THE INFLUENCE OF MIND MAPPING TECHNIQUE TOWARD STUDENTS' DESCRIPTIVE WRITING AT THE TENTH GRADE OF SMK JAYA BUANA

RESEARCH PAPER

Submitted in Partial Fulfillment of

The Requirement for SI Degree

In

English Department of

Teacher Training and Education Faculty

By

RISWANTO

2223130426

TEACHER TRAINING AND EDUCATION FACULTY
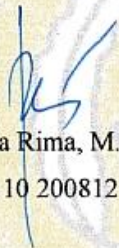
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THESIS APPROVAL

Name   : Riswanto

NIM   : 2223130426

Study Program : English Education Department

Thesis Title : The Influence of Mind Mapping Technique toward Students'
                Descriptive Writing at Tenth Grade of SMK Jaya Buana

Approved to be examined before the board of examiners

Faculty of Teacher Training and Education
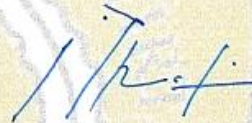
University of Sultan Ageng Tirtayasa

Thesis Advisor I   Thesis Advisor II

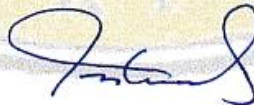Rosmania Rima, M.Pd.   Dhafid Wahyu Utomo, M.A.

NIP 19861110 200812 2 004   NIP 19840712 201012 1 007

Head of English Education Department

Dr. Siti Hikmah, M.Pd.

NIP 19770603 200312 2 002

The Influence of Mind Mapping Technique toward Students' Descriptive Writing at Tenth Grade of SMK Jaya Buana

Name	:	Riswanto
NIM	:	2223130426
Study Program	:	English Education Department

Accepted and approved by the board of examiners

Faculty of Teacher Training and Education

University of Sultan Ageng Tirtayasa

on **January 04th 2018**

Position	Name	Signature
Chair	Dr. Syafrizal, M.Pd.	
	NIP 19760130 200112 1 001	....
First Examiner	Rosmania Rima, M.Pd.	
	NIP 19861110 200812 2 004	....
Second Examiner	Drs. Pupun Sampurna, M.Pd.	
	NIP 19670909 199601 1 001	....

Faculty of Teacher Training and Education

University of Sultan Ageng Tirtayasa

Dean,

Dr. H. Aceng Hasani, M.Pd.

NIP 19670820 199802 1 003

The Influence of Mind Mapping Technique toward Students' Descriptive Writing at the Tenth grade of SMK JAYA BUANA

Riswanto

2223130426

English Department

ABSTRACT

The objective of this research is to find out the influence of mind mapping technique toward students' descriptive writing at the tenth grade of SMK Jaya Buana. The researcher used quantitative research by applying quasi experimental design for conducting the research. The population of this research was the tenth grade students' of SMK Jaya Buana. The sample of this research consists of 60 students. The experimental class was X TKJ 2 and X TKJ 1 as control class with 30 students in each class. The instrument of this research was written test, there are pre-test and post-test that given to both classes. Before the treatment, the students were given the pre-test. After giving the treatment for two meetings in the experiment class and with different treatment in control class, the students were given the post-test. For the experimental class, the researcher used mind mapping technique in learning descriptive text. In testing the hypothesis the researcher used t-test as formulas to know the influence of mind mapping technique toward students' descriptive writing at the tenth grade of SMK Jaya Buana. The result of this research, shown that by applying Mind Mapping technique has 2,697. It means that mind mapping technique was giving any influence in learning descriptive writing.

Keyword: *Mind Mapping Technique, Writing, Descriptive Text*

Curriculum Vitae

The researcher's full name is Riswanto. He was born in Tangerang, on 28th August 1995. He is the first son of Mr. Suroto and Mrs. Jaiyah. He has one brother and one sister, they are Mr. Septiawan Febrianto and Mrs. Syifa Nur Aprilia. He lives at Kp.Pabuaran Ds.Buniayu Kec.Sukamulya Kab.Tangerang-Banten. His hobby is playing video game. He has a dream to be a Business man. His parents give knowledge for his future. Therefore, he really loves his family so much.

The researcher's formal educations were started from Elementary school at SDN 1 Buniayu - Tangerang in 2007. Then, he continued to Junior High School at SMPN 2 Balaraja – Tangerang in 2010. After that, he continued his study to Senior High School at SMAN 7 Kabupaten Tangerang in 2013. Then, he continued his study to Sultan Ageng Tirtayasa University (UNTIRTA) – Banten. He takes English Department at Teacher Training and Education Faculty in 2013–2017.

Motto

"DON'T FORGET TO LAUGH"

(Researcher)

DEDICATION

I dedicate this research paper to:
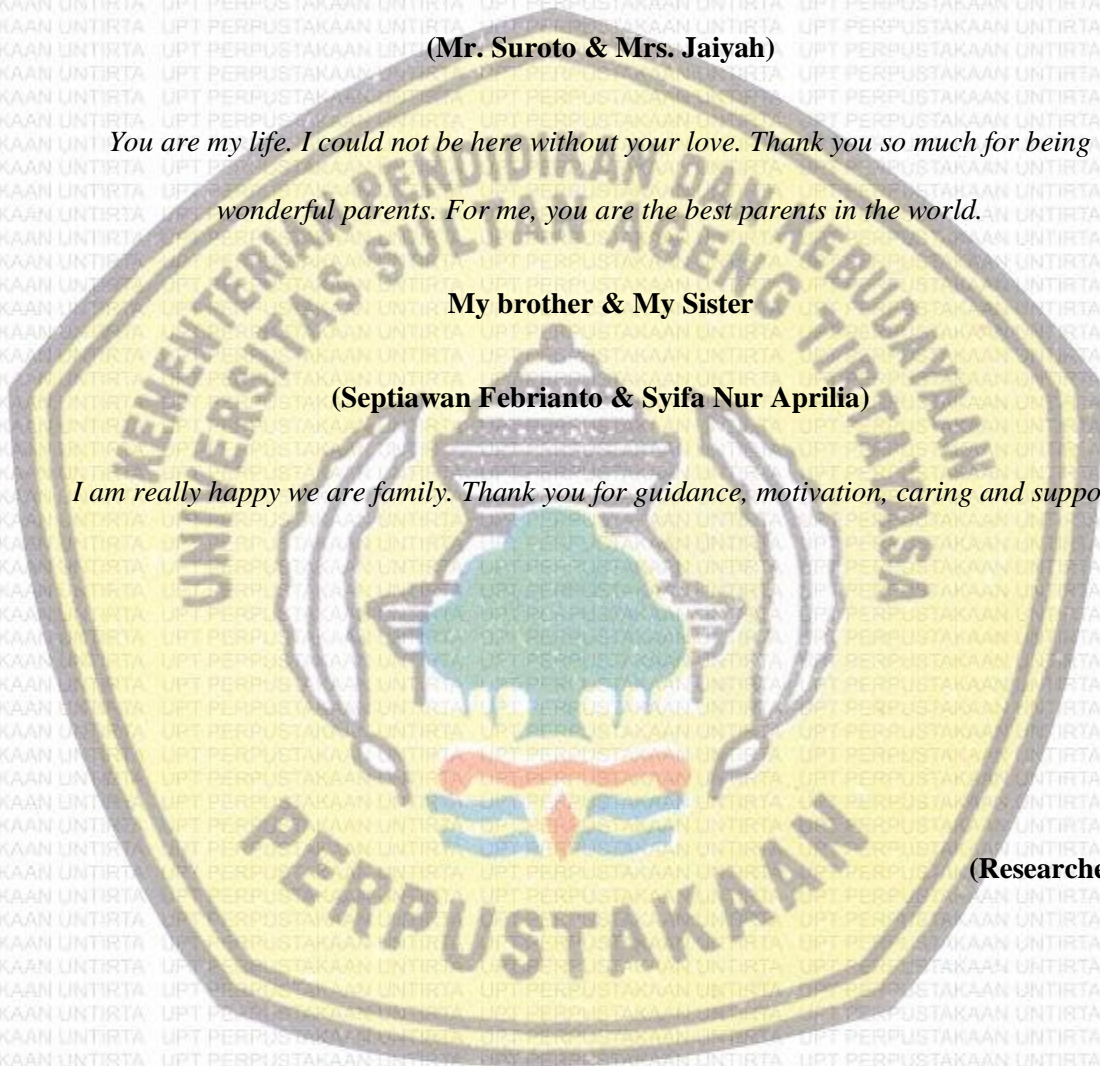
My Beloved Parents

