

**THE IMPLEMENTATION OF MIND MAPPING TOWARDS STUDENTS'  
DESCRIPTIVE WRITING ACHIEVEMENT IN JUNIOR HIGH SCHOOL**

**(Undergraduate Thesis)**

**By**

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UNIVERSITY OF LAMPUNG**

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## **ABSTRACT**

### **THE IMPLEMENTATION OF MIND MAPPING TOWARDS STUDENTS' DESCRIPTIVE WRITING ACHIEVEMENT IN JUNIOR HIGH SCHOOL**

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The research aimed to find out whether there is any significant improvement in students' writing achievement after they are taught with mind mapping technique in teaching writing of descriptive text and to find out which aspect of writing increased the most after the use of mind mapping technique. This research used quantitative research with one group pre-test and post-test design. The population of this research was the second-grade students at Junior High School YBL Natar. The samples of this research were twenty-eight students in class VIII B in the academic year 2023/2024. The sampling technique used was purposive sampling, and the data were collected through pre-test and post-test in the form of a written test. The data were analyzed by using paired sample t-test with a significant level of 0.05.

The results showed that the mean score of the pre-test was 42.78 and the post-test score was 65.85. The gain score was 9.68. It could be seen from the significant value of the test, which was lower than alpha  $0.00 < 0.05$  and the t-value (15.820) was higher than t-table (1.7033). The statistical result showed that there was a significant increase in students' writing between the pre-test and the post-test after the students were taught by using digital mind mapping technique in writing skills. It was followed by content aspect with the gain 6.96 in which the aspect that increased the most. Therefore, it can be concluded that the digital mind mapping technique was effective for students' writing skills in descriptive text, particularly in content aspect. Furthermore, based on challenges faced while conducting this research, the researcher suggests to conduct the treatment into smaller, manageable steps fit the activity into the class schedule.

***Keywords: Descriptive text, mind mapping technique, writing skills***

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DESCRIPTIVE WRITING ACHIEVEMENT IN JUNIOR HIGH SCHOOL**

**By**

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

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## **CURRICULUM VITAE**

Jens Maritha Rai was born on January 19th 2003 in Way Kanan. She is the first child of Irwan and Sri Diana. She has three sisters namely Febrina Friska, Dimitrie Mahairani and Shanina Aghni Birdausi.

She started study by attending TK Amalia in 2007. Then, she continued education at SDN 1 Bandar Dalam in 2008. After she graduated from elementary school in 2014, she went to SMPN 1 Negeri Agung. She then finished her junior high school in 2017 and decided to pursue her study at SMAN 1 Negeri Agung. She graduated from senior high school three years later in 2020. In the same years, she successfully passed as a student of English Education Study Program of University of Lampung.

During her time in the University of Lampung, she conducted PLP at SMP YBL Natar. From June to August 2023, also she did KKN in Rantau Jaya Baru, Lampung Tengah. To complete her study, she undertook a research related to student's writing descriptive text using mind mapping technique at YBL junior high school Natar.

## **MOTTO**

“You become what you give your attention to. If you yourself don’t choose what thoughts and images you expose yourself to, someone else will.”

(Epictetus)



## DEDICATION

*Bismillahirrahmanirrahim*, by the name of *Allah Subhanahu Wa Ta'Ala*, who always bless my life and give me strength in each process, this script is proudly and fully dedicated to:

My dearest parents, Mr. Irwan and Ms. Sri Diana, who always pray for me, support me, and provide me with all of the best things they can do.

My dearest sisters, Febrina Friska, Diemitri Mahairani, and Shanina Aghni Birdausi who always light up my world with their presences.

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During the process of writing this script until finish, the researcher got helped and supported from many kind-hearted souls. Thus, the researcher would like to express her sincere appreciation to:

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Finally, the researcher believes her work still needs increase. There might be areas for an improvement in this research. Therefore, comments, suggestions, and constructive feedback are always acceptable for the better research. The researcher hopes this research could give practical contribution to the educational development, to the readers and to those who want to conduct further study.

Bandarlampung, July 2024

The researcher

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## **I. INTRODUCTION**

### **1.1 Background of the Study**

Writing can be a challenging task for students, especially when it comes to developing ideas. Many students face confusion and struggle with generating ideas for their written assignments, particularly when writing descriptive texts. They encounter difficulties in arranging words, have limited vocabulary, and struggle with grammar rules. These challenges often result in students falling below the minimum mastery level required in writing subjects.

