

**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE
STUDENTS' WRITING ACHIEVEMENT OF DESCRIPTIVE TEXT
AT THE FIRST GRADE SMPN 3 NATAR**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' WRITING ACHIEVEMENT OF DESCRIPTIVE TEXT AT THE FIRST GRADE SMPN 3 NATAR

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This research aims to determine whether there were significant improvement in students' writing achievement on descriptive text after the implementation of the mind-mapping technique. The samples of this research were the seventh-grade students of SMPN 3 Natar, Lampung Selatan. They were class VIIE. The class consisted of 33 students. The method used in this research was a quantitative method. The writing test was administered as the research instrument. The results show that the students' pre-test mean score of the experimental class was 50,36 while the students' post-test mean score was 64,98 and gain of pre-test and post-test was 14,62. The data were analyzed using the Paired Sample t-test. The hypothesis of this research was proven. The result of the t-test in this research showed that the value of the significant level was lower than the alpha level ($0.00 < 0.05$). and t-value 12.905, higher than t-table 1.694. It means that H1 was accepted, indicating a difference in students' writing achievement after using the mind-mapping technique. The difference showed an improvement after the implementation of the mind mapping technique, and the most improved aspect in this research is content with gain 7,15. Thus, it could be concluded that mind mapping could be applied to improve students' writing achievement in Descriptive text.

Key words: Mind Mapping technique, writing, descriptive text

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**The Language and Arts Education Department
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**ENGLISH EDUCATION STUDY PROGRAM
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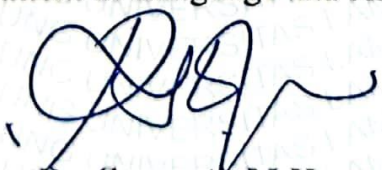
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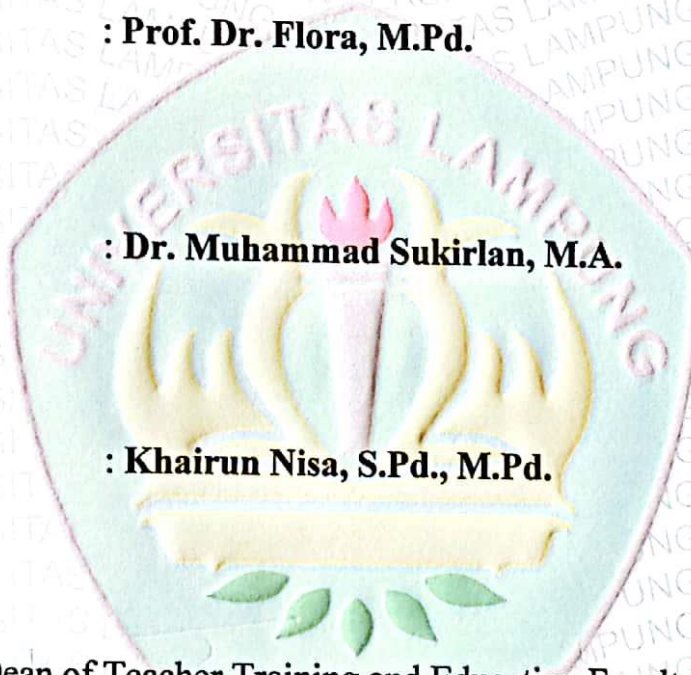
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Menyatakan bahwa skripsi ini adalah benar hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

The author's full name is Rintia Tifa Rina. She is the second child of Achmad Husrin and Reftia Warni. She was born on July 24th 2002. She has four siblings, named; Reza Pratama, Muhammad Raya Anugrah, Muhammad Dalwa Zayyid, and Muhammad Dalwi Ziyad.

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Throughout her college years, she actively participated in extracurricular activities. In the first year, she joined the Student Executive Board and later worked in the public relations division of SEEDS.

DEDICATION

In the name of allah SWT who blesses my life, the writer dedicated script to:

My beloved Family; my parents, and my siblings

My honorable lecturers in English Education study program

My Almamater, University of Lampung

MOTTO

Hasbunallah wani' mal wakil ni' mal maula wani'man nasir

" Allah is sufficient to be our helper, and Allah is the best protector."

“There is only one thing that makes a dream impossible to achieve; the fear of failure”
-Paulo Coelho, The Alchemist

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All praise to Allah SWT, the Almighty God, because of the blessings for me to accomplish this script titled “ THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS’ WRITING ACHIEVEMENT OF DESCRIPTIVE TEXT AT THE FIRST GRADE SMPN 3 NATAR” as a partial fulfillment of requirement for the bachelor degree. The deepest thanks and respect to the honorable people who help, support, and give meaningful suggestion for the writer to complete this script.

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Finally, the researcher realizes that this research is still far from perfect. Therefore, constructive criticism, comments, and suggestions are welcomed for better research. Hopefully, this research will positively contribute to the educational development of the readers and those who want to conduct further research.