(Mr. Suroto & Mrs. Jaiyah)

You are my life. I could not be here without your love. Thank you so much for being

wonderful parents. For me, you are the best parents in the world.

My brother & My Sister

(Septiawan Febrianto & Syifa Nur Aprilia)

I am really happy we are family. Thank you for guidance, motivation, caring and support.

(Researcher)

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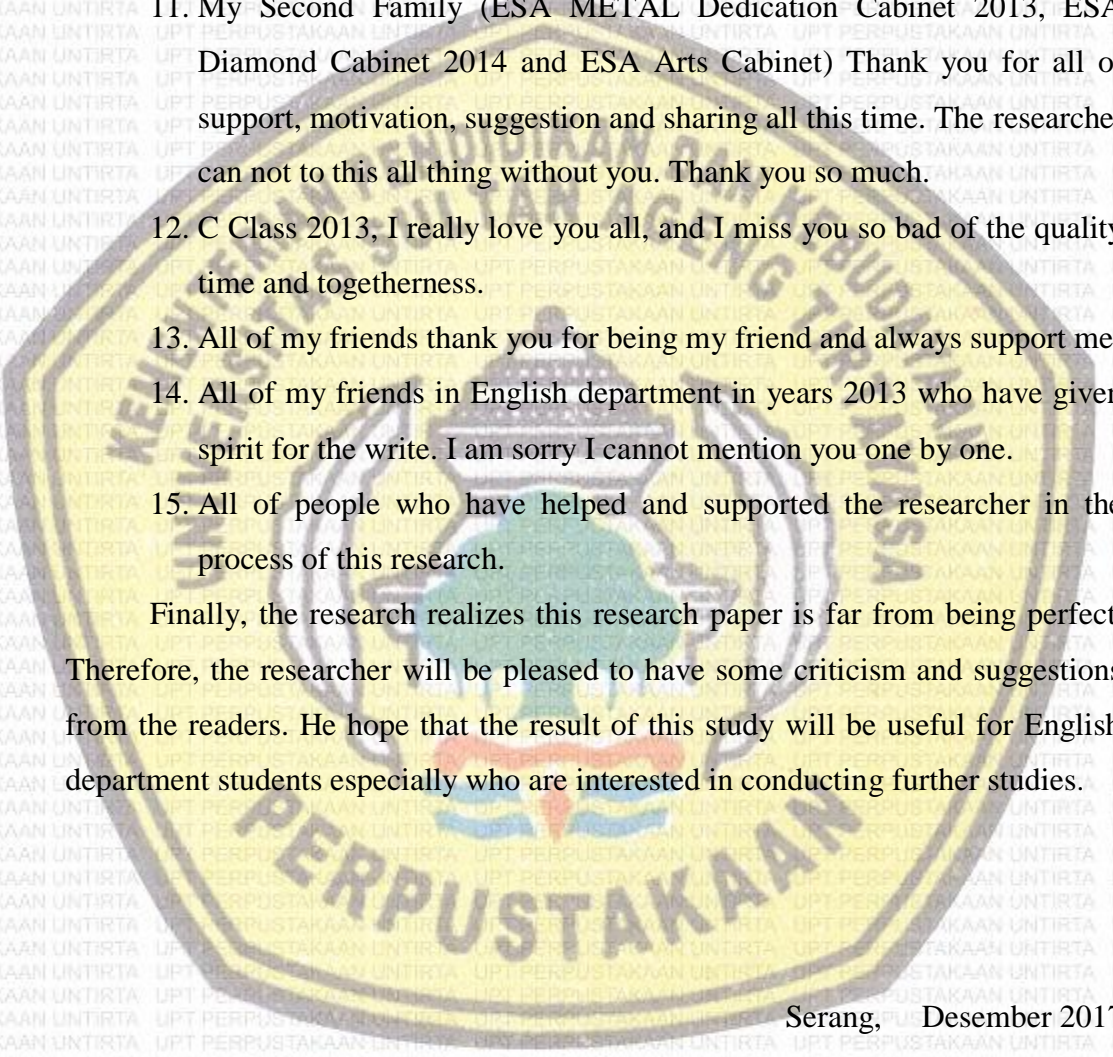
All praises and thanks to Allah SWT who has given His remarkable blessing and guidance and our great prophet Muhammad SAW, so the researcher is able to finish this research paper. The researcher is indebted to many people. Therefore, the researcher would like to express the deepest gratitude and appreciation to:

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15. All of people who have helped and supported the researcher in the process of this research.

Finally, the research realizes this research paper is far from being perfect. Therefore, the researcher will be pleased to have some criticism and suggestions from the readers. He hope that the result of this study will be useful for English department students especially who are interested in conducting further studies.