According to Huinker and Laughlin (1996), among the skills taught in school, writing can be a complex skill for students to learn because it requires many different abilities and techniques which includes the ability of writers to express ideas and thoughts clearly. Weigle (2002) also states that writing is a complicate that requires skill, practice, and patience to effectively express an idea or message. Through the process of writing, students can learn how to collect and organize their ideas into written form that can be shared with others. Writing in a language other than their native tongue can be a challenge due to the need for a strong foundation in vocabulary and grammar.

Previous research conducted by Hermansyah (2019) revealed that a significant number of students struggle with writing subjects and fail to meet the minimum mastery level. The study highlighted specific challenges such as word arrangement, limited vocabulary, and difficulties with grammar rules. Additionally, many

students find it hard to generate ideas, particularly when it comes to writing descriptive texts. These findings emphasize the importance of addressing students' confusion and implementing effective strategies to enhance their writing proficiency.

Writing helps individuals improve their thinking skills, communication abilities, and self-reflection. It allows them to consider and reevaluate their ideas (Klimova: 2012). It is important for students at all levels of education to master the skill of writing because it is an integral part of language learning and has been a part of their education since they started school.

In addition, according to Bell and Burnaby as cited in Nunan (1998), writing is a very complicated activity that requires writer to present control of various kind of variables at one time. Those variables contain of content, grammar, vocabulary, punctuation, and spelling. Jacob et al. (1981: 90) also state that there are five aspects of writing: they are content, organization, vocabulary, language use, and mechanic. Hence, students have to master all writing aspects, therefore students will be able to produce a good writing.

In an activity of writing, students should gather information, ideas, and judgement correspond to the purpose of the writing. To fulfill those aspects, teacher needs to find a good approach to teach writing and what material will be suitable to be implemented in the class effectively.

To overcome the problem explained above, English teacher should find a proper technique to teach descriptive text effectively. One technique that can help both students and teacher to achieve writing skill is using mind mapping technique. Mind mapping is a strategy for making notes on topic regard to writing which shows the relationship or ideas, produce notes at random paper. mind mapping technique was firstly introduced by Buzan. According to Buzan (1993: 59), stated

mind mapping is an expression of radiant thinking and is therefore a natural function of the human kind.

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 research by Fajri and Aisyah (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 (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 chose this technique to teach writing skill and 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 SMP YBL NATAR.

## **1.2 Research Questions**

1. Is there any significant improvement on students' writing skill of descriptive text after the implementation of mind mapping technique?
2. Which aspect of writing improves the most after the implementation of mind mapping technique?

## **1.3 Objectives of the Research**

1. The objectives of the research are formulated whether there is significant improvement after the implementation of mind mapping Technique toward students' descriptive writing achievement.
2. To find out which aspect of writing improves the most after the implementation of mind mapping technique

#### **1.4 The Uses of the Research**

The uses of the research are explained as follows:

- 1. Theoretically**

The result of this research can be used to support the previous study of the implementation of mind mapping Technique.

- 2. Practically**

This research is expected to help teacher in designing better teaching technique in teaching writing descriptive text.

#### **1.5 Scope of the Research**

This research uses a quantitative method. The purpose of the study is to determine whether using mind mapping in the teaching of descriptive text is effective for improving students' writing skills. 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. The aspects of writing that consist of content, mechanics, organization, vocabulary, and language use were measured by comparing the results of pre-test and post-test. The researcher focused in this study on descriptive text, especially about describing person. The subject of this research was one class in the second grade of Junior High School YBL Natar.

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

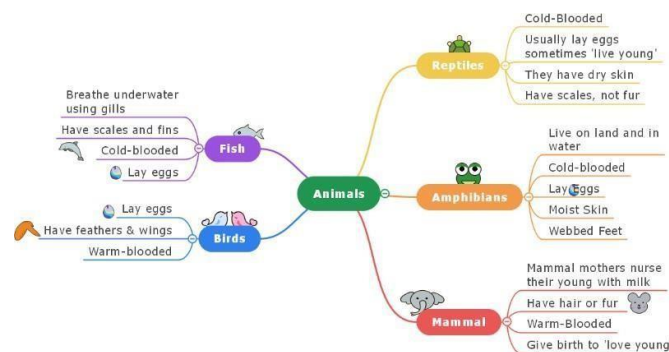
In order to give specific concepts, there are some key terms used in this research to avoid misunderstanding. Here are the key terms defined as follows:

1. Writing is the process of creating written works, such as essays, articles, or stories. It involves gathering information, organizing ideas, and expressing thoughts in written form. There are several aspects to writing, including content, vocabulary, organization, language use, and mechanics.

2. Descriptive text is a type of writing that aims to describe a person, place, thing, or event in detail. In writing descriptive text, it is important for students to have.
3. According to Buzan (2006) 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.