Bandar Lampung, 24 Juli 2024
The researcher,

Rintia Tifa Rina
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I.INTRODUCTION

In order to introduce to research, this chapter deals with background of the problem, formulation of research question, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

English is a language originally spoken by people of England. English, as an international language, has an important role in all aspects. English is the first foreign language to be studied because it will affect the future and make it easier for us to reach the international market, therefore all educational institutions in Indonesia have language subjects. According to Harmer (2001) English is one of the requirements to continue to a higher level. There are four skills that should be mastered, they are : listening, speaking, reading and writing. Among the four skills. Listening and reading include passive and receptive skills, while speaking and writing include active or productive skills . One of the language skills which must be mastered by the students who are studying the English Language is writing skill. In Indonesia however, writing skill is also considered important , as writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL). Moreover, the benefits of students having the ability to write are: sharper imagination, mastery of language increases, and increase confidence (Hiasa, & Fina, 2018).

Writing is considered a complicated language skill. Richards & Renandya (2002:303) state that writing is the most difficult skill to master because of its

difficulties in generating, organizing, and translating ideas into a readable text. A writer should consider several language aspects in composing a final writing, namely: content, organization, vocabulary, language use, and mechanics (Jacobs, 1981). Writing, although it is a complicated skill, is definitely a skill that the language teacher must teach to their students. Writing is very important because its activities can give the students the chance to express their personalities, help to consolidate learning in the other skill areas, and allow for conscious development of the language mastery. Moreover, through writing, the language learners learn to communicate with other people, to understand them, to read what they have written, and to write to them (Raimes, 1983). Students need to be able to write the descriptive text clearly. They should choose the correct word in every sentence to make their description more real (Kane, 2000:7). A paragraph is stated as fluent when the choice of the structure and vocabulary are consistently appropriate in order easily to be comprehended. Finally is organization (form), which is essential for a paragraph to have form (organization), which means that all the sentences in the paragraph discuss only one main idea. At SMP/MTS level, students must be able to write several kinds of text in the form of paragraphs, the example of text are narrative, recount, procedure, and descriptive. To reach this goal, students must be able to produce writing products. As educator, we must be able to build interest in their learning especially in writing English paragraph.

Wallace (2004) testifies that writing is the final product of several acts that are hugely challenging to learn simultaneously. Between these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Harmer (2007) adds that there are four stages of writing. The first one is planned. Here, the writer tries to find a topic about what they are going to write. The second one is writing stage. At this stage the writer starts to construct the draft of the chosen topic. Next revising, the writer revises the rough draft. The last one is editing stage where the writers correct the final version of their writing. In Junior High School, there are some texts that must be learnt by the students. The students learn about descriptive texts, recount texts, report texts, procedure

texts, and narrative texts. Among these texts, a descriptive text is one of the texts that should be understood and written by the students in the English subject at Junior High School.

A descriptive text is a text that describes a particular thing, people, place and etc. To write a descriptive text well, the students have to know some information about the object that is going to be described. The generic structure of this text is the identification and description. Identification illustrates the general information about what we are going to describe and description illustrates the specific or detail information about what we are going to describe.

To help students writing descriptive text, the teacher has to help his / her students in writing. Aiex (2008: 25) defined “media as a device used by teacher in teaching-learning process that makes learners understands the material given”. Media provide an excellent source for discovering a “new” place and make students competent more culturally. In addition, Sharon et al (2007: 6) define “media, the plural of medium, are means of communication”. The term refers to “anything that carries information between a source and a receiver”. Referring to those definitions, the researcher can conclude that media is related in communication and learning to transfer or deliver messages and it designed by the teacher which should be enjoyable and meaningful for the students. There are many kinds of media that can be used for the teacher in helping the students, such as visual, audio, and audio-visual. Therefore, in order to help the students, the use of media is important.

The researcher chooses one kind of visual media to help the students in learning writing – that is, mind mapping picture. Mind mapping is one of strategies that used by many teachers in writing skill because it can help students in ingenerating an idea. According to Riswanto and Pebri (2012: 4), Mind Mapping is “a graphic representation of ideas (usually generated via a

brainstorming session)”. It shows the ideas which are generated around a central theme and how they are interlinked. Meanwhile, Tony Buzan (2007: 4) stated “a mind map is an easy way to get information into and out of your brain”.

In addition, Syeda (2016: 62) stated that “mind mapping is the easiest way to develop information in human mind and take information from out of brain”. It is a created and effective way that made our ideas. Maps are easier to follow than the long note taking or listing techniques where ideas are kept in a top down sequence and it becomes difficult to make connection of the last idea to the first in the list. Mind maps can work as tool to facilitate the learners to plan ideas especially in the pre-writing process. In line with definition mapping map in previous paragraph, it is clear that mapping map is a useful strategy in pre-writing process. Learners will provides some ideas to start writing.