Serang,   Desember 2017

The Researcher

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CHAPTER I

INTRODUCTION

1.1   Background of the Research

Writing is one of the four basic skills in English. The practice of writing has become something important because writing covers grammatical complexity. Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities (Harmer, 2004: 86). And from the other expert, according to Uusen (2009: 10) said that "Writing is the way to express the ideas in written from using letters, words, art or media, and it requires mental process in order to express the ideas.

The mastery of writing is very important in our global community. The advances of technology and transportation allow people from nations and cultures to interact with each other. Communication across languages become over more essential. The ability of speaking and writing a second language has effect in our social life, so it becomes principal requirement in our global life.

In Indonesian curriculum, students in Senior High School are demanded to write various text types, one of which is Descriptive text. Over the conduct of the teaching practicum in a Senior High School in Banten, the researcher found out that some students had difficulties to write a descriptive text.

In this research, the researcher focuses on writing skill particularly descriptive text because the students find it difficult to write a descriptive text especially in SMK Jaya Buana. It is also accepted by the English teacher of SMK Jaya Buana. She said that the students find it difficult to find the way writing a descriptive text. The students also feel less enthusiastic to write a descriptive text because they are confused how to start the writing.

To solve the students' problem in writing Descriptive texts, the teacher should be able to apply the interesting and motivating methods, techniques or strategies in the learning process. One of the techniques that can be used to help the students' is mind mapping (Buzan, 1993: 36). According to Alma Prima Nurlaila (2013) cited from Murley (2007: 16), mind mapping can maximize brain's ability in associating number with visual qualities (space, image, colors) and as the result, the memory will be able to restore more fact.

Based on the problem above, the researcher would like to conduct a research entitled: "The Influence of Mind Mapping Technique toward Students' Descriptive Writing at the Tenth Grade of SMK Jaya Buana''.

1.2   Identification of the Problem

Based on the explanation of the research background, the researcher identifies some problems, such as:

1.   Students get unmotivated to write a descriptive text.

2.   Students get difficulties in writing descriptive text.

3.   Students lack of vocabularies to write a descriptive text.

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4.   The students get difficulty in generating their ideas.

1.3   Limitation of the Problem.

In this research, the researcher only focus on the influence of mind mapping technique toward students' descriptive writing at the tenth grade of SMK Jaya Buana.

1.4   Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem as follow; "is there any significant influence of mind mapping technique toward students' descriptive writing at the tenth grade of SMK Jaya Buana?".

1.5   Objective of the Research

The objective of this study is to find out whether there is significant influence of mind mapping technique toward students' descriptive writing at the tenth grade of SMK Jaya Buana.

1.6   The Use of the Research

Based on the problem above, the uses of the research are:

1.   Practical use

The use of this research is practically to give the contribution for English teacher in giving the material of descriptive text through mind mapping technique. In the other hand, the result of this research later can be used to ease the students' difficulties in writing descriptive text.

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2. Theoretical use

As verification theory about the influence of mind mapping technique toward students' descriptive writing.

1.7 Hypothesis

The hypothesis of the research could be stated as follows:

1. The Alternative hypothesis (Ha)

"Mind mapping is giving influence toward students' descriptive writing at the tenth grade of SMK Jaya Buana".

2. The Null hypothesis (Ho)

"Mind mapping is not giving influence toward students' descriptive writing at the tenth grade of SMK Jaya Buana".

1.8 Operational Definition

In order to make some concepts used in this research clear, the writer would like to give definitions in this research.

1. Descriptive Writing

Writing is the ability to explain and understand what others are saying. Jim A.P (2010:20) defines that writing as a process of receiving what the speakers actually says, is one of ways to give an idea or message which is form in writing on a piece of paper or the other area. It is known that writing or learning to write especially in a second language is not simply a matter of "writing things down". It means that in writing or learns to write, besides using rule of writing, we also have to using strategy to make it easier to learn.

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2. Mind Mapping Technique

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged 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. According to Buzan, the education system primarily focuses on the left and brain strength which includes the use of language, logic, numbers, sequence, looks at detail, linier, symbolic representation and judgmental characteristics.

Some people, including students who claim writing is difficult may have a difficulty in terms of expressing their ideas into a paper so that they have to search a keyword first. Mind mapping can become the way to solve this problem. In applying this technique, teachers can ask the students to make a mind map before they write to stimulate students' mind and give some ideas in form of outline, so, students can see their outline when they start to write.

1.9 Organization of the Paper

This research is systematically divided into three chapters. The following is short description about what each chapter contains.

Chapter one: Introduction. It includes background of the problem, identification of the problem, Limitation of the problem, Formulation of the Problem, Objective of the Research, Use of the Research, Scope of the

Research, Hypothesis, Operational Definition and Organization of the Paper.

Chapter Two: Definition of Writing. Purpose of Writing, Importance of Writing, Types of Writing, Process of Writing, Definition of Descriptive Text, Social Function, Generic Structure of Descriptive Text, Grammatical Features of Descriptive Text, Model of Descriptive Text, Assesment of Descriptive Text, General Concept of Mind Mapping Technique, Function of Maps, How to Make Mind Maps, The Advantages and Disadvantages of Mind-Mapping Technique, Teaching Descriptive Text by Using Mind-Mapping Technique, Previous Study.