Mind mapping is a learning technique which consists of these phases:

- (1) Write down the main topic; (2) Connect subtopics to the main topic; and
- (3) Connect supporting ideas to the subtopics.



## **II. LITERATURE REVIEW**

This chapter discusses about the literature review used in this study, they are: review of the previous study, concept of writing, aspects of writing, teaching writing, descriptive text, concept of mind mapping Technique, advantages and disadvantages of mind mapping Technique, procedures of using mind mapping, theoretical assumption, and hypothesis.

### **2.1 Review of the Previous Study**

In its nature, writing is the act of conveying ideas and thoughts through the written form. Writing allows individuals to communicate their ideas to a wider audience and can be used as a tool for self-expression such as deliver ideas, thoughts and our feelings.

There are several studies conducted by researchers related to this study. One of the researchers is Bayat and Vahdati (2012) This study examined the impact of mind mapping on the writing performance of English as a foreign language (EFL) student. The researchers found that students who used mind mapping as a pre-writing strategy demonstrated significantly higher scores on a writing assessment compared to those who did not use mind mapping. The study also found that mind mapping was particularly effective for helping students organize their ideas and structure their writing.

Jarf (2014) also conducted research related to this technique. This study investigated the effectiveness of mind mapping as a pre-writing strategy for improving the descriptive writing skills of English as a foreign language (EFL) student. The results showed that students who used mind mapping demonstrated significantly higher scores on a descriptive writing assessment compared to those who did not use mind mapping. The study also found that mind mapping helped students generate more ideas, organize their thoughts more effectively, and produce more cohesive and coherent writing

Another research was conducted by Al-Hilawani and Al-Mughairy (2013). They stated that students who used mind mapping as a pre-writing strategy demonstrated significantly higher scores on a descriptive writing task compared to those who did not use mind mapping.

From the related research explained above, most of researchers used mind mapping Technique to find out various topics, such as the impact of using the technique. In this research, the focus was on examining the effectiveness of the mind mapping Technique in improving students' descriptive writing skills.

Based on the previous research, the researcher conducted this research in purpose to: (1) To find out whether there is significant improvement after the implementation of mind mapping Technique toward students' descriptive writing achievement. (2) To find out which aspect of writing improves the most after the implementation of mind mapping technique.

## **2.2 Concept of Writing**

Writing is one of the important skills that students should master. In the activity of writing, writer can express their ideas and thoughts into a meaningful form through several sentence structures. There are several concepts of writing that has been defined by experts.



According to Raimes (1983:76), writing is a complex process that involves multiple stages and requires a range of skills and strategies. Writing is seen as a series of steps that include prewriting, writing, and revising. She emphasizes the importance of planning and organizing one's ideas before beginning to write, and suggests that writers should be open to revising and editing their work in order to improve its clarity and effectiveness. Furthermore, the importance of considering one's audience and purpose when writing, and suggests that writers should strive to communicate their ideas clearly and effectively.

Moreover, Brown (2001:336) states that writing is a process of creating written language that communicates ideas, thoughts, and feelings. Writing involves several steps, including planning and organizing ideas, prewriting, writing, and revising. Affective writing instruction should focus on developing students' language skills, including grammar, vocabulary, and fluency, as well as helping them to develop their own writing style. In addition, according to Elbow (1973) as cited in Brown (2001:336) stated that writing is a two-step process of where the first process is to figure out and understand the meaning and the second process is an activity of putting the meaning into a form of language.

There is no a good writing in one attempt because writings process of reflecting things. The writer will get several revises in order to produce good writing based on the correct procedure.

Similarly, according to White (1986:10), writing is an act of putting words to communicate an idea. The importance of clear and concise writing, and suggests that writers should aim to use language effectively and efficiently in order to convey their ideas.

Based on the definition above, it can be concluded that writing is the process of expressing ideas, feelings, and thoughts through the use of language and words. It

involves using one's brain and hand to create sentences and paragraphs that convey meaning to an audience. The purpose of writing is to convey information and ideas to readers through language, enabling them to gain understanding and insight.

### **2.3 Aspects of Writing**

In order to facilitate the writer in expressing ideas through writing, Jacobs et al (1981) stated that there are five aspects that must be considered by the writer as defined below:

#### **1. Content**

Content refers to the substance or information contained in a piece of writing. It can include facts, arguments, stories, descriptions, or any other type of information that the writer is trying to communicate to the readers.

#### **2. Organization**

Organization refers to the structure and order of ideas within a written piece. It is an important aspect of writing because it helps the reader understand the information being presented and follow the flow of the argument or narrative.

#### **3. Vocabulary**

Grammar refers to the set of rules that govern the way words are used in a language. These rules dictate how words are combined to form phrases, clauses, and sentences, and they help to ensure that writing is clear, coherent, and easy to understand.

