough development of thesis, relevant theory.	30-27
	• **Good to average.** Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	• **Fair to poor.** Limited knowledge of subject, little substance, inadequate development of topic.	21-17
	• **Very Poor.** Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate.	16-13
Organization	• **Excellent to very good.** Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	• **Good to average.** Somewhat	17-14

	choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	
	● **Fair to poor.** Non-fluent, ideas confused or disconnected, lack logical sequence and development.	13-10
	● **Very poor.** Does not communicate, no organization, not enough to evaluate.	9-7
Vocabulary	● **Excellent to very good.** Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	20-18
	● **Good to average.** Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	17-14
	● **Fair to poor.** Limited range, frequent errors of idiom/words, meaning confused or obscure.	13-10
	● **Very poor.** Essentially translation, little knowledge of English vocabulary, not enough to evaluate Vocabulary	9-7
Language Use	● **Excellent to very good.** Effective complete constructions, few error of agreement, tense, number, word order, function,	25-22

	pronouns, and preposition.	
	• **Good to average.** Effective but simple construction, minor problem in complex. construction, several error of agreement ,preposition but seldom obscured.	21-18
	• **Fair to poor.** Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	17-11
	• **Very poor.** Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	10-5
Mechanics	• **Excellent.** Few errors of punctuation, spelling, and capitalization/ used correctly	5
	• **Good.** Occasional errors of punctuation, spelling, and capitalization.	4
	• **Fair.** Numerous errors of punctuation, dominated by errors of punctuation, spelling, and capitalization	3
	• **Very Poor.** No mastery of convention, dominated by errors of punctuation, spelling, and capitalization.	2

3.4.3 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, 1982:144). It means that a test is valid if it has a stable score from one test to another test. To ensure the reliability of the pre-test and post-test scores and to avoid the subjectivity of the writer, inter-rater reliability was evaluated. It was evaluated by two raters. In this research, the first rater is the writer herself 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 used *rank-order correlation* with the formula:

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

p *refers to the coefficient of rank correlation*

N *refers to the number of students*

D *refers to the different of rank correlation*

1-6 refers to the constant number

(Hatch and Farhady, 1982:206)

In this case, the coefficient of rank correlation is analyze 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 could be concluded that the writing tests was considered reliable if the tests reached the range of 0.60-0.79 (high reliability)

1. Result of the pre-test reliability

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

$$\rho = 1 - \frac{6.40}{31(960)}$$

$$\rho = 1 - \frac{240}{29.760}$$

$$\rho = 1 - 0{,}00806452$$

$$\rho = 0{,}99193548 \ (\text{very high reliability})$$

2. Result of the post-test reliability

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

$$\rho = 1 - \frac{6.453}{31(960)}$$

$$\rho = 1 - \frac{2718}{29.760}$$

$$\rho = 1 - 0{,}09133065$$

$$\rho = 0{,}90866935 \ (\text{very high reliability})$$

3.5 Data Collecting Procedure

The procedures of the research are as follows:

1. *Determining the population and selecting sample*

This research was conducted in SMPN 3 Natar. The researcher chose the seven grades of SMPN 3 Natar as the population and chose one class as the sample of the research.

2. Deciding the materials to be taught to the students

Some topics had been provided for the pretest and posttest in this research.

3. Administering a pretest

Some topics had been given to students as the writing test. The pretest was conducted to measure students' preliminary ability before treatment. Here, students were assigned to write a composition with the topic. The topic had been given by the teacher and the time allocation.

4. Conducting treatments

In this step, the procedure of writing descriptive text by using mind mapping was explained by the researcher. Then the students were asked to make a product of academic writing about descriptive text after the examples were given by the teacher.

5. Administering a posttest

To see the improvement in student's writing ability, the post-test was conducted in the experimental class after they had been given the treatments.

The test is in the form of writing. The students were asked to develop their descriptive text writing. The posttest was conducted in 90 minutes.

6. Analyzing the test result (pretest and posttest)

After scoring the pretest and posttest, the data were analyzed by using the SPSS software program. It was used to find out the means of pretest and posttest and how significant the improvement was.