Chapter Three: Research Design, Research Variables, Research Population and Sample, Time and Place, Research Instrument, Data Collecting Technique, Validity and Reliability, Data Analysis, and Research Procedure.
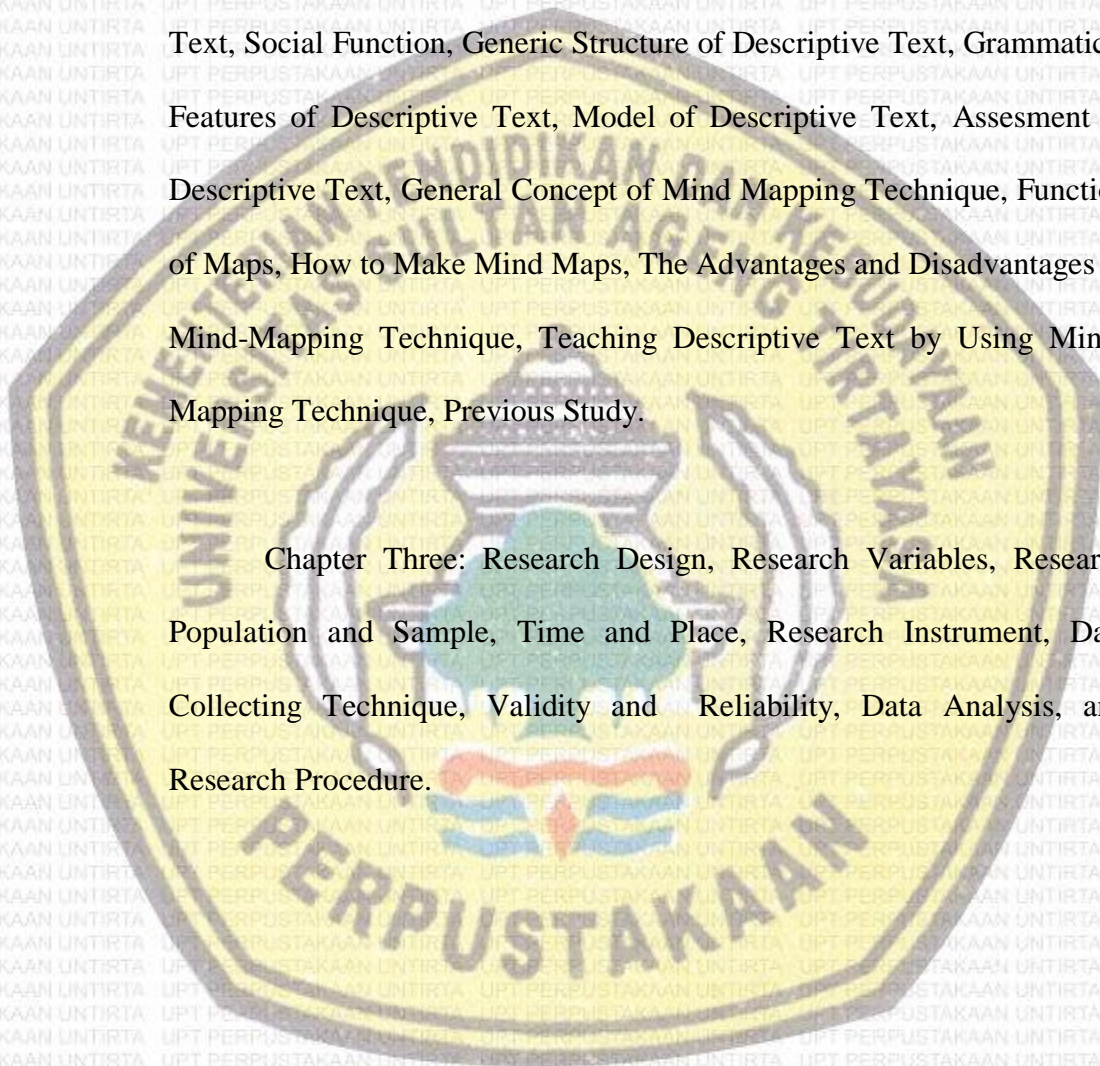
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CHAPTER II

THEORETICAL FRAMEWORK

2.1 Writing

2.1.1 Definition of Writing

Writing as one of the language skills is not an innate natural ability. John Lagan states that a realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned. Therefore, writing is a complex process and it needs practice. For almost everyone, work hard is a key to produce competent writing.

Meyers (2005: 1) said that the word *writing* comes from a verb. That means it's an activity process. Writing is a way to produce language, which people do naturally when they speak. But writing is different from speaking because writing is a speaking to other people on a paper or on a computer screen. Unlike speaking, however, writing doesn't happen all at once. Meyers (2005: 2) said that you cannot see and hear your readers, so you must think about their reaction. You must choose a subject that will interest them and try to present it in an interesting way.

Cunningsworth (1995: 82) also said that in real life, writing is done with a readership in mind and writers need to know who their readers are, in order to write appropriately from them. It means that the writers need to judge how much knowledge of the subject their readers already have. They can go through

what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them to present their ideas in a logical order. They must read what they write and then rewrite it until they express their meaning strongly and clearly.

From the definition above, the researcher concludes that to focus on the development of ideas and how to start writing well, as already explained in one of the definitions above that writing begins with a verb. Therefore, started to write is a very important thing. Writing also one of productive skills in English which has complex process. It has become essential tool for people of all walks of life in today's community. As a result, writing is a unity which composed by sentence structure and the development of idea and information in written language.

2.1.2 The Purpose of Writing

Reid (2008: 8) says that there are three general purposes of writing, and they can all occur in a single essay, although usually one of the purposes is dominant:

1. to explain (educate, inform)

2. to entertain (amuse, give pleasure)

3. to persuade (convince, change the reader's mind).

Within each of these general purposes, writers select one or more specific purposes. Some purposes are external to (outside of) the actual writing to fulfill an assignment, to receive a good grade, or to demonstrate knowledge to an instructor.

Other purposes are directly related to "3 As":

1. assignment (or selected topic),

2. the intended audience,

3. the available (collected) material (Reid, 2000: 9).
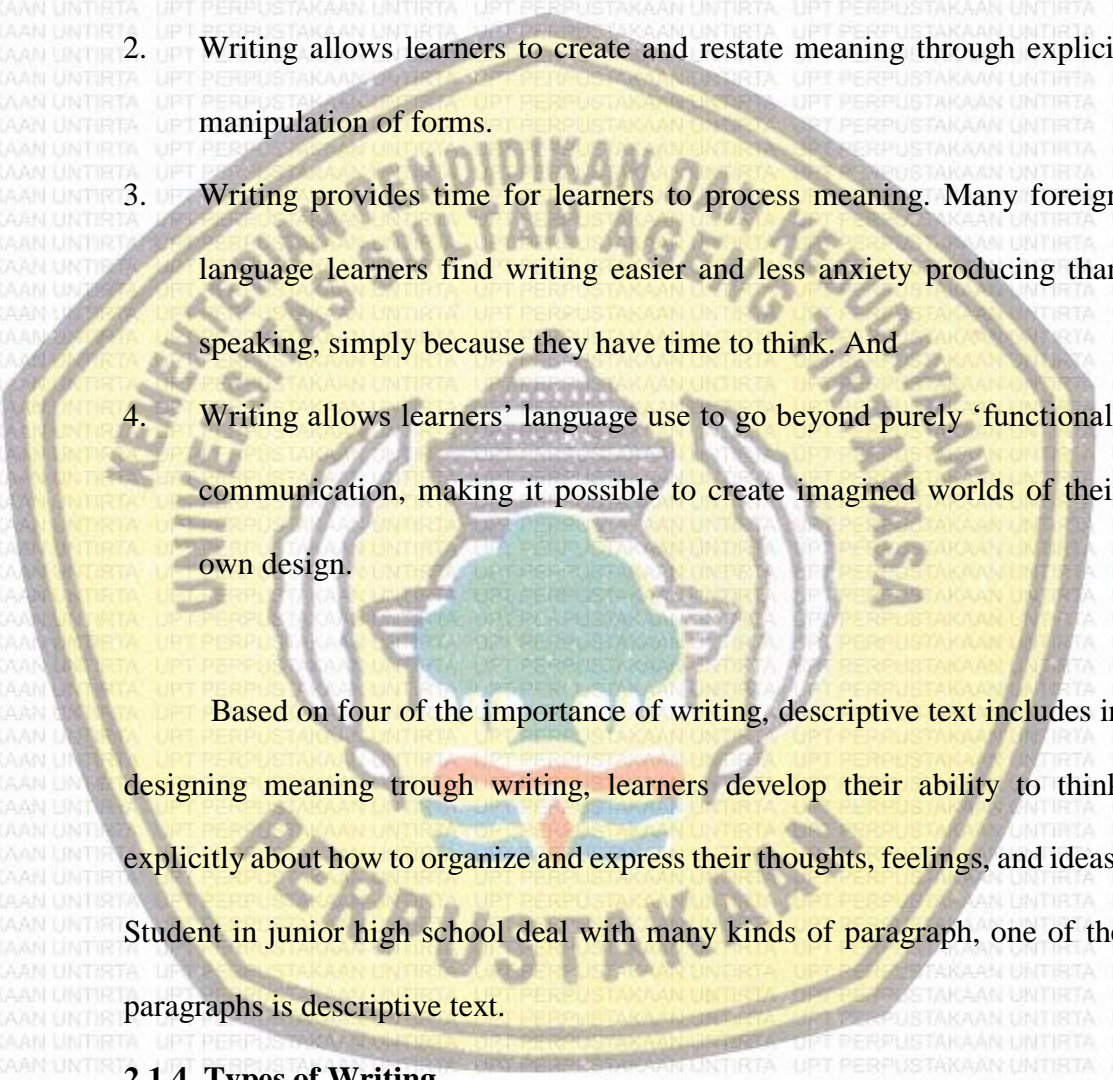
Based on the definition, the researcher can conclude that writers focused on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information and why they think it is important. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose (Harmer, 2004: 39). Writing is more than producing accurate and complete sentences and phrases, writing also as an activity to show the knowledge and the pieces of information through real written form.