#### **4. Grammar**

Grammar refers to the rules of the English language that govern how words are used and sentences are constructed. It includes rules for word choice, verb tense, subject-verb agreement, and punctuation.

## 5. Mechanics

Mechanics refer to the technical aspects of written language, such as arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

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

### 2.4 Concept of Teaching Writing

Brown (1980) states that teaching is a process of showing or helping someone to learn and how to learn something. It is provided by the prior knowledge causing learners to understand. Teaching writing is considered more difficult than teaching the other skills. It needs teacher's ability to teach language structures gradually and to make sure whether students understand the structure or not.

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. It will be helpful for teachers to learn various approaches to teach writing. Teachers also need to teach students the socio-cognitive approach to writing, but it takes considerations of readers' expectations, socio-cultural contexts, and a set of thinking processes which involves planning, organizing, and writing/revising. It is believed that to produce a good piece of writing, it has to through multiple times of revision.

Furthermore, to have a good product of writing, the writer should go through good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message which is being delivered.

Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising as follows:

### 1. Prewriting

Prewriting refers to the activity of generating ideas or constructing ideas of what to write about by using prior knowledge that the writer has. The purpose of this step is to generate ideas that the writer would like to explore. Additionally, in order to collect ideas, the writer can discuss with other writers to share and receive information from each other.

### 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 a paragraph. As we write, the first draft of your paragraph, use the ideas we generated from prewriting as a guide. In this step, a writer does a translating process of representing one thought in mind.

### 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; it may be unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. 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

In brief, the material to teach writing must be relevant with students' needs, interests, and thinking capacities before they are able to produce a composition with little to no errors. For example, in terms of the topic of the discussion,

knowledge is needed to understand the information which is being communicated. It also must be acquired in the teaching phase in order to have successful and meaningful learning process.

## **2.5 Descriptive Text**

In this section, the concept of descriptive text as described as follows:

### **2.5.1 Definition of Descriptive Text**

Based on Curriculum 2013 Revisi 2017, descriptive text is the one of writing text that should be learnt by the students of all grades. Descriptive text is a text used to describe particular thing, person, animal, or event to the readers.

According to Buscemi (1990:78), description is a type of writing used to present a verbal portrait of a person, or thing. This writing is used to give detail information and to make vivid writing. Moreover, description is used to develop a picture of “what is look like” by interpreting the result of the writing. In addition, descriptions generally do not give the information itself, but also creates certain image of the object.

Descriptive text as stated by Oshima & Hogue (2007:61) is a text that describes an object based on our senses. In the text, it describes the object of how does it look, smell, taste, sound, and feel. In one descriptive text only describes one object whether it can be a description of person, place, or thing.

Additionally, a good descriptive text is a text that can give the reader specific information about one object which can lead the reader to imagine what is being described.

### **2.5.2 Generic Structure of Descriptive Text**

According to Knapp and Watkins (2005: 149) also states that there are two elements for a text to be identified as descriptive text: identification or general statement and description. The following is the explanation of both elements:

a. General statement

General statement is the element of introducing and identifying specific object being described i.e. a person, thing, place, animal or event.

b. Description

This part of descriptive text purposed to describe parts, qualities or characteristics of something or someone specifically.

### **2.5.3 Language features of descriptive text**

According to Knapp and Watkins (2005:98-99), there are several grammatical features of descriptive writing mentioned as follows:

1. Simple present tense is predominantly used in descriptive text.
2. Although present tense may be used in literary description, the use of past tense will dominate it based on the context of the text.
3. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
4. Action verbs are used when describing behaviors/users.
5. Mental verbs are used when describing feeling in literary descriptions.
6. Adjective are used to add extra information to nouns and maybe technical depending on the text.

7. Personal and literary description generally deal with the individual things.
8. Concerning the explanation above, there are several considerations in composing a descriptive text.

Writer has to consider the following aspects: the use of generic structure and language features. By taking all the consideration, it will help writer to compose a good descriptive text.

## **2.6 Concept of Mind Mapping**

Mind mapping technique was first introduced by Buzan (1984). This technique is defined as a way to tap into the full potential of the brain by using visual and spatial techniques to organize and present information.

According to Kaur (2016), mind mapping can help students to generate ideas, organize and structure their writing, and improve the coherence and cohesiveness of their writing. Generating ideas is an important aspect of the writing process, and mind mapping can help students to brainstorm and come up with new and original ideas for their writing. By providing a visual representation of the relationships between different concepts and ideas, mind mapping can stimulate students' creativity and encourage them to think outside the box.