In short, there were some steps of research procedure in this research starting from determining the population and sample, selecting material, conducting a pretest, conducting treatments, conducting a posttest, and analyzing the data.

3.5 Data Analysis

The result of the student's descriptive writing ability in each test was evaluated based on content, language use, organization, vocabulary, and mechanics. The result of students' performance in the pretest then was compared with the result of their performance in the posttest to the impact of the instruction on their writing performance. To analyze the data gained from the writing test, the researcher treated the data through the following steps:

1. Scoring the pretest and the posttest.

2. Finding the mean of the pre-test and post-test by using this formula:

$$\text{M d} = \frac{\Sigma d}{N}$$

Md   refers to mean

Σ relates 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, 1982:172)

To obtain the data of the aspect that improved the most, the researchers used the following formula:

$$\text{Percentages of the Improvement in Each Aspect of writing} = \frac{The\ gain\ of\ mean\ in\ each\ aspect}{Max\ score\ of\ each\ aspect} \times 100\ \%$$

3.6 Data treatment

In treating the data, the researcher used the following procedures:

3.6.1 Normality Test

This test was used to measure whether the data were normally distributed or not. The researcher used SPSS 16.0 to analyze the data to find the value. The hypothesis is accepted if sign > α. In this case, the research used the level of significance of 0,05.

H^0 : The distribution of the data is not normal

H^1 : The distribution of the data is normal.

Table 3.2 The Result of student test in Pre-Test and Post-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PRE-TEST	,121	31	,200[*]	,943	31	,099
POST-TEST	,130	31	,196	,930	31	,044

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 3.2 the value of normality test in the pre-test (0.200) and the value of normality test in the post-test (0.196) is higher than 0.05. It can be concluded that H^1 is accepted and H^0 is rejected. In other words, the data of the pre-test and post test are distributed normally.

3.7 Hypotheses Testing

The result of the t-observed or t-value was compared with the result of the t-table to determine whether the alternative hypothesis can be accepted or not.

The hypotheses of this research are as follows:

H_0 : There is no increase in students' descriptive text writing from pretest to posttest after being taught by using mind mapping technique.

$$HO: X1 \leq X2$$

H_1: There is an increase in students' descriptive text writing from pretest to posttest after being taught by using mind mapping technique.

$$H1: XI < X2$$

Content is not the aspect of students' writing which improves the most from pretest to post test after learning writing by using mind mapping.

Content is the aspect of students' writing which improves the most from pretest to post test after learning writing by using mind mapping.

All of the above were in this chapter, such as design, variable of the research, data source, instrument, data collecting procedure, data analysis, data treatment, and hypothesis testing

V. CONCLUSION AND SUGGESTIONS

This final chapter draws on the conclusions of this research and the researchers' suggestions.

5.1 Conclusion

To answer the formulation of the problem and refer to the results, the researcher draws the following conclusions:

1. The implementation of mind mapping can improve the student's writing in a descriptive text. It happened because mind mapping can stimulate the students' ideas, it helps them to generate their ideas and write a descriptive text well.

2. After the students learn writing through the implementation of mind mapping, the aspects of writing improve. The highest aspect that improves the most is the content aspect. Mind mapping can help students develop their ideas by having keywords found in the branch of mind mapping, so students are able to write a sentence related to the idea in the branch and they know what they want to write.

5.2 Suggestions

Based on the findings, the researcher suggests as the following:

1. The teacher

a. Since mind mapping can improve students' descriptive text writing ability, English teachers should apply it in writing plans to develop their ideas to write.

b. Since the organization aspect has the lowest improvement, the researcher suggests the English teacher give students more understanding in making sentences logical.

2. Researcher

a. In this research, the researcher only focused on the increase in students' descriptive text writing ability. The researcher suggests another researcher to find out the effect of mind mapping on improving other skills such as reading, listening, and speaking.

b. Further researchers also can try to find out other types of texts besides descriptive text, for example: procedure text, recount text, and news item text.

c. The researcher suggests that other researchers implement mind mapping at different levels.

This chapter concludes the research and the suggestions for English teachers and other researchers who are interested in conducting future research in the same field.

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