

**THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO
IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT AT SECOND GRADE OF SMPN 1 TRIMURJO**

(A Script)

**By
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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

ABSTRACT

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SECOND GRADE OF SMPN 1 TRIMURJO

Ade Aprilia

The objective of this research was to find out i) whether mind mapping significantly improved the aspects of writing and ii) the constraints in learning writing descriptive texts using mind mapping. This research was quantitative research which used one group pretest-posttest design.

The population of this research was the second grade students of SMPN 1 Trimurjo. The sample of this research was VIII A which consisted of 31 students. This research was conducted from January 18 to February 02 2017. The writing test was administrated as the instrument of the research. The data were analyzed by using t-test value in which the significance level was determined by $p < 0.05$.

Comparing the result of the pre-test and posttest, it showed that mind mapping could improve students' ability in writing descriptive text. The total score of pre-test was 1650 and the total score of posttest was 1963. It meant that the total score of pre-test to posttest had increased 313 points. The aspect with the highest increase was content (2.78). The second was vocabulary (2.46) then organization (2.43), grammar (2.13), and mechanics (0.26). The research also finds that the most improved aspect of writing is the content aspect. Moreover, from the result of observation and questionnaire, understanding grammar was the major constraint in learning descriptive texts

It can be concluded that mind mapping gives a positive effect in teaching writing especially writing descriptive text. However, the second finding showed that understanding grammar was the major constraint in learning descriptive texts. Briefly, referring to the result above, it can be said that mind mapping technique facilitates the students to improve their writing skill in descriptive texts.

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TEXT AT SECOND GRADE OF SMPN 1 TRIMURJO**

**By:
Ade Aprilia**

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

**Research Title : THE IMPLEMENTATION OF MIND MAPPING
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IN WRITING DESCRIPTIVE TEXT AT SECOND
GRADE OF SMPN 1 TRIMURJO**

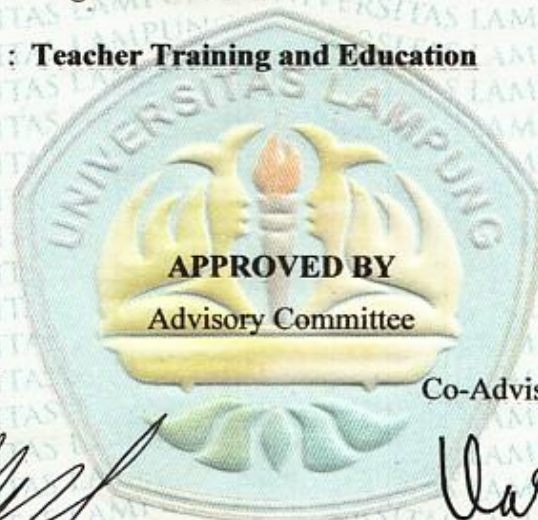
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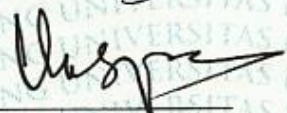
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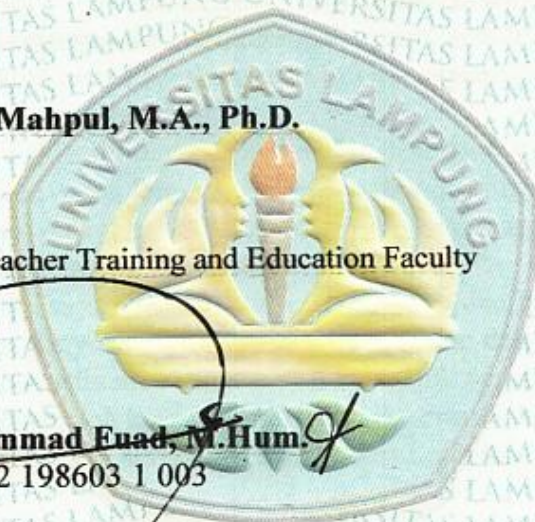


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CURRICULUM VITAE

The writer's name is Ade Aprilia. She was born on 13 April 1995 in Wates Lampung Tengah. She is the first daughter of a great couple, Mr. Sutopo and Mrs. Sumarni. She has two younger sisters named Adistya Amareta and Ivana Putri Kanaya.