Moreover, Smith (2018) states that mind mapping train students to generate ideas, organize and structure their writing, and create clear and logical connection between their ideas. Additionally, the potential benefits of using mind mapping as a collaborative tool in the writing process, allowing students to work together to generate and organize ideas. Overall, the review suggests that mind mapping can be a valuable strategy for improving writing skills in a variety of contexts. In short, this study assumed that mind mapping technique was expected to enhance students' ability in writing.

## **2.7 The Advantages and Disadvantages of Mind Mapping**

Several advantages of mind mapping technique as explained in the following:

1. Mind mapping helps students to brainstorm and generate ideas by providing a visual representation.
2. Mind mapping helps students to create clear and logical connections between their ideas, which can improve the coherence and cohesiveness of their writing.
3. Mind mapping is fun that can encourage students to think creatively and come up with new and original ideas for their writing.

The disadvantages of mind mapping are it can be time-consuming, particularly when creating in detailed maps, which may pose challenges when there are time constraints. Additionally, mind maps can sometimes result in information overload, making it difficult to focus on essential points and leading to a loss of clarity. Lastly, individual preferences and learning styles may vary, and not all students may find mind mapping to be the most effective or preferred approach for their learning and writing needs.

## **2.8 Procedures of Teaching Using Mind Mapping**

The following section is the procedures to teach descriptive writing using mind mapping technique.

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

- a. The researcher introduced the concept of mind mapping and its benefits to the students. This step was done through a short presentation, video, and discussion.
- b. The researcher asked students to brainstorm a list of topics they were interested in or that they currently studying in class. This step gave them some



ideas for creating mind maps later on.

## **2. Drafting**

- a. The researcher demonstrated how to create a mind map by drawing one on the board or projecting one on a screen.
- b. The researcher taught the students through the process step by step and have them follow along with their own materials.
- c. Have students practice creating mind maps on their own.
- d. The researcher gave them a specific topic or have them choose one from the list they had brainstormed earlier.

## **3. Revising**

- a. The researcher asked the students to share their mind maps with the class. Encouraged them to explain the different ideas and connections they included in their maps.
- b. The researcher encouraged the students to develop their description further and had them revise any grammatical mistakes.

## **2.9 Theoretical Assumption**

As mentioned earlier, English teacher must be able to facilitate students to construct ideas that will be written. In this case, mind mapping is assumed to be a better technique in the activity of teaching and learning because the visual and hierarchical structure of the mind map helps students to organize and represent information in a clear and structured way. This can encourage critical thinking and analysis, as students can brainstorm and make connections between different pieces of information. The result of this thinking process can be shared with their peers or

relatives to seek feedback and opinions, promoting collaboration and communication skills. Additionally, the process of creating a mind map can facilitate the composition of written texts.

Mind mapping is believed to be able to develop students' writing ability. The implementation of this technique was easy to apply, as it puts students at the center of the learning activity and the teacher acts as a facilitator. Students were able to interact and share their own ideas in the form of a written text through the creation of a mind map. The researcher assumed that the use of mind mapping in the teaching and learning process has positive impacts on students' achievement in writing.

## **2.10 Hypothesis**

Based on the explanation of theories and assumption stated in the previous section, the researcher formulated a hypothesis as follows:

- H0* There is no significant improvement of the students' writing achievement after being taught through mind mapping Technique in teaching writing descriptive text.
- H1* There is significant improvement of the students' writing achievement after being taught through mind mapping Technique in teaching writing descriptive text.

### 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 Research Design

This study used a quantitative research design. In this research, the students were given pretest before treatment to find out the students' initial ability and then they are given posttest after the treatments. The researcher used one class as the sample of this research.

The design involves one group as the subject which consists of three steps of activity, they are pre-test, treatment, and post-test. The data has been analyzed by using T-Test formula which stated in Setiyadi (2006:44) as follows:

$$T1 \times T2$$

The further explanation is described below:

T1 : Pre-test

T2 : Post-test

X : Treatment

The researcher conducted five meetings. Each meeting took two lesson hours (2x35 minutes). The first meeting was pre-test session, then the next three meetings were the treatments for students and last meeting was post-test session. The pre-test was done to find out students' basic skills in writing descriptive text before doing treatment. Then, the treatments were done to guide students in writing descriptive text. The last, post-test was done to find out students' increase in writing descriptive text. It was also to make sure that mind mapping could be used in increasing students' writing skills especially descriptive text.

### **3.2 Population and sample**

According to Sugiyono (2010) population is a generalization region involves an object or a subject that has quality and special characteristics in which choose by the researcher to investigate and make conclusion. It means that population refers to large group. The population of this research was the second-grade students at SMP YBL Natar. On the other hand, Lodico et al (2006) states that sample is a smaller group select from a larger population. The data was taken from students among the population, which was then considered a sample. The researcher was focused on one class as the experimental class by using purposive sampling. In purposive sampling, the researcher chose the sample based on identification of the problems and justification (Setiyadi, 2006). The researcher considered sampling based on responsive classes, so the data collection can be carried out optimally. Therefore, VIII B at SMP YBL Natar was chosen as the sample because it was considered the most responsive class according to teaching and learning activities that had been carried out by the researcher in the classroom.

### **3.3 Data Collection technique**

In this study, the research uses some instrument to collect the data based on the method used. The research method of this study is quantitative. To figure out whether the objective research was achieved or not, the research used several steps mentioned as follows:

a. Pre-test

Pre-test is a type of evaluation that is administered before students begins a particular course or treatment. Its purpose is to collect data on the students' current level of knowledge and skills in a particular subject area, so that the student's progress can be monitored and evaluated overtime. In this phase, students are assigned to compose a descriptive text about the topic which are given by the researcher.

b. Post-test

Post-test is an evaluation that is administered after a student has completed a particular course or treatment, in order to determine the student's level of knowledge and skills in the subject area. The post-test score is compared to the pre-test score to assess whether the student has made progress or improvement over the course of the program. The topic is given by the researcher and the students decided it by themselves.

### **3.4 Instruments of the Research**

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

### **3.5 Validity**

According to Setiyadi (2018: 19) validity is a measuring instrument that shows the extent to which the measuring instrument measures something that must be measured, Validity is measuring an assessment instrument of the research whether the assessment instrument is valid and consistent with the result of the research. Thus, to know whether the test has good validity, the researcher looks from the content and construct validity.

#### **3.5.1 Content Validity**

Content validity is used to measure the writing test that is applied to measure students' writing skill. According to Setiyadi (2006: 23) to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument represents the material which will be measured. This study used descriptive text writing test which is supposed to be comprehended by the second grade of junior high school students. The test is considered as valid in content validity since the test of writing constitutes a representative ample of the language skill and structure and also the material used is chosen based on English Curriculum of 2013 Curriculum for second grade of junior high school.

#### **3.5.2 Construct validity**

Construct Validity According to Setiyadi (2006), construct validity is concerned with whether the test is actually in line with the theory of what it means to know the knowledge that is being measured. In simpler terms, construct validity ensures that a test accurately measures what it's supposed to. In this research, the test was designed based on three the researcher classified the score using writing

descriptive scoring by Jacobs et al, (1981). As a result, both the English teacher and the researcher agreed that the test was valid.

The researcher assessed both content validity and construct validity using inter-rater agreement. The researcher conducted a validity test of the writing test item. The findings indicated the test's validity. It conforms to the syllabus outlined in the 2013 curriculum at SMP YBL Natar and integrates the theory employed in this study. Furthermore, it aligns with the research's learning objectives. Overall, given its coherence with content and theory, the test is considered valid.

### 3.6 Reliability

According to Setiyadi (2018) reliability is the consistency of a measuring instrument or the extent to which the measuring instrument can measure the same subject at different times but show relatively the same results. Reliability refers to the consistency of the measure. Hatch and Farhady (1982: 243) establish that the reliability of a test can be defined as the extent to which a test produces consistent result when it was administered under similar conditions. It means that a test is valid if it has stable score from one test to another test.

The researcher assessed the reliability of the writing test that had been previously administered. To calculate the reliability coefficient, SPSS (Statistical Package of the Social Science) 27 was used, specifically, employing the *Rank Spearman Correlation* for the writing test. The results of reliability test for the writing test in this research are presented on the Table

Correlations				
Spearman's rho	POST TEST		POST TEST	PRE TEST
		Correlation Coefficient	1.000	.695**
		Sig. (2-tailed)	.	<.001
		N	28	28
	PRE TEST	Correlation Coefficient	.695**	1.000
		Sig. (2-tailed)	<.001	.
		N	28	28

\*\* . Correlation is significant at the 0.01 level (2-tailed).

According to Setiyadi (2018), the criteria of reliability are derived as follows:

Nilai r	Interpretasi
0.000 – 0.200	Very low reliability
0.200 – 0.400	Low reliability
0.400 – 0.600	Medium reliability
0.600 – 0.800	High reliability
0.800 – 1.00	Very high reliability

Table 3.2 Reliability

Based on the standard of reliability above, it can be concluded that the writing tests is considered reliable if the tests reach the range of 0.6-0.8 (high reliability). However, to make easy in calculating the data, the researcher used SPSS 27.0 in processing the data to get the correlation both of the variable. Correlation can result in positive or negative numbers. Based on the result above, it shows that test have a very high reliability by getting score 0.695.

### 3.7 Data Collecting procedures

In this study, there are several procedures in purpose to collect the data. The procedures have been conducted as follows:

#### 1. Determining the population and sample of the research.

The population was the second-grade students of SMP YBL Natar. There were ten classes in the second-grade, therefore the researcher chose only one class which was class VIII B as the sample of this research.

#### 2. Selecting the material

The researcher used the syllabus of the second-grade of Junior High School based on school curriculum. In consequence, this research was focused on



writing descriptive text related to describing person.

### **3. Administering the pretest**

In order to see the initial ability of students' writing skill, the pretest was conducted in the class before they were given the treatment. The test was in form of writing. The students were assigned to develop their descriptive textwriting based on the topic. The pretest was conducted in 80 minutes.

### **4. Conducting the treatment**

After administering the pretest, the researcher conducted three meetings for the treatment. The treatment consisted of three meetings in total which took about 90 minutes for each meeting. During the treatment the researcher taught about descriptive text, specifically about describing person using mind mapping technique. In each meeting, the researcher explained the material related to the topic describing person. Initially, the researcher taught the students about the language features of descriptive text such as the use of simple present tense, vocabulary related to human body, noun phrase and adjective used in describing person. Subsequently, the researcher employed the mind mapping technique as a part of the learning material. Furthermore, a feedback and discussion were incorporated to support students in improving their writing ability during the learning process.

### **5. Administering the posttest**

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

## **6. Analyzing the test result (pretest and posttest)**

After the data was completely collected, the researcher identified and analyzed errors based on the aspects described to their descriptive writing from the result. All the students' works were assessed based on the writing aspects specified by Jacob (1981). Subsequently, the scores from all tests were analyzed to determine students' writing progress from the pretest to the posttest.

### **3.8 Data Analysis**

Students' performance in pretest then were compared with the result of their performance in posttest to the impact of the instruction in their writing performance. To analyze the data gained from writing test, the researcher treated the data through the following steps:

#### **1. Sorting the data**

Each rater scored the students' writing of pretest and posttest. Then, the average scores between two raters were taken to be the final score that was analyzed statistically using Paired sample T-test that was to show the differences between pretest and posttest of experimental class for answering the hypothesis. The data was computed through SPSS version 27.0.

#### **2. Drawing the conclusion**

The score of the pretest and posttest were statistically analyzed using Paired Sample T-test to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS) version 27.0.

### 3.8.1. Data Analysis of the First Research Question

1. The researcher with the first rater assessed the results of the students' descriptive text along each aspect of writing following the scoring criteria of writing aspects specified by Jacob (1981).
2. The researcher processed the data using statistical computerization Paired t-test of Statistical Package for Social Science (SPSS)
3. The researcher drew the conclusions from the tabulated results of the test given, that was done by statistically analyzing the data using statistical computerization Paired t-test of Statistical Package for Social Science (SPSS) to test whether the improvement of students' gain was significant or not. The formula was as follows:

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

$Md$  =Mean (average score)

$\sum d$  = total score of the student

$N$  = number of students

(Hatch & Farhady, 1982)

### 3.8.2. Data Analysis of the Second Research Question

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

$Md$  =Mean (average score)

$\sum d$  = total score of the student

$N$  = number of students

(Hatch & Farhady, 1982)

1. The researcher analyzed the improvement of each aspect of writing used in this research by comparing the means of the pretest and posttest of each aspect.
2. The researcher processed the data using SPSS.
3. The researcher answered and drew the conclusions regarding the second research question by comparing the increase score of each writing aspect.

### 3.9 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:

#### Scoring Rubric by Jacob et al. (1981)

Writing Aspects	Score	Descriptions
<b>Content</b>	<b>30-27</b>	<b>Excellent to Very Good:</b> Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	<b>26-22</b>	<b>Good to Average:</b> Some knowledge of the subject, adequate range, limited development of thesis, lack of detail, mostly relevant to the topic
	<b>21-17</b>	<b>Fair to Poor:</b> Limited knowledge, little substance, inadequate development of thesis.
	<b>16-13</b>	<b>Very Poor:</b> Does not show knowledge of the subject, is non-substantive, is not pertinent.

<b>Organization</b>	<b>20-18</b>	<b>Excellent to Very Good:</b> Fluent expression, ideas clearly stated, succinct well organized, logical sequencing, cohesive.
	<b>17-14</b>	<b>Good to Average:</b> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	<b>13-10</b>	<b>Fair to Poor:</b> Non-fluent, ideas confused, lack of developmental.
	<b>9-7</b>	<b>Very Poor:</b> Does not communicate and not organized well.
<b>Language Use</b>	<b>25-22</b>	Excellent to Very Good: Effective
	<b>21-18</b>	<b>Good to Average:</b> Simple construction, several errors of agreement, tense, number, word order, articles, pronouns, prepositions but still in line.
	<b>17-11</b>	<b>Fair to Poor:</b> Major problems in simple construction, frequent errors of sentence agreement, tense, number, word order, articles, pronouns, prepositions, deletions, and meaning confused.
	<b>10-5</b>	<b>Excellent to very good:</b> Few errors of spelling, punctuation, capitalization and paragraphing.
<b>Vocabulary</b>	<b>20-18</b>	<b>Excellent to very good:</b> Sophisticated range, effective word choice, appropriate register.
	<b>17-14</b>	<b>Good to average:</b> Adequate range, occasional error of word or idiom form but meaning not obscured.
	<b>13-10</b>	<b>Fair to poor:</b> Limited range, frequent errors, meaning confused.
	<b>9-7</b>	<b>Very poor:</b> Essentially translation, little knowledge of vocabulary, idiom, and word forms.
<b>Mechanics</b>	<b>5</b>	<b>Excellent to very good:</b> Few errors of spelling punctuation, capitalization, and paragraphing
	<b>4</b>	<b>Good to average:</b> Occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	<b>3</b>	<b>Fair to poor:</b> Frequent errors of spelling, punctuation, capitalization, paragraphing, and meaning confused.
	<b>2</b>	<b>Very poor:</b> Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Table 3.1. Scoring rubric by Jacobs et al (1981)

### 3.10 Hypothesis Testing

After the researcher collect the data, the researcher investigated whether there was any significant improvement in students' writing ability after being taught by using mind mapping. The researcher used a Paired Sample T-Test through Statistical

Package for Social Science (SPSS) to determine whether the hypothesis should be accepted or rejected. The hypothesis is approved if the level of significance 0.05 in which the hypothesis is proved with  $\text{sign} <$

The formula for testing the hypothesis is as follows:

$$H1 = \text{Sig.} < 0.05$$

The hypothesis is drawn as follows:

*H0* There is significant improvement of the students' writing achievement after being taught through mind mapping Technique in teaching writing descriptive text.

*H1* There is no significant improvement of the students' writing achievement after being taught through mind mapping Technique in teaching writing descriptive text.

## **V. CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher offers conclusions and suggestions based on the outcomes of the conducted research, which have been reported and discussed in the previous chapter.

### **5.1 Conclusions**

Referring to the previous chapter, the findings conclude that the implementation of mind mapping in second-grade students of Junior High School represents a powerful technique for enhancing students' writing achievements, particularly in descriptive text. The visual aspect of mind mapping makes the learning enjoyable for students, as the students take pleasure in creating their own maps and writing descriptive texts. The researcher found this method engaging for students, making writing less daunting and more enjoyable. Moreover, mind mapping encourages students to think more broadly, fostering a broader exploration of topics and prompting consideration of aspects of the subject they are describing, making their writing richer and more detailed. Therefore, the researcher stated that mind mapping is a good alternative for teaching writing, particularly in writing descriptive text, as it supports idea generation and organization, encourages deep exploration of topics, and helps produce more coherent and detailed texts.

## **5.2 Suggestions**

Based on the finding and discussion in this research, the researcher recommends some following suggestions:

### **5.2.1 Suggestions for Teachers**

1. For the English Teacher, the researcher suggests that English teachers use the mind-mapping technique as an alternative technique for teaching writing. By incorporating mind mapping into the curriculum, teachers provide students with a practical and enjoyable way to develop their writing skills.
2. Secondly, the researcher suggests English teachers to give students more writing exercises, like writing sentences, paragraphs, or texts regularly, to improve their writing.
3. Since mechanics did not improve as much as other aspects, teachers should demonstrate how to use mechanics correctly to the students.

### **5.2.2 Suggestions for Future Researchers**

After completing the research, the researcher offers several suggestions for future researchers based on encountered challenges faced by the researcher during the research. These suggestions are as follows:

1. Because of limited class time, breaking the mind mapping process into smaller, manageable steps and assigning parts as homework if necessary will help fit the activity into the class schedule.
2. As some students may find mind mapping uninteresting, it is suggested to use interactive tools such as colored pens or digital apps.



3. Because students learn at different paces, it is recommended for future researchers to group students into pairs or small groups, allowing faster learners to help slower learners and offering additional support sessions or one-on-one time as needed.
4. Since mechanics did not improve as much as other writing aspects, future researchers are suggested to provide targeted learning process specifically aimed at improving spelling and punctuation.

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