Furthermore, there are many factors that influence students in learning writing. Myles (2002: 5) pointed out “two factors influence students writing ability; social factors and cognitive factors”. Social factor covers learner attitudes and learner motivation. Teachers should be able to motivate students in writing task and develop positive attitude which can have a positive effect on their writing. On the other hand, cognitive factors related to how learners use their language in writing. It can be thought that writing in a second language is a complex process involving the ability to communicate in L2 (learner output) and the ability to construct a text in order to express one’s ideas effectively in writing. Vocabulary and language transfer are considered difficult for almost students. In order to have an effective writing teacher must concern this factor when teaching writing.

1.2 Formulation of the research Question

The research question in this research are:

“Is there any improvement of students’ writing achievement in descriptive text after they are being taught by using Mind mapping Technique?

1.3 Objectives of the Research

The objectives of this research are:

”To find out whether or not there is any improvement of students' writing achievement in descriptive text after being taught by using Mind Mapping Technique.”

1.4 Uses of the Research

The result of this research can be used as follows:

Hopefully, the result of this research findings can provide valuable insights and evidence-based recommendations for educators on how to effectively implement the Mind Mapping Technique approach in the classroom. It can guide teachers in incorporating visual stimuli, vocabulary development, and descriptive language instruction to enhance students' descriptive writing skills.

1.5 Scope of the Research

This research focused on the Implementation of Mind Mapping to improve students' writing of descriptive text and the aspect of writing improves the most after they have been taught by using Mind Mapping Technique.

1.6 Definition of Terms

Here are the definition of terms that are used in the research :

1. Writing

Writing is an active and productive activity that requires an organized way of thinking expressed in written language (Allen & Paesani, 2022; Galbraith & Baaijen, 2018).

2. Descriptive Text

A descriptive text is a text that describes a particular thing, people, place and etc. To write a descriptive text well, the students have to know some information about the object that is going to be described. (Garot and Wignel, 1994).

3. Mind Mapping

Mind mapping is one of strategies that used by many teachers in writing skill because it can help students in generating an idea. According to Riswanto and Pebri (2012:4), Mind mapping is “a graphic representation of ideas (usually generated via a brainstorming session)”. It shows the ideas which are generated around a central theme and how they are interlinked. Meanwhile, Tony Buzan (2007: 4) stated “a mind map is an easy way to get information into and out of your brain”.

In conclusion, Mind Mapping Technique is an effective method for enhancing students' descriptive writing skills. By implementing Mind mapping Picture, educators can help students develop vocabulary, descriptive language skills, critical thinking, and creativity. Mind mapping Picture can be used as an engaging and interactive approach in teaching descriptive writing, resulting in significant progress in students' writing abilities.

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

II. LITERATURE REVIEW

This chapter discusses several points related to the theories that used in this study. It consist of concept of writing,component of writing,descriptive text,Mind Mapping Technique,review of previous studies.

2.1 Review of Previous Studies

The research paper entitled Developing Students' Writing Skill of Descriptive Text By using Mind Mapping Strategy (a Classroom Action Research at the Seventh Grade Class VII.A, SMP Al-Fajar Kedaung, Tangerang Selatan) written by Qofiah. The researcher to know whether mind mapping strategy improve students' writing skill of descriptive text at the seventh grade Class VII.A, SMP Al-Fajar Kedaung. The result of her research shows that her Classroom Action Research issuccessful. It means that mind mapping can improve students' writingscore and students' descriptive text. Mind mapping also improve the students' creative thinking and interaction each other.

Teaching Writing Descriptive Text by using Mind Mapping written by Nila from University of Bung Hatta. Her paper aims at describing teaching writing descriptive text by using mind map. In conclusion, her research, she stated that in the case, to make writing process easy, the teacher can use a technique or method that can make the student's interest in learning process. By using mind map as a teaching method, the teacher can ask the students to describe someone based on the mind map or method that has been given by teacher.

Teaching Descriptive Text through Mind Map Technique at the Seventh Grade Students of SMPN 1 Mande Cianjur by Lia Marlina from English Education Study Program of STKIP Siliwangi Bandung. In that research, the objective is to find out whether or not teaching descriptive text through mind map technique was effective to increase students' writing comprehension ability at the seventh grade students of SMPN 1 Mande and the other purpose is to find out the advantages and disadvantages teaching genre of texts especially descriptive text through mind map. The result shows that teaching descriptive text through mind map technique at the seventh grade students of SMPN 1 Mande Cianjur can improve students' writing comprehension ability.

It can be conclude that the implementation of mind mapping technique is believe to be an effective way to improve the students' writing achievement of junior high school.

2.2 Concept of Writing

Writing is the process of using symbols, characters, or letters to create written text that conveys thoughts, ideas, information, or emotions. It's a fundamental form of communication and expression that allows people to record and share their thoughts with others, both in the present and for future generations. Nunan (2003:23) said that writing is a both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. In addition, Harmer (2007) also says that writing can be defined as writing- for-learning and writing-for-writing. Writing-for-learning means writing as a tool to practice the language they have learned, and in writing-for-writing, it is a tool to develop the students ability as writer. So, people have their own purpose to write, they can learn to write by trying to write something and to develop their writing ability.

However, According to M. N. Anwar, Nazi Ahmed (2017), writing is a reflective activity and requires thinking, ideas, relevant knowledge and vocabulary. The writing in second language becomes even more difficult task for the students. Writing is more difficult than speaking because the former is more formal than the latter, and also due to the fact that people speak more than writing in their routine life. Moreover, spoken language occurs in natural environment; whereas, writing takes place in artificial environment. This is not only has psychological effect; it may also cause a problem in terms of content what to say. Being at a loss for ideas is a familiar experience to most of us when we are obliged to write (Ferry 2017). In while (Herizal 2015) that writing is a laborious activity for the students, which involves many skills: students must first be able to recognize that certain shapes from letters, and these letters represent particular sounds; when the letters are put together.

Moreover, writing is more difficult rather than other language skills because writing be more challenging than other tasks due to the need for clear expression, organization, and effective communication ideas. The students complained that they could not write text because they did not understand about tenses which always made them confused and sometimes it was the boring part of studying English. Meanwhile, grammar was the main point in writing. As supported by Batstone (1994: 3), the question of how words can (or cannot) be combined in sentences is an important part of grammar, where it is the concern of syntax. On the other words, grammar had function to explain when the writer wrote the text. It was not only how to say thing but also how to arrange words.

From all the statements above, it can be stated that writing is one of affective communication tools, because it requires clear expression, organization, and effective communication of ideas. Grammar plays a crucial role in writing to explain when and how words should be arranged in sentences. However,

Writing in a second language is even more challenging for students because it is formal, requires a broader vocabulary, and is less common in daily life compared to speaking so, they need more practice to write and give more efforts to explore their experience or ideas into their writing.

2.3 Aspect of Writing

According to Melly (2006:1), there are five kinds of writing. The first is expository writing. It is kind of writing in which the purpose of writing is to explain or inform. The second is descriptive writing. Descriptive writing is writing that serves to show, describe something. The third is persuasive writing. It is kind of writing for arguing or against an issue. The fourth is creative writing. Creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more. And the last is narrative writing. It is kind of writing that tells story and, in doing so, entertains or informs the reader.

In order to a write well, there are several aspects which should be considered by students. according to Jacob et al (1981: 90), there are five aspects of writing. They are:

1. Content.

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

2. Organization

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

3. Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use

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

5. Mechanic

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. I prefer to Jacob et al's opinion that aspect of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

2.4 Teaching Writing

Harmer (2004: 4-6) states that there are four main elements in writing process. Those are planning, drafting, editing (editing and revising), and final version.

a. Planning

Harmer (2004: 4) stated that in planning process, there are three main issues have to be thought by students. The first, the students have to decide the purpose of writing. Next, students have to think about language styles. Finally, students have to consider the content.

a. Drafting

Harmer (2004: 5) stated that drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

b. Editing

Harmer (2004: 5) stated that in editing the students read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimize.

c. Final version

Harmer (2004: 5-6) said that the last stage is the final version. After all process have done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many change in editing process. Any unimportant information stated in the draft can be deleted.

After finishing that processes, the result of writing is ready to be sent out to the reader. It is different if students write spontaneously. Therefore, the result of writing will be better with following those processes.

2.5 Descriptive Text

A descriptive text is a text that describe the features of someone, something, animal, or a certain place. Wardiman in fitriyanti (2014: 16) stated that descriptive text a kind of text which describes particular thing, person, or other. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. (Linda Gerot in M Mursyid PW, 2005: 4). From the explanation above, it can be concluded descriptive text is a text which describes a person, place, animal, or thing.

2.5.1 Generic Structure of Descriptive Text

The generic structures of descriptive text according to Pardiono (2007: 34), as follows:

- a. Identification : consisting of identification phenomenon to be described.
- b. Description : consisting of the description parts or things (physical appearance), qualities (degree of beauty, excellence, or worth of value), characteristics (prominent aspects that are unique).

2.5.2. Language Features.

Language Features of Descriptive Text Wardiman (2008 : 12) states that there are some main language features of descriptive text:

- a. Specific Participant Descriptive text describes about specific object, not in general, and unique.
- b. The use of Adjectives Example : beautiful, sharp, strong, small, big, handsome, famous, and etc
- c. The Use of Simple Present Tense

2.6 Mind Mapping

Based on these problems, a learning strategy is needed to improve students' writing quality in descriptive paragraphs by combining a learning strategy with media images to make learning more interesting and fun. Mind Mapping is the right strategy to overcome these problems. This strategy is an effective strategy for improving writing a paragraph descriptive. Mind mapping makes it easier for students to overcome their writing difficulties. Mind mapping is the easiest way to enter information from the brain to retrieve information from the brain (Buzan, 2012; Poldrack & Yarkoni, 2016; Roelfsema et al., 2018). This method is a creative way of taking notes. Mind mapping is an easy way to get information from inside and outside the brain, a new way to learn and practice precisely and effectively, and the best way to get new ideas and plans. In this way, it can be said that mind maps map thoughts (Buzan, 2012; Long &

Carlson, 2011; Ritchhart et al., 2009). With this strategy, students are guided to make a plan before writing a paragraph.

The benefits of mind mapping is supported by various researchers and theorists.

- Krasnic (2011): This source emphasizes that mind mapping encourages new ways of thinking about concepts and ideas, allowing for personal organization of information. This aligns with the cognitive benefits of mind mapping in enhancing understanding and retention.
- De Porter and Mike: They outline specific benefits of mind mapping, including improved organization of thoughts and enhanced creativity, which are essential for effective learning.
- Syam (2015): This research highlights that mind mapping benefits both educators and students by improving understanding, memory retention, and fostering creativity and independence in learning.
- Rizkiyani & Kristin (2022): Their findings indicate that mind mapping can significantly enhance students' creative skills and problem-solving abilities, reinforcing the method's effectiveness in educational contexts.

According to Cahyono (2022) mind mapping can improve students' skills in writing. Previous research only focused on using mind-mapping techniques combined with brainstorming activities without using image media. Therefore, researchers are interested in analyzing the skills of writing descriptive paragraphs by applying image media-based mind-mapping learning strategies. Image media can provide benefits for elementary school students' writing skills, such as improving students' writing skills by being an inspiration for them to write, develop the ideas they want to write, describe the ideas they want to convey more clearly, write more creatively, and write with good structure (Marita et al., 2021; Sahiti & Stamp, 2022).

In addition, media images can also help students visualize the concepts being taught, increase their interest in learning, expand their imagination, improve their memory skills, and improve their communication skills and synthesis analysis (Malekian et al., 2012; Millis, 2006). Based on this background, this study focused on analyzing the effect of image-based mind mapping on the skills of writing descriptive paragraphs of elementary school students.



2.7 The Implementation of Teaching Writing through Mind Mapping Technique.

- 1) Select a picture.
- 2) Ask students to identify what they see in the picture.
- 3) Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
- 4) Read and review the picture word chart aloud.
- 5) Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
- 6) Read and review the picture word chart (say the word, spell it, say it again).
- 7) Add words, if desired, to the picture word chart and to the word banks.

- 8) Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
- 9) Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
- 10) Read and review the sentences and paragraphs.

2.8 Advantages and Disadvantages

2.8.1 Advantages

Mind mapping is a strategy for assisting students in order and structuring their thinking through mentally mapping words or notions. Mind mapping contains visual frameworks, like figures, diagrams, or charts, utilized to display structural knowledge. They are influential in that they assist students to communicate information because they can explain complex notions in simple, meaningful representations so that learners can expand comprehensive comprehension of the content to be learned. Many students struggle to learn to read and these problems can persist. A mind map is a graphic organizer in which the major classes are described as chapters of larger chapters (Budd, 2004). It can be utilized to create ideas, and enhance memory. The use of the mind mapping technique has a lot of advantages, since the advantages of the using mind mapping technique make teaching easier, enabling students to receive materials easily, and then the mind mapping technique also provides opportunities for the material they have been taught.

2.8.2 Disadvantages

The disadvantages of the mind mapping technique are that the types of links being made are limited to simple associations. The absence of clear links between ideas is a constraint. Mind maps have been said to be idiosyncratic in terms of their design. Often hard for others to read, representing only hierarchical relationships, inconsistent in terms of the level of detail, and often too complex and missing the "big picture". Mind mapping is also limited in

dealing with more complex relationships. For example, mind mapping might be useful to brainstorm the things that are critical for students to recall in an exam, or presentation, as in the example provided (Eppler 2006; Zeilik nd). However, it is hard to see it being useful for a purpose that requires an understanding of how one concept is essential to understanding another.

2.9 Theoretical Assumption

Writing is an activity or process in delivering information or message. When someone is writing, he or she has to convey the message as clear as possible as if the reader is in front of him or her. In Indonesia, actually, English has become compulsory subject taught from Secondary School (*SMP*) up to Senior High School (*SMA*). In Junior High school, students learn several kinds of writing. One of those writing is descriptive writing.

Descriptive writing is a text, which describes a person, object or place. Based on the description above and based on writer's observation, at the seventh grade students of Junior High School at *MTs. Yayasan Matla'ul Anwar Nurul Kamal Bogor*, she found that students still face some difficulties in generating the ideas and composing their writing especially descriptive writing. To solve this problem, the writer thinks that mind mapping technique can be good technique to help students on their writing especially writing descriptivetext.

Mind mapping is an image or a diagram, that represent words or ideas linked with a central keyword. This technique could be away that stimulate the students to write descriptive writing easily because they will have opportunity to make colorful pictures, lines, symbols, or signs to help them remember the word or the facts in their mind maps. So, every student will not feel bored in writing their descriptive writing. Mind mapping leads the student to organize their ideas easily because it supplies the ideas in brainstorming. Mind mapping can also stimulate the brain to generate vocabulary.

2.10 Hypotesis

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

”There is a significant improvement of students' writing ability in descriptive text after they are taught by Mind Mapping Technique”

In short, those are the explanation about this chapter that are about writing, aspects of writing, teaching writing, descriptive text, Mind Mapping, review of the previous studies, the implementation of teaching writing through Mind Mapping Technique, advantage and disadvantage of Mind Mapping Technique, theoretical assumption and hypotheses.

III. METHODOLOGY

This chapter discusses about research method which consists of research design, variables, data sources, data collecting technique, research procedure, instruments of research, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

In this research, the researcher conducted as quantitative research, based on experimental method to see the improvement in students' writing achievement after implementing the mind mapping for writing activity. In order to answer the research question, the researcher used one group pretest-posttest design because the researcher used one class. The design compared the student' writing achievement elicited trough the score of pretest and posttest after treatments were given. The design of the research was present as follow:

T1 X T2

Notes

T1 : Pretest

T2 : Posttest

X : Treatments

(Setiyadi, 2018:113)

The research was conducted for five meetings. The first meeting is pre-test session. Then the next meeting is the treatment for the student which was conducted in three times. Then post-test session is conducted at the end of

meeting. The method used in this research make sure that Mind Mapping as learning strategy to increase students' achievement of writing especially in writing descriptive text.

3.2 Variables

in this study, variables were divided into two, they were: independent variable (X) and dependent variable (Y). The independent variable of this study was Mind Mapping Technique because this variable was investigated. Then, the dependent variable is writing ability which measured to see the effect of the independent variable as a teaching model.

3.3 Population and Sample

Population is the whole subjects of the research. Meanwhile, sample is a smaller group selected from population as a representative. The population in this research can be at the first grade students' of SMP Negeri 3 NATAR Lampung Selatan. Since the research design one group pretest and posttest, the sample only one class, the sample of this research was 33 students from class 7E. The sampling technique used in this study is a simple random sample.

The researcher can took one class as the sample of this research. The class is selected randomly. It was applied based on the consideration that every student in the population has the same chance to be chosen in order to avoid the subjectivity in the research (Setiyadi: 2006).

3.4 Data Collecting Technique

In collecting the data, the researcher used the following steps:

1) Pre-test

The pretest conducted before treatments. In this research it is used to find out the students' ability of descriptive writing before giving the treatment by using Mind Mapping. The test is written form. The researcher administered the

pretest for all students in the 7E class, with 33 students' following the test. After we gave the pretest, the researcher was given the treatment for the student was conducted three times in 80 minutes, based on the time allocation in the first grade syllabus of SMPN 3 Natar.

2) Post-test

The post-test were given after treatment process. The result of the post-test was compared with the pre-test in order to know whether or not there is an improvement of students' descriptive text writing ability. Similar to the pretest, before conducting the posttest, the researcher explained the rule and the students can be asked to make descriptive text about a person especially physical appearance.

3.5 Research procedure

The procedures for collecting data as follow:

1. Determining the population and sample

The researcher chose the first grade students of Junior High school as the population. The researcher took one class as the sample of the research. The first grade students were chosen as the sample.

2. Selecting and determining the materials

The materials were based on Merdeka Curriculum for the first year students in Junior High School, which is the curriculum used by the school. The material should cover the goal of teaching descriptive text as the target of the achievement.

3. Determining the instrument of the research

The instrument in this research is writing test. The researcher conducted writing test for pretest and posttest by considering five aspects of writing namely content, organization, vocabulary, language use, and mechanic in writing descriptive text. The aim of these tests will be to see the students' improvement in writing score before and after treatment.

4. Administering the pretest

The pretest is given before the treatment (teaching writing descriptive text using Mind Mapping Picture as learning strategy). In this step, students can assigned to write a descriptive text. The test was in the forms of written text based on instruction of the test. The topic of the test is about describing a person. Pretest in order to make sure whether the students had the same initial ability in writing or not.

5. Giving treatments

The researcher conducted teaching-learning of writing descriptive text by using Mind Mapping as learning strategy, the researcher conducted the meeting for three meetings which took 80 minutes every meeting. The researcher taught writing descriptive text by using Mind Mapping as the learning strategy.

6. Administering the posttest

Posttest will given after the treatment (teaching writing descriptive text using Mind Mapping as learning strategy). It was conducted to find out the progress of students' descriptive text writing ability after being taught using Mind Mapping Technique. The test in written form and the materials that would be tested, related to curriculum that is used in the school. The topic of the test is similar to pre-test. It was about describing a person.

7. Analyzing the data

The data was analyzed carefully by the two raters (pretest and posttest of the two groups by researcher and English teacher of the school). The data were analyzed based on the rating sheet from Jacobson et al (1981: 90).

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

	<ul style="list-style-type: none"> ● Fair to poor. Limited knowledge of subject, little substance, inadequate development of topic. 	21-17
	<ul style="list-style-type: none"> ● Very Poor. Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate. 	16-13
Organization	<ul style="list-style-type: none"> ● Excellent to very good. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive. 	20-18
	<ul style="list-style-type: none"> ● Good to average. Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. 	17-15
	<ul style="list-style-type: none"> ● Fair to poor. Non-fluent, ideas confused or disconnected, lack logical sequence and development. 	14-10
	<ul style="list-style-type: none"> ● Very poor. Does not communicate, no organization, not enough to evaluate. 	9-7
Vocabulary	<ul style="list-style-type: none"> ● Excellent to very good. Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register. 	20-18
	<ul style="list-style-type: none"> ● Good to average. Adequate range, occasional errors of idiom choice, usage but meaning not obscured. 	17-14
	<ul style="list-style-type: none"> ● Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure. 	13-10
	<ul style="list-style-type: none"> ● Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate Vocabulary 	9-7
Language Use	<ul style="list-style-type: none"> ● Excellent to very good. Effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition. 	25-22

	<ul style="list-style-type: none"> ● Good to average. Effective but simple construction, minor problem in complex. construction, several error of agreement ,preposition but seldom obscured. 	21-18
	<ul style="list-style-type: none"> ● Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused. 	17-11
	<ul style="list-style-type: none"> ● Very poor. Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate. 	10-5
Mechanics	<ul style="list-style-type: none"> ● Excellent. Few errors of punctuation, spelling, and capitalization/ used correctly. 	5
	<ul style="list-style-type: none"> ● Good. Occasional errors of punctuation, spelling, and capitalization. 	4
	<ul style="list-style-type: none"> ● Fair. Numerous errors of punctuation, dominated by errors of punctuation, spelling, and capitalization 	3
	<ul style="list-style-type: none"> ● Very Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization 	2

Table 3.1 Scoring Rubric by Jacob et al (1981)

3.6 Instrument of the Research

The instrument of the research is writing test which related to the descriptive text. Writing test was use of pre-test and post-test to figure out whether the objective of the research is achieved or not. The criteria in evaluating writing test are content, grammar, organization, vocabulary, and mechanics. The writing test for pretest and posttest were the same. The students were asked to make descriptive text about a person they know well.

3.7 Validity and Reliability

To create a good test, validity and reliability of the test should be considered as follow:

3.7.1. Validity

Validity indicates how deep the instrument can measure the target of the research. There are two basic types of validity; content validity and construct validity (Hatch and Farhady: 1982). In this study related to the content and the construct validity of the test.

a.Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady: 1982). Furthermore, this study using descriptive text writing test that is supposed to be comprehended by the first grade of junior high school students.

b.Construct validity

Construct validity measures whether the construction has already referred to the theories, meaning that the test construction has already in line with the objectives of learning (Hatch and Farhady, 1982 : 251). This research focused on writing ability in forms of written text; moreover the pretest and posttest measured certain aspect based on the indicators. The test was considered valid since the test of writing is examined by referring the aspects that are measured with the theories proposed by Jacobs et,al (1981). There are five aspects of writing: they are content, organization, vocabulary, language use, and mechanics. Therefore, it has fulfilled the requirement of construct validity.

The researcher took the material based on the 2013 curriculum and syllabus. Moreover, the writing test used in the pretest and posttest refers to the material of descriptive text. In addition, the test scoring system is adjusted according to the five aspect of writing.

3.7.2 Reliability

In this research, in order to find reliability of the data, inter-rater reliability is used when score on the test was independently estimated by two or more judges or raters. Reliability means consistency and stability. Hatch and Farhady (1982) states that the reliability of a test can be defined as the extent to which a test procedure consistent result when administered under similar condition. A research instrument must have the consistency in giving the result. Then the result also have to be stable in describing the object. In practice, the test should show the consistent findings if it is done for the same subject although different times.

Before scoring the students' descriptive text writing, it is important to make sure that both raters used the same criteria of scoring. Hence, the first and the second rater used scoring criteria devised from Jacobs et al (1981). This research is considered reliable because inter-rater reliability will evaluate in this research to ensure the reliability of the pretest and posttest score. The researcher also used statistical formula in order to achieve the reliability. The formula used in this study :

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

(Hatch and Farhady, 2006)

Notes

P: Reliability of the test

N: Number of students

D: The difference of rank correlation

1 - 6: Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability, as follows:

- a. A very low reliability (ranges from 0.0000-0.1900)
- b. A low reliability (ranges from 0.20000 - 0.3900)
- c. An average reliability (ranges from 0.40000 - 0.5900)
- d. A high reliability (ranges from 0.60000 - 0.7900)
- e. A very high reliability (ranges from 0.80000 - 0.10000)

	Pre-Test	Post-Test
Reliabilty	.970	.982

a.Result of the pretest reliability from formula

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

$$\rho = 1 - \frac{6.245}{33(1088)}$$

$$\rho = 1 - \frac{1470}{35.904}$$

$$\rho = 1 - 0.0409425123$$

$$\rho = 0,9700574866$$

b.Result of the posttest reliability from formula

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

$$\rho = 1 - \frac{6.145}{33(1088)}$$

$$\rho = 1 - \frac{870}{35.904}$$

$$\rho = 1 - 0,0242312834$$

$$\rho = 0,9827687166$$

Based on the result of the reliability calculation above, it could be concluded that the writing tests used in this research were in range of 0.80000 – 0.10000, which could be considered very high reliability. A further description of the calculation is attached in Appendix 10.

3.8 Data Analysis

this research is intended to find out whether the data normally distribute or not by using normality test SPSS 25 One-Sample Kolmogorov Smirnov Formula can use by the researcher to analyze the normality of the data.

The hypotheses of the normality test are:

HO: The distribution of the data is normal (The significant value is >0.05)

H1 : The distribution of the data is not normal (The significant value is <0.05)

The level on the significance is use 0.05. HO is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). To find out wheter the data is distributed normally or not, the test of normally was used as follows :

Table 3.2. Result of the Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE-TEST	,091	33	,200*	,965	33	,349
POST-TEST	,112	33	,200*	,958	33	,232

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

a. Lilliefors Significance Correction

3.9 Hypotheses Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis is drawn as follows:

$$H_0: \text{Sig.} > 0.05$$

$$H_1: \text{Sig.} < 0.05$$

1. H_0 : There is no improvement of students' writing ability in descriptive text after they are taught by using Mind Mapping Technique.
2. H_1 : There is an improvement of students' writing ability in descriptive text after they are taught by using Mind Mapping Technique.

Those are the methods of researcher which use in this study, such as research design, variables, data sources, data collecting technique, research procedure, instruments of research, validity and reliability, data analysis, and hypothesis testing.

V. CONCLUSSION AND SUGGESTION

The final section of this chapter wraps up by presenting the research findings and offering recommendations for English teachers interested in incorporating mind mapping it will be presented about conclusion and suggestion what have been discussed on the previous chapters.

5.1 Conclusion

Based on the research findings, the result of the classroom action research that conducted in five meetings showed that, the improvement of students' writing achievement can be seen from the improvement of the mean score of pre-test before treatment and post-test after treatment. From the pre-test mean score was 50,36 increasing to 64,98. Therefore, it can be concluded that teaching writing by using Mind Mapping can be improve writing achievement. Because mind mapping help the students to develop their paragraph based on the main ideas of the paragraph and focus on one topic sentence. Hopefully, by implementing Mind Mapping the students can achieve the optimum writing skill.

5.2 Suggestion

This section presents suggestions for English teacher, other researcher, and for the students

1. For the English teacher

- a. Considering that Mind Mapping can improve the students' idea in writing, it is better for them to implement this method as an alternative that can be used in teaching writing.
- b. It is advisable for them to make very good preparation including material and method that are going to be used before implementation of Mind mapping method in teaching writing.
- c. It is suggested for them to give more helps and guidance to the students during implementation of Mind Mapping method in teaching and learning process of writing.

2. For the students

- a. The students should practice writing skill, discuss their problems and difficulties with their friend.
- b. The students should be more active in the class, full concentration to the teacher explanation, and more confidences.
- c. Practicing writing to improve the vocabulary and grammar to write their task.

3. The last suggestion in addressed to the other researcher.

It is suggested for future researcher who find similar problem that they conducted the similar study in different levels with different types of the text to see whether Mind Mapping method is also appropriate and effective to improve students' idea in writing. Future researchers are recommended to continue and improve the implementation of mind mapping to students' with exercise focused on the simple present tense. The researcher suggests further researchers pay more attention to grammar and mechanic aspects of writing achievements to increase.

Finally, this chapter represents the conclusion of this research because of the implementation of mind mapping technique. Moreover, the suggestions in this chapter also summarize that is highly recommended that the teacher apply

mind mapping technique to teach writing. Hopefully, this research can be useful as guidance for future researchers who are interested similar study.

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