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DEDICATION

This paper is humbly dedicated to:

My beloved Parents
Sutopo and Sumarni

My beloved sisters
Adistya Amareta
Ivana Putri Kanaya

My mood booster
Daniel Ambarita
Muhammad Kenzo A

My friends in English Department 2013

My lovely almamater
Lampung University

MOTTO

**“If you look at what you have in life,
You’ll always have more.
If you look at what you don’t have in life,
You’ll never have enough”**

--- Oprah Winfrey ---

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This script could never come to existence without any support, encouragement and guidance from several dedicated people. In this occasion I would like to express my deepest gratitude to:

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Hopefully, this research would give positive contribution to educational development or to those who want to carry out further researches on the same topic.

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The writer,

Ade Aprilia

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I. INTRODUCTION

This chapter explains the background of the problems, identification of the problems, limitation of the problems, research problems, objectives of the research, uses of the research, scope of the research, and definition of the terms which will be explained and clarified as the following.

1.1. Background of the Problem

Writing skill is one of language skills students need to master. Writing is the most difficult language skill because it is also considered as the most complicated language skill to be learned, compared to other language skills. In writing process, learners always deal with the process of arranging words into sentences and putting sentences into paragraph until they can create a piece of written text.

Writing is a complex skill. It requires not only of grammatical and rhetorical device mastery but also of conceptual and judgmental elements (Heaton,1988). According to Tarigan (1985) writing is a productive skill for writing an indirect communication. The nature of the character in writing is very different from that is expressed by speaking directly, therefore writing is included an ability. Jonah (2006) argues that writing is a series of activities going on and involve several phrases, the preparatory phase, the content development and review, as well as revisions and improvements posts.

Writing is most complex skill and hard work, so teachers should encourage the students to write continually. To write appropriately, people must have good capabilities in writing. They must be able to organize the ideas to construct the sentences, also to use punctuation and spelling appropriately. In order to make a good writing, there are five aspects that should be considered in the process of making a composition. According to Jacobs (1981) there are the five aspects of writing; content, organization, vocabulary, grammar, and mechanic.

In the teaching learning process, the teacher can use a technique to deliver the material to the students. Campbell (2002) claims that the biggest problem that students have in writing is that they cannot put their ideas and facts into papers since they are afraid their ideas cannot be written correctly in terms of grammar. This condition causes students to stop writing and be anxious to make a sentence.

Based on the basic competence for eighth grade, the students will deal with many kinds of texts such as descriptive text, recount text, narrative text, and procedural text. Based on short interview with an English teacher in SMPN 1 Trimurjo, it was found that students' writing ability was still low. Students sometimes felt confused of what will be done after finding the topic. Most of students' writing ability is far away from the standard criteria achievement (KKM) where the KKM was 70. The students often got difficulties to express their ideas into appropriate words or sentences. They had many ideas in their thoughts, nevertheless, when they tried to transform them into words, it might be hard for them.

To increase students' writing ability, it is very important for the teacher to apply an appropriate technique. By using a good technique, the teacher will be able to

perform well in the teaching learning process and simultaneously will be able to achieve the target. In this study the researcher applies a technique to help students in their writing by means of using mind mapping technique. Mind mapping order many keywords in every branch. The keywords in the branches could suggest as a new idea or topic to make a sentence. In other words, it helps students to associate ideas, think creatively, and make connections in sentence. Buzan (2007) says that by using mind mapping, people could represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides he also says that by using mind mapping, it is easy for people to put information into their memory.

According to Buzan (2008) mind mapping is alternative thinking of brains toward linear thinking. Mind mapping is powerful graphic technique and become universal key to unlock the potential of the entire brain, the left and right brain potentials. Buzan (2003) argues that the students can learn in an interesting way using certain technique which is called Mind Mapping. In the usage of mind mapping, students not only use their left side of the brain to identify words but in the same time they also use the right side of the brain in learning language.

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranges a central keyword by branches and typically it contains words, colors, short phrase and picture (Buzan, 2006). Buzan also says that mind mapping is a primary tool used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. He also says that, the education system primarily focuses on

the left and right brain strengths which includes the use of language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics.

One of the texts that have to be learnt by the second year students of senior high school is descriptive text. Based on School Based Curriculum (Depdiknas, 2006), descriptive text is one of the texts that must be able to achieve by the students besides narrative, explanation, discussion, commentary, and review. In this case, the researcher uses descriptive text in order to make students interested in writing class because descriptive text is a text that describing the details of something.

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

In the previous study, Cahyo (2013) entitled “Using the Mind Mapping Technique to Improve The English Writing Skill of The Tenth Grade Students At Man Yogyakarta III in The Academic Year Of 2012/2013” focused on finding out how the mind mapping technique applied in the classroom to improve the students’ writing skill in the English teaching learning process at MAN Yogyakarta III. The subject was the tenth grade students at MAN Yogyakarta III. The results of this study showed that the use of the mind mapping was effective to improve the students’ writing skill especially in content. All students could understand and respond to the researcher’ instructions and explanations.

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

In line with the research above, Sari (2014) conducted a research at the second grade students of SMA Kartikatama Metro to find out a significant difference in students’ writing achievement after being taught by using mind mapping technique and whether or not mind mapping can be used to increase students’ writing aspect in terms of organization, vocabulary, and grammar. This research was quantitative based on the experimental design. The result of this study

showed that there was a significant increase of students' achievement after they are taught by using mind mapping technique and also mind mapping technique could increase each aspect of writing, namely: organization, vocabulary and grammar.

Based on the result of those studies, it could be seen that all researches proved that mind mapping could improve students' writing ability in descriptive text in all aspects. Mind mapping could improve students' writing ability in descriptive text in aspect of content, vocabulary, organization, and grammar. Mind mapping also improved students' creativity and helped students to arrange the sentences.

From the explanation above, it was stated that mind mapping technique was a good technique which could be used by the teacher to help the students more creative during teaching and learning process. Mind mapping helped the students to learn, arrange, and organize information in their brain.

Based on the background above, the researcher was interested in applying mind mapping to find out whether mind mapping significantly improved the aspects of writing and the constraints in learning writing descriptive texts using mind mapping. The researcher tried to apply mind mapping to develop their descriptive writing ability because mind mapping could help them to organize the idea. Hopefully, it can help students to improve their writing ability in descriptive texts.

1.2. Identification of the Problem

Based on the background discussed above, it can be underlined that that the objectives of teaching writing are used by the students to express their ideas and

thoughts in a written form. Most of students find difficulties in stating their ideas. Actually, they might have something to state in their mind but they often feel confused how to develop or state their thoughts in words and in a good writing. The students' problem is that they have difficulty in arranging information or ideas logically to achieve coherence in their writing, which is the foremost requirement in writing.

1.3. Limitation of the Problem

This research is focusing on the ability in writing descriptive text especially in describing people, place, and animal. The researcher was concern in mastering writing skill especially for their content, grammar, vocabulary, organization and mechanics in teaching writing to improve students' writing ability in descriptive text. The researcher is highly motivated to find out whether mind mapping significantly improved the aspects of writing and the constraints in learning writing descriptive texts using mind mapping.

1.4. Research Problem

Based on the explanation above, the researcher formulates two research questions as the main problems:

1. Does mind mapping significantly improve the aspects of students writing achievement at second grade of SMPN 1 Trimurjo?
2. What is the constraint of the students in learning writing descriptive text through mind mapping at second grade of SMPN 1 Trimurjo?

1.5. Objective of the Problem

The objectives of this research was to find out whether mind mapping significantly improved the aspects of writing and the constraints in learning writing descriptive texts using mind mapping at second grade of SMPN 1 Trimurjo.

1.6. Use of the Research

This research is intended to be:

1. Theoretically
 - a. The result of this study is expected to be a basic knowledge for further research of mind mapping technique in writing.
 - b. The result of this study is expected as reference to other researcher who wants to study more about writing descriptive text using mind mapping technique.
2. Practically
 - a. For the teacher

The result of this study is expected to help the teachers solve the problems in teaching writing.

- b. For the students

The finding of this study is expected as guidance for teachers in learning English mainly to increase the students' achievement in writing and to motivate the students in learning English better.

c. The school

This research can be used as information to improve teaching and learning process in the future.

1.7. Scope of the Research

This research deals with implementation of mind mapping technique to improve students' ability in writing descriptive text at SMPN 1 Trimurjo. The population of this research is the second year students. The material of teaching learning is making a descriptive text especially describing people, animal, and place. The students' writing achievement was measured by a set of pretest and posttest.

1.8. Definition of Terms

1. Descriptive writing skill

Descriptive writing skill is the ability to describe the features and characteristics of a certain things in detail which expressed in writing activity.

2. Improve

Improve is an act of enhancing or making better in terms of quality, value or usefulness.

3. Mind mapping

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

4. Implementation

Implementation is the carrying out, execution, or practice of a plan, a method or any design, idea, model, standard or policy for doing something.

II. LITERATURE REVIEW

In this chapter the researcher reveals several concepts related to this research. The concepts are concept of writing, concept of writing skill, concept of teaching writing, types of writing texts, the nature of descriptive text, mind mapping technique, procedure of teaching writing using mind mapping technique in descriptive text, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1. Concept of Writing

According to Raimes (1983), writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication. Harmer (2004) states that writing is a process in which writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

Phelps (2001) explains writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. In producing writing, a writer may hold a thinking activity which enables him to put a word in a paper. Furthermore, Linderman (1983) states that

writing is a process of communication that uses conventional graphic system to convey a message to readers. Writing has been a means of communication which must be as communicative as speaking; nevertheless, the way of communication makes it different between them.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

In addition, Fatoni (2012) states that writing is an active process of expressing ideas, thought, and feeling of the writer. It means that if someone is able to share his/her message in right order to the reader, there will be a communication between them. In writing, we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable.

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

2.2. Concept of Teaching Writing

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be success in writing, the material should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964)

According to Brown (1980) teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teachers helps the students and guides them to learn the material easily. In relation in teaching writing, Reid (1993) said that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to built students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

Yuwono (1994) states that in order to be successful in writing, English teacher should guide his students in writing, in which the material presented are relevant to their interests, needs, capacities and age until they are able to make a composition with few or even no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for the teacher to provide the materials which are relevant to the students' interests and needs. Besides, the students' capacities and age are crucial aspects to be taken into account in guiding the students it make a composition.

Since both writing and speaking are productive and active ability, teaching writing is not similar to teaching speaking because both of the activities are different. In

speaking, the speaker can express their mind orally and the results can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form. There are some elements of writing skill that are needed in teaching writing such as content, grammar, organization, vocabulary, and mechanic. These elements cannot be separated each other.

2.2.1 Aspects of Writing

In order to make a good writing, there are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacobs et al (1981).

1. Content

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

2. Organization

It refers to the logical organization of content that stick together so that ideas run smoothly within paragraph.

3. Grammar/Language use

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

4. Vocabulary

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

5. Mechanics

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

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

They are:

1. Content refers to the substance of writing, the idea expressed (unity)
2. Grammar refers to the employment of grammatical form and syntactic patterns.
3. Form refers to the organization of the content (coherence)
4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.
5. Mechanics refer to the conventional devices used to clarify the meaning.

2.2.2. Writing Process

Langan (2011) divides writing process into four parts, they are:

a. Prewriting

There are four prewriting techniques that will help to think and develop a topic and get words. They are free writing, questioning, making a list, and preparing a scratch outline.

b. Drafting

Be prepared to put in additional thoughts and details that did not emerge during prewriting.

c. Revising

Revising means rewriting an essay, building on what has already been done to make it stronger. There are three stages to the revising process: revising content, revising sentence and editing.

d. Editing

After revising for the content and style, the next step is editing for error grammar, punctuation and spelling.

2.3. Descriptive Text

Descriptive text is a text which say what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Based on Wahidi (2009) Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report. In other words, description text is to describe a particular person, place, or thing.

Smalley and Ruetten (1986) say that descriptive writing is referring to passage intended to describe the reader about something. In relation to teaching descriptive text writing, teacher should help students express anything in their mind about certain object into words and sentences. They should describe an object clearly in order to make the readers able to see the object in their mind as clearly as possible.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the

reader can create vivid pictures of characters, places, objects, and more. The social function of descriptive (Doddy, 2008) to describe a particular person, place or thing.

Generic Structure (Doddy, 2008):

- a. Identification: identifies phenomenon to be described.
- b. Description: describes parts, qualities, characters.

The language feature of descriptive text:

- a. Using attributive and identifying process.
- b. Using adjective and classifiers in nominal group.
- c. Using simple present tense.

According to Corbett (1983), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or objects. According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers.

Based on definition descriptive text from expert above, it can conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. the structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc (Mukarto, 2007). From the Mukarto statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have a two main parts such as identification and description that called generic structure.

1. Generic Structure in Descriptive text

The generic structure is arrangement in writing the descriptive text that article we write in accordance with the existing rules in the descriptive text. The generic structure such as:

Identification : Contains the identification of terms or preliminary / the general describe of someone or things of the topic.

Description : Contains of the explained, describe of things and someone that more detail from the identification that has general describe.

Descriptive writing has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Besides, descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see.

2.4. Concept of Mind Mapping

Mind mapping is a common technique in the English teaching-learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. It is a good technique that can help our memory because it enables us to arrange the facts and ideas. Mapping knowledge which will help us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas.

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

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

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

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

2.5. Teaching Writing Descriptive Text through Mind Mapping

The followings are the steps of teaching writing using mind mapping:

1. Pre-Activity

- Teacher opens the class and greets to the students.
- Teacher checks the students' attendance list.
- Teacher brainstorms the students about their experience in writing paragraph.

2. Whilst-Activity

- Teacher asks students question related to the topic they will learn.
- Teacher explains about generic structure in descriptive text.
- Teacher asks students to tell their difficulties in making descriptive text.
- Teacher explains about how to make descriptive text using mind mapping technique and gives example about "father".
- Teacher gives different topic and asks the students to write a paragraph.

3. Post-Activity

- Teacher asks students to submit their work.
- Teacher tells the material for next meeting.
- Teacher closes the meeting.

The researcher makes some steps in teaching writing especially the descriptive text. Then some treatments are given in the process of teaching-learning by the researcher. The students are expected to master the materials during 6 meetings. The researcher used the mind mapping as a technique to improve the students' writing skill.

2.6. Advantages and Disadvantages

There are some advantages of this strategy:

1. It flexible. The students can focus on learning. They also can understand the material and mind mapping attract to learn.
2. It focuses attention. In mind mapping students do not pay attention in every word.
3. It increases understanding. Mind mapping will improve the comprehension and produce valuable frequent-note later.
4. It is fun because mind mapping does not limit the imagination and creativity.

The disadvantages of mind mapping are needs a lot of time in organization, difficulties to allocate the time, and need many times to find effective keywords.

Mind mapping is interesting model to be used as tool to describe something details. It has brunches that connecting with the central idea. It appropriates to apply in descriptive text.

2.7. Theoretical Assumption

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

In descriptive text we have to describe and analyze something specifically. From this case, we can know that mind mapping and descriptive text have seemed similar characters. In order to we can combine both into a method. We can make descriptive text easily. We can put the central idea or main idea in the center and then we explain the ideas into sub ideas. After that we can connect the each idea with brunch and can repeat these steps to be applied in another sub idea. From explanation above, the researcher assumes that mind mapping will be more effective to improve students' writing ability in descriptive text.

III. METHOD

This chapter discusses about the research design, population and sample, variable, data collecting technique, research procedures, instrument of the research, scoring system, data analysis, and hypothesis test.

3.1. Research Design

This research was quantitative and qualitative research. Quantitative research design was used to answer the first research question and qualitative research design was used to answer the second research question. The aim of this research was to find out there is improvement or not in students' writing ability in descriptive text using mind mapping technique at second grade of SMPN 1 Trimurjo. The researcher used one group pretest posttest (Hatch and Farhady in Setiyadi, 2006). The design was to compare the students' ability in pretest and posttest after the treatment. The research design was presented as follows:

T1 X T2

T1 : Pretest

T2 : Posttest

X : Treatment (teaching writing descriptive text using mind mapping technique)

3.2. Population and Sample

The population of this research was the second grade students at SMPN 1 Trimurjo. There were nine classes of the second grade and each class consists of 30-32 students. In determining the experimental class, this study used purposive sampling. The researcher chooses the class that has lowest, middle and the highest scores in English writing. It means that the class was heterogeneous students' level. The researcher chooses that class because hopefully mind mapping can improve students' ability in writing descriptive text in all students' level. The sample of this research was class VIII A which consisted of 31 students.

3.3. Data Collecting Technique

The aim of this research was to gain the data of students' descriptive writing ability score before the treatment (pretest) and after the treatment (posttest). The data was gained from:

1. Pretest

Pretest was conducted in order to find students descriptive writing ability before the treatment. The pretest was a writing test and it was conducted within 80 minutes.

2. Posttests

After conducting the treatment, the posttest was administered. It was done in order to know the improvement of students' descriptive writing ability. This test was writing test and it was conducted within 80 minutes.

The instrument of the qualitative research used triangulation in order to make the data valid. Triangulation is a way of collecting the data by combining two or more methods. According to Setiyadi (2006:246) the use of triangulation is to describe the subject in a complete description. To gain the data, the researcher applies two kinds of instruments. The instruments were questionnaire and observation.

a. Questionnaire

The questionnaires were used to support the data gain from observation about the students' opinion related to the learning process through mind mapping. These questionnaires were used to find the problems that the students have when they are taught through mind mapping.

b. Observation

The observation was addressed as the additional data to know what problems that students have during the implementation of mind mapping.

3.4. Procedures of Data Collecting Technique

In collecting the data, this study used the following steps:

1. Selecting materials for treatment

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

2. Determining the population and selecting sample

The population of this research was the second year of SMPN 1 Trimurjo. There were eight classes. The researcher chose one class as the experimental using purposive sampling.

3. Administering the pretest

The pretest was conducted to measure students' preliminary ability before treatment. Here, students in experimental class were assigned to write a descriptive text. The topic is about person (family member, favorite artist and friend), animals and favorite place, and the time allocation was 80 minutes.

4. Giving treatment and observing

After giving the pretest to the students, the experimental class was given treatment by using mind mapping technique. The treatment was conducted in 80 minutes, based on the time allocation in the syllabus of the second grade of SMP. The treatment was conducted in three meetings.

During the treatment in three meetings, the researcher observed the process of teaching and learning in order to find out the problems which students face in the implementation of mind mapping in teaching writing descriptive. The researcher puts the result of her observation in observation sheet.

5. Administering the posttest

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

6. Administering questionnaire

In the last meeting, the questionnaire was distributed to the students in order to find out the problems that students have during the treatments. The questionnaire consists of six items.

7. Analyzing the test result (pretest and posttest)

After scoring pretest and posttest, the data was analyzed by using SPSS version 16.0 software program. It was used to find out the means of pretest and posttest and how significant the improvement of the students.

3.5. Scoring Criteria

The criteria of scoring are also devised from Jacobs et al (1981: 90) as follows:

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

	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pro- nouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate

3.6. Instruments of the Research

1. Writing Test

To answer the research question number one the instrument of this research was writing descriptive text. The researcher administered writing test to find out whether there is any improvement of students' descriptive text writing ability after the implementation of mind mapping. The students were given a chance to make writing composition for about 80 minutes.

2. Observation

To answer research question number two the instrument of this research was observation. The researcher observed the process of the implementation of mind mapping in teaching writing descriptive. The researcher used observation sheet which help her to find out the problems or difficulties which might appear during the process in each steps of teaching. The observation sheet was created based on the steps of activities in the procedure of teaching writing in each step. When students have problems in certain step, researcher will put it on the observation sheet.

3. Questionnaire

To answer research question number two the instrument of this research was questionnaire. The questionnaires were written in *Bahasa Indonesia* to avoid misunderstanding of students. The questionnaire was conducted to obtain data or information about the problem faced by students during the implementation of mind mapping. There were 6 kinds of statements that should be filled out by the

students. The researcher used open-ended question. The students were free to give their statements based on their opinions.

3.7. Validity

A test could be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum (Setiyadi, 2006). This study used descriptive writing test that was supposed to be comprehended by the second year of junior high school students. The test was considered as valid in content validity since the test of writing constitutes a representatives sample of the language skill and structure and also the material used was chosen based on 2006 English Curriculum of KTSP for second year of junior high school. To measure content validity the researcher used inter-rater and there are two raters. The first rater was English teacher of SMP N1 Trimurjo and the second rater was one lecture of Lampung University.

2. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it is examined whether the test given actually reflect what it means to know a language. In this research, scoring criteria is based on the five aspects of writing; content, organization, language use, vocabulary, and mechanics that were suggested by Jacobs et al (1981: 90). To measure construct validity the researcher will be used inter-rater and there are two raters. The first rater is English teacher of SMP N1 Trimurjo and the second rater was one lecture of Lampung University.

3.8. Reliability

Hatch and Farhady (1982:243) established that the reliability of a test can be defined as the extent to which a test produces consistent result when it administered under similar conditions. A test can be considered reliable if the test has a consistent result. Before scoring the students' descriptive text writing, it is important to make sure that all raters use the same criteria of scoring. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability was used when score on the test was independently estimated by two or more judges or raters. To measure how reliable the scoring is, this study used *Rank – order Correlation* with the formula:

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

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

(Hatch and Farhady, 1982: 206)

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

1. 0.80000 - 1.00000 : very high reliability
2. 0.60000 - 0.79000 : high reliability
3. 0.40000 - 0.59000 : medium reliability
4. 0.20000 - 0.39000 : low reliability
5. 0.00000 – 0.19000 : very low reliability

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reached the range of 0.60-0.79 (high reliability).

3.9. Data Analysis

The result of student's descriptive writing ability in each test was evaluated based on content, language use, organization, vocabulary, and mechanics. The results of 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 three 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 16.0.

2. Drawing 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 16.0.

3.10. Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

- a. The data is an interval.
- b. The data is taken from random sample in population.
- c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data in experimental class was normally distributed or not. Since the objective of this study was to find out the improvement of students' writing ability, the data was treated only using normality test.

This test used to measure whether the data was normally distributed or not. The data tested by *One-sample Kolmogorov-Smirnov* Formula criteria of normal distribution were:

H₀: the distribution of the data is normal

H₁: the distribution of the data is not normal

The hypothesis would be accepted if the result of the normality test was higher than 0.05 (sign >). In this case, the researcher used the level of significance of 0.05.

3.11. Normality Test

The purpose of computing the normality test was to find out whether the data was distributed normally or not. In this research, the significant level of 0.05 was used to determine the normality of the data. The hypothesis of normal distribution could be described as follows:

H₀: the distribution of the data is normal

H₁: the distribution of the data is not normal

The hypothesis was accepted if the result of the normality test was higher than 0.05 (sign >) In this case, the level of significance of 0.05 was used. The result of normality test could be seen in the following table.

Table 4.3. Result of Normality Test

Case Processing Summary						
Kelompok	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

Nilai	pre-test	31	100.0%	0	.0%	31	100.0%
	Posttest	31	100.0%	0	.0%	31	100.0%

Tests of Normality

Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai pre-test	.120	31	.200*	.938	31	.074
Posttest	.150	31	.075	.937	31	.069

a. Lilliefors Significance Correction

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

Referring to the tables above, the value of Kolmogorov-Smirnov significance in the pre-test (0.074) and posttest (0.069) were more than 0.05. It could be inferred that H_0 was accepted and H_1 was rejected. It could be said that the data was normally distributed.

V. CONCLUSIONS AND SUGGESTIONS

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

5.1. Conclusions

The objective of this research was to find out whether mind mapping significantly improved the aspects of writing and the constraints in learning writing descriptive texts using mind mapping. at the second grade of SMPN 1 Trimurjo. After conducting the treatments and analyzing the data gained, the researcher takes some conclusions as follows:

1. Mind mapping can be applied as one of the techniques to improve the students' descriptive text writing ability. It could be seen from the gain of the students' writing mean score in the pretest and the posttest (53.23 to 63.33). Mind mapping can help students to improve their writing skill in writing descriptive text in terms of content, organization, vocabulary, grammar and mechanics by seeing the analysis of the students' works in the pretest and posttest in each aspect.
2. By using mind mapping, it might be easy for students to develop their idea because mind mapping order many keywords in every branch, so students

were able to write a sentence related the idea in the branch and they know what they want to write.

3. The constraint of students in learning writing descriptive text through mind mapping was grammar and it caused them felt difficult and afraid to express their idea. The students had many ideas in their thoughts, nevertheless, when they tried to transform them into words, it might be hard for them.

5.2. Suggestions

Referring to the conclusion above, the writer suggests that:

1. Suggestions for the teacher

- a. English teacher can apply mind mapping as one of the ways to increase students' descriptive text writing ability. Mind mapping can help students develop the ideas related to the topic. Teacher should prepare some example using mind mapping.
- b. In scoring the students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanic. This is to turn out the fair and good scoring.

2. Suggestions for further research

- a. In this research, the researcher used mind mapping to help students of Junior High School, especially in paragraph writing. Further research should conduct this technique on different levels of students.

- b. Further researchers should not too concern about language use because the most important thing is students are able to express their thoughts in words. The language use can be evaluated when students have finished their work. It is to build students' self-confidence in writing.

- c. In this study, descriptive text was employed as the media to measure the improvement of students' writing ability after the implementation of mind mapping. Further research can try to apply mind mapping with another kind of text, narrative and report text for instances.

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