2.1.3 The Importance of Writing

The existence of writing in the modern society plays an important role though it is the most difficult skill to develop. Through writing, people can communicate to one another over long distance. It has also preserved ideas of many great people and philosophers in the past. Thus, if writing did not exist, the world would not be as it is now because there would be no development in the society.

Related to the importance of writing in foreign language teaching, Kern (2000: 172) lists the reasons for that, they are:

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1. In designing meaning through writing, the learners develop their ability to think explicitly about how to organize and express their thoughts, feelings, and ideas in ways compatible with envisioned readers' expectation.

2. Writing allows learners to create and restate meaning through explicit manipulation of forms.

3. Writing provides time for learners to process meaning. Many foreign language learners find writing easier and less anxiety producing than speaking, simply because they have time to think. And

4. Writing allows learners' language use to go beyond purely 'functional' communication, making it possible to create imagined worlds of their own design.

Based on four of the importance of writing, descriptive text includes in designing meaning trough writing, learners develop their ability to think explicitly about how to organize and express their thoughts, feelings, and ideas. Student in junior high school deal with many kinds of paragraph, one of the paragraphs is descriptive text.

2.1.4. Types of Writing

As Meyers (2005: 2) says that writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing in a foreign language, however, demands more than writing in a native language, since students should take into account especially grammatical rules before starting to write.

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Brown (2004: 220) describes that there are four types of writing skill area. Those types are as follows:

1. Imitative Writing

   The category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This level is usually for Elementary School level.

2. Intensive (Controlled) Writing

   This category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the text design. The students have to attain skills in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of a sentence. This category is applied for junior high school level.

3. Responsive writing

   This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is more focused on discourse conventions that will achieve the objective of the written text. It has strong emphasis on context and meaning. This skill area of writing is usually intended for senior high school level.

4. Extensive writing

   Extensive writing implies successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. the writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ides, demonstrating

syntactic and lexical varieties, and so on. This level is usually for advanced learners.

Harmer (2004: 32) classifies writing into three types, they are:

1. Reinforcement writing

   This type of writing is used as a means of reinforcing language that has been taught. In its simplest form, teachers often ask students to write sentences using recently learnt grammar. The aim of this activity is to give students opportunities to remember 'new' language better.

2. Preparation writing

   Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

3. Activity writing

   Writing can also, of course, be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking. In this type, writing is used to help students perform a different kind of activity (in this case speaking and listening).

Based on types of writing, the purpose of the researcher is to implement the second point from Brown (2004: 220), controlled writing. Most assessment tasks are more concerned with a focus on form, and are rather

strictly controlled by the text design. The students have to attain skills in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of a sentence. This is appropriate to implement descriptive text as the model to start writing activity in junior high school level.

2.1.5. The Process of Writing

Process of writing is a way of looking at what people do when they compose written text (Harmer, 2004: 12). Writing comes from working through a process of writing (Meyers, 2002: 2). Any good paragraph or essay goes through many stages before it's finished. Writers may write their ideas without worrying about grammar as their first draft. Then rewrite the draft, revise it until their ideas become understandable for the readers. The most important thing when someone wants to write is that the product of his/her writing must be understandable. The reason is because readers have the freedom in interpreting, thinking about the writer's intension within the text. That is why creating an understandable text is very important. In the other words, as Meyers (2002: 2) says that the writers cannot do all of these things at once.

The steps in writing based on Meyers (2005: 3-12) are:

1. Exploring ideas

    Writing first involves discovering ideas. Before writing, let your mind explore freely. And then record those thoughts by writing on whatever you can. As in speaking, you must have something to say (the subject), a reason for saying it (the purpose), and someone to say it to (the audience).

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2. Pre writing

The second step of the writing process involves writing your thoughts on a paper or on the computer. This step is called as pre writing. It is time to write quickly and to begin organizing your thoughts. It consists of brainstorming (listing our thoughts), clustering (writing the subject in the middle of the page and then circle it), and free writing (writing without worrying about sentence structure, spelling, logic, and grammar).

3. Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding.

4. Writing the first draft

You have done some pre writing, selecting your best ideas, expanded on them, and arranged them in some reasonable orders. Now, you can begin the first draft of your paragraph.

Some steps for drafting can be stated as follows:

a. Say something about before you write it.

b. Write fast by hand or by computer.

c. Use only one side of the paper.

d. Leave wide margins and double space to make room for changes.

e. Save your work every five or ten minutes on the computer.

5. Revising the draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written. When you revise, you examine how well your

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first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cutting out ideas that do not support your point, and changing the wording of your sentences.

6. Producing the final copy

There are two steps in producing the final copy, they are:

a. Editing

After you have revised your paragraph, you can edit your work. Check it carefully. Focus on grammar, words choice, verbs forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all your connections. This drafts should be neat and should represents your best effort (Meyers, 2005: 8)

b. Proofreading

The final step in the revision process is proofreading. That means carefully reading your draft more than once to check to your revisions and editorial changes were made correctly (Meyers, 2005: 8).

Based on the processes of writing above, basically writing is an activity of making a text. A text can consist of one sentence or one phrase and can be unity of sentences that have communicative purpose. In order to guarantee information transferring, ideas or message fluently, it needs structure and texture mastering of the writer. Mastering of structure is a mastering of language rules and grammar or it is called as linguistic competence.

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2.2 Descriptive Text

2.2.1 Definition of Descriptive Text

Descriptive text is a piece of text that describes a particular person, place, or thing *Depdiknas* (2006: 48). A descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. in description, a writer uses words to paint a picture of something- a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the "thing" he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: they blend with definitions and explanations.

From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is a group of sentence that describes a noun. Noun is a person, a place or a thing. The purpose of descriptive writing is giving a clear picture about something, someone or certain places and the appropriate organization.

2.2.2 Social Function

Descriptive text aims to describe a particular person, place or thing. It means that descriptive text aims at giving vivid details of how something or

someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

Descriptive writing helps the reader to see, to hear, to smell, to feel, and/or to taste the thing that is being described. Moreover, Puspita (2014:19) says that social function of descriptive writing is to describe a particular person, place, or thing. It means we describe the colors, shapes, sizes, weight, height, width, contents, and characteristics of something or someone in writing.

2.2.3   Generic Structure of Descriptive Text

Table 2.1

The generic structure of descriptive text

Goal	Descriptive writing vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience
Characteristics	The general characteristic of descriptive writing include: 1. Elaborate use of sensory language 2. Rich, vivid, and lively detail 3. Figurative language such as smile hyperbole, metaphor, symbolism and personification

	Showing, rather than telling through the use of active verbs and precise modifiers
Uses	Descriptive writing appears almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in narrative

Taken from (Harmer: 2004)

The generic structure of descriptive text has function to make the text appropriate with the concept of the writing. The writers will helped by the rule of writing or the structure while they started to write the texts.

2.2.4 Grammatical Features of Descriptive Text

Naqbi (2008: 14) states that in descriptive text grammatical features use:

1. specific nouns, e.g. my car, my new house, my dog;

2. simple present tense, e.g. I live in a simple house; the house very beautiful: it has a wonderful park.

3. Third, detailed Noun Phrase to give information about subject e.g. I have a white skinned mother;

4. Fourth, some adjectives (describing, numbering, classifying), e.g. two strong legs, sharp white fangs;

5. Fifth, relating verb to give information about subject e.g. my mom is really cool;

6. Sixth, thinking verb is felling verb to express personal writer view about subject e.g. police believe the suspect is armed; I think it is clever animal.

7. Seventh, action verb e.g. our new puppy bites our shoes; my cat eats mouse.

The researcher used the grammatical features of descriptive text to help the process of the learning material. Moreover, without any grammatical features, the text would not be easy to understand by the readers.

2.2.5   Model of Descriptive Text

Table 2.2

National Monument

Identification	National Monument is a 132 meter tower in the canter of Merdeka square. Central Jakarta, Indonesia. Jakarta is the capital of the state. It symbolizes the struggle for Indonesian independence of our country.
Description	The monument consist of a 117.7 m obelisk on a 45 m square platform at a height of 17 m. resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first president of Indonesia. The monument was open to the public in 1975. It is topped by a flame covered with gold foil.

Taken from (Harmer: 2004)

The model of descriptive text is the one of the samples of descriptive text. The theme of descriptive writing in this research paper is describing people. It was related to the curriculum at the school that the material of descriptive text would be describes people.

2.2.6   Assesment of Descriptive Text

O'Malley and Pierce (1996) state that writing assessment should evaluate more aspects of writing than just mechanic and grammar, and should capture some of the processes and complexity involved in writing so that the teacher can know in which aspects of the writing process students are having different. Two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. Djiwandono (1999) and O'Malley and Pierce (1996) stated that a writing prompt defines the task for the students' writing assessment. Furthermore, O'Malley and Pierce (1996) state that writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.

The following is the example of rubric on assessing the students' writing. It focus o the students' ability in writing descriptive text.

Table 2.3
Assesment Of Writing

ASPECT	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	Th topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clea and the details are not relating to topic	

Organization (O) 20% - Identification - Description	4	Identificationis complete and description are arranged with proper connectives	
	3	Idenification is almost coplete an descriptions are arranged with almost proper connectives	2 x
	2	Identificaion is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with few misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	
	3	Very few grammatical or agreement inaccuracies but not affect on meaning	2 x
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent gramatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effevtive choise of words and word forms	
	3	Few misuse of vocabularies, word forms, but not change the meaning	1.5 x
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understable	
Mechanics (M) 15% - Spelling - Functuation - Capitalization	4	It uses correct spelling, functuation, and capitalization	
	3	It has occasional errors of spelling, punctuation, and capitalization	2.5 x
	2	It has frequents errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from brown (2007)

$$Score = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be more worth that the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

2.3 General Concept of Mind Mapping Technique

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture Buzan (2006: 6). 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. According to Buzan, the education system primarily focuses on the left and brain strength which includes the use of language, logic, numbers, sequence, looks at detail, linier, symbolic representation and judgmental characteristics.The figure 2.1 below is an example of a mind map.
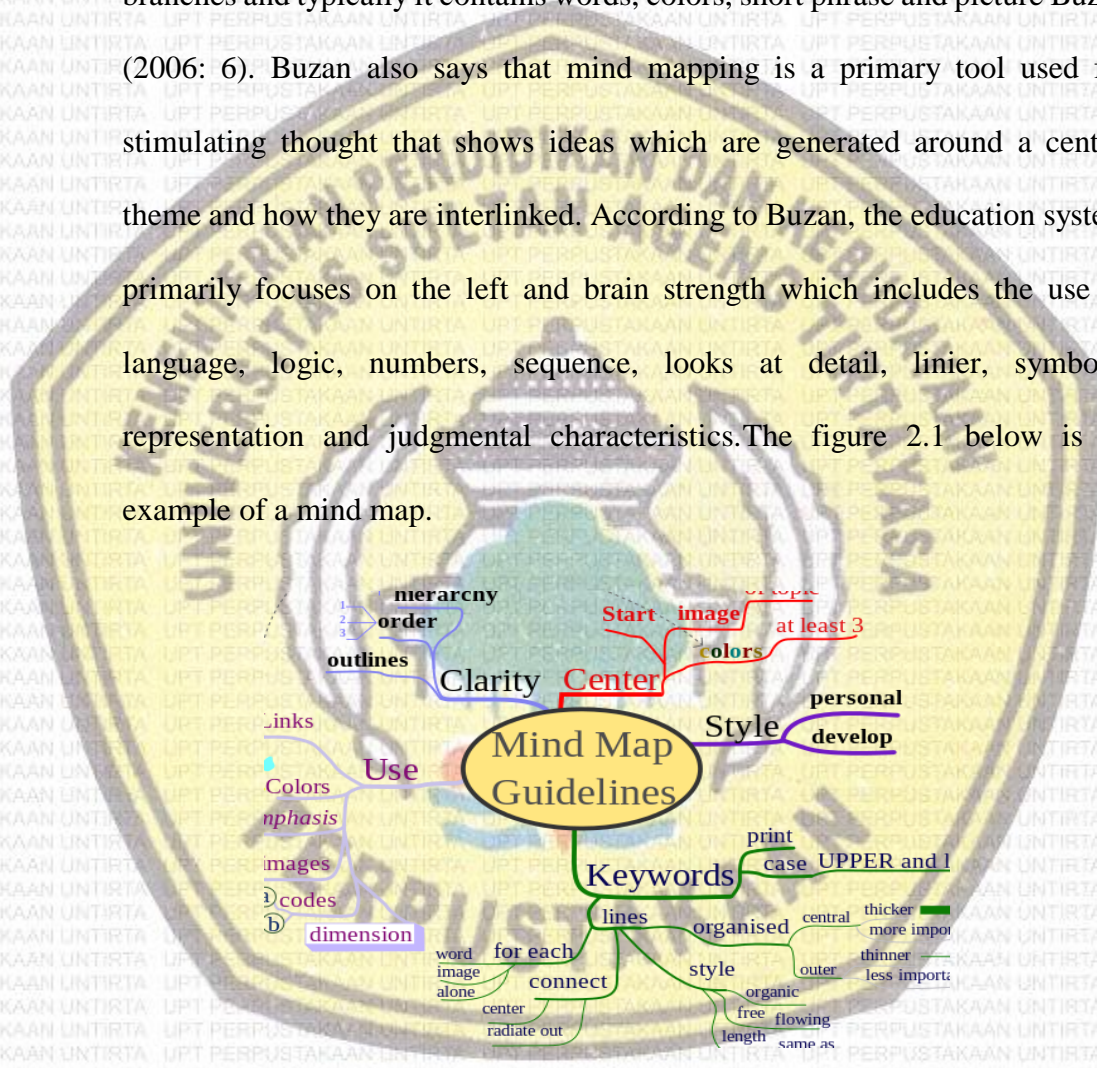
Figure 2.1 Example of Mind-Map

(http://en.wikipedia.org/wiki/File:MindMapGuidlines.JPG

Based on the definition above, the researcher concludes that mind mapping is the way to organize idea represents words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture in a diagram.

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The researcher uses mind mapping because it is one of the powerful techniques for helping students develop ideas and concept in writing. Using mind mapping, the students are likely encouraged to create as many ideas as they can. As students make mind mapping, their thoughts tumble out, enlarge their words bank for writing and often enable them to see patterns in their ideas.

2.3.1 Function of Mind Maps

Some people, including students who claim writing is difficult may have a difficulty in terms of expressing their ideas into a paper so that they have to search a keyword first. Mind mapping can become the way to solve this problem. In applying this technique, teachers can ask the students to make a mind map before they write to stimulate students' mind and give some ideas in form of outline, so, students can see their outline when they start to write.

Mind-Maps can help people in many aspects of life. According to Buzan (2005: 6), one can use mind-maps for planning, communicating, being more creative, saving time, problem solving, remembering, faster learning and so on.

According to Michalko cited in Buzan (2005: 6-7) mind mapping will help us to:

1. Activate the whole brain.

2. Be more focused on the topic.

3. Show the connection between the part of the separated information.

4. Give a clear and detail image.

5. Collect the concepts and help us to distinguish those concepts.

6. Have a long term memory.

So, mind mapping has function in many aspects especially to stimulate our mind to create the outline before doing anything.

2.3.2 How to Make Mind-Maps

Buzan (2005: 14) declares that making a mind-map is very easy. There is no right or wrong way to make it, because people have their own radiant thinking. These are the materials that will be needed to make a mind map:

1. A piece of blank paper.
2. Pen and colored pencil.
3. Brain.
4. Imagination.

The use of blank paper in making a blank paper is to give the writer freedom to write whatever comes to his/her mind. Based on Windura (2008: 33) suggested the minimum size of the paper is A4 (21 x 29.7 cms). He also suggested using minimum three different colors to make a mind map and if it is possible, use different size of pencils or pen.

In his book, Buzan (2005: 15) mentioned seven steps in making a mind-map, those are:

1. *Start in the center of the landscape blank paper.* Blank paper allows 360º of freedom to express the full range of your cortical skills, whereas pre-drawn lines restrict the natural flow of your thoughts.

2. *Make a central image that represents the topic about which you are writing or thinking.* A picture is worth a thousand words. It opens up associations, focuses the thought, is fun and results in better recall.

3. *Use multiple colors throughout the mind map,* for visual stimulation and also to encode or group. For the brain, colors are as interesting as the picture. Colors make the mind-map more lively and add the energy to the creative thinking.

4. *The lines should be connected, starting from the central image.* The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.

5. *Make curve lines, not straight lines.* Curved lines give visual rhythm and variety and so are easier to remember, more pleasant to draw and less boring to look at.

6. *Use a key word in each line.* A single key word will give more power and flexibility on the mind-map.

7. *Use images as much as you can,* instead of, or in addition to the words.

So, it can be inferred that a teacher should aware the principal above, it can be a guidance for teacher to give a creative technique of teaching descriptive writing.

2.3.3 The Advantages and Disadvantages of Mind Mapping

Mind mapping as a technique to help the students in learning descriptive writing cannot be separated with the advantages and disadvantages in its use.

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Facilitating these problems, the writer states several views below for these terms.

Those few headlines shows the advantages of using mind maps whenever students want to get things done faster, more effectively, and with better end results. Here are some advantages adopted from Eppler (2006: 5):

1. Mind map helps the students to speed up their think rapidity.

2. Mind map takes the students to develop new ideas quickly.

3. Mind map gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas quickly and efficiently when they want to work with others.

4. Mind map facilitates the students to understand a complicated system or structure because mind map delivers the students to be focused on the ideas.

Edward (2011: 5) states the advantages and disadvantages of using mind mapping as below:

Advantages:

a) Easily add ideas or links later.

b) Helps to concentrate on information structure and relationships between ideas rather than disconnected facts.

c) Mind map may help people to see other connections and similarities in the information they receive.

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d) Add sketches in making mind map are more memorable than conventional notes.

e) Mind maps can incorporate a mass of material (For example, a jet's maintenance manual was reduced from 1000s of pages to a room-length mind map. A year's subject notes became an easily reviewed poster).

f) Mind mappings can help revision, even if the course notes are conventional. They condense material into a concise, memorable format.

Disadvantages:

a) People may want to redraw the maps later-but that will help them remember the material.

b) Someone's map may be so personal and it could be difficult for others to understand. Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.

Instead of those views above, Edward explains the advantages of mind mapping into some points. The first is the flexibility to use by learners with different levels of proficiency in the target language. Next, mind mapping empowers the learners by allowing them to decide where to start and what to leave out. This possibility of making decisions develops a sense of self-efficacy and fosters autonomy. The last advantage is stimulating the learners' creativity.

From those explanations above, it can be concluded that mind mapping naturally just a technique which has both positive and negative things inside. Oftentimes, the learners can take the advantages through this technique,

meanwhile the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using mind mapping.

2.4 Teaching Descriptive Text by Using Mind Mapping Technique

The procedures of teaching descriptive text by using mind mapping are first, the teacher explains about descriptive text, including its schematic structures, linguistic features. Second, teacher introduces the mind-mapping technique and its function to help student in their writing lesson. Third, the teacher gives a topic to discuss and by leading several questions about the topic given, the teacher shows the student how to make a mind-map about the topic. Next, the teacher gives blank paper to students and asks students to make their own mind-map from the other topic. At the end of the first meeting, the teacher collects students' mind-map designs.

The next meeting, the teacher asks students to make a descriptive text based on their mind map designs. While students are making their composition, the teacher goes around the class to check students' composition and helps them if they have problems in writing their descriptive text. In the end of the lesson, several students are asked to read their composition in front of class and they have to submit their compositions. Finally, after the teaching learning activity, the teacher gives score to students' composition and evaluates the teaching learning activity. When teacher finds problems in this evaluating stage, the teacher has to try to find another strategy to improve students' performance in writing lesson.

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The researcher uses mind mapping because it is one of the powerful technique for helping students develop ideas and concepts in writing. Steele (2004: 1) describes mind mapping as a diagram used for linking words and ideas to a central key words. It is used to visualize, classify, structure and generates ideas. Moreover, mind mapping is ideal for English writing experience, especially prewriting activity, in which students expand and explore their ideas about the topics that are going to be written.

Based on the statement above, the researcher assumes that teaching writing through mind mapping can play central role English written language for organizing ideas in ideas in writing descriptive text. In making descriptive text, the students can construct a paragraph from word to describe a sentence. By having this research, it was hoped that this would give positive outcomes to English teaching and learning process, particularly in writing skill practice. For this purpose, the researcher used mind mapping in teaching descriptive writing at the ten grade at SMK Jaya Buana.

2.5 Previous Study

There are some previous studies related to this research. The first which was conducted by Astuty (2012) from Muhammadiyah University of Purworejo entitled "*The Effectiveness of Using Mind Mapping Technique in Teaching Descriptive Text for Improving Writing Ability of Tenth Grade Students of Senior High School of SMA Widya Kutoardjo in Academic Year 2012/2103*". Based on the result, that research conducted a study in form true experiment research to find out the

percentage of student's score. She was using two classes as the sample of the research, consists of 30 sample of each class.

The Second previous study was conducted by Puspita (2014) from English Study Program of FKIP UNTAN Pontianak, entitled *"Mind Mapping as a Technique in Teaching Writing Descriptive Paragraph"*. Based on the result of the research, conducted a study in the form of true experimental research to find out the percentage of student's score. She had taken sample from the eighth grade of SMP Kristen Kanaan Kubu Raya in academic year 2014/2015. Based on the research, the students' mean score of pre-test was 56.3 and the students' mean score of post-test was 76.2. Then the data were analyzed by using Effect Size (ES) formula. The research finding shows that the effect size of the treatment is 1.32 ($0.2<ES>0.8$). It is categorized as high. It indicates that mind mapping is highly-effective to teach writing descriptive paragraph on ten grade students.

Both of this research discuss about writing skill. Furthermore, the technique which is used is the same: mind mapping technique. The differences between this research and the previous one are level of the research and the topic of the text which is used in the previous research was different with the topic of text which used in this research. The level of the sample that used in the research previous one are tenth grade and seventh grade, but researcher used eighth grade. And the topic of text of the previous one are describes thing and place, but this research used described people as the topic of the text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents an overview the methodology of the research. It reveals the research design, research setting, research population and sample, data collecting technique, validity and reliability, data analysis technique, hypothesis test, and research procedure.

3.1 Research Design

This research purposed to know the significant influence of mind mapping in teaching writing, especially in writing descriptive text. The researcher used quantitative method because this method focused on statistical analysis. Having stated by Sugiyono (2009: 14), quantitative method is a method of data analysis that use quantitative or statistics with the aim to test the hypothesis that have been determined.

The researcher took quasi experimental design as the research design of this study. Based on Ary (2010: 316), Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. This research used quasi experimental nonrandomized control group to know whether there is influence of mind mapping technique toward students' descriptive writing.

The design can be represented as follows:

Table 3.1 *Research Design*

Group	Pretest	Treatment	Posttest
Experimental Class (EC)	Y1	X	Y2
Control Class (CC)	Y1	-	Y2

Adapted from Ary et al. (2010)

Note:

Y1 : Pretest to Experimental Class and Control Class

Y2 : Posttest to Experimental Class and Control Class

X : Recieve the treatment using mind mapping technique

Based on the table above an experimental class refers to class of students that received the treatment. The control class refers to a control of students that did not receive the treatment and it is needed for comparison purposes. The treatment gave to find out the effect of mind mapping technique in teaching writing toward students' descriptive writing. After conducing pretest, treatment and posttest, the data interpreted.

3.2 Research Site and Time

This research conducted at SMK Jaya Buana, which is located at Kp.Tengger Jaya Ds.Kemuning Kec.Kresek, Kabupaten Tangerang , Banten , 15610. The researcher observed and have choosen the relevant class to be the experiment and control class. The research has been run for two weeks within two meetings outside pre-test and post-test. Before the first meeting, the students have

been given the pre-test. After giving the treatment for two meetings in the experiment class and with different treatment in control class, the students have been given the post-test. For the experimental class, the researcher used mind mapping technique in learning descriptive text.

3.3 Research Variable

According to Sugiyono (2009: 60), in general, research variable is something that is selected by the researcher to be studied in order to get the information which is related to the research. In this research, the researcher used two variables as follow:

    a. Independent variable; Mind Mapping Technique

    b. Dependent variable; Students' writing descriptive text

3.4 Research Participant and Sample

3.4.1 Population

Sugiyono (2009: 80) defines that population is a generalization which is involved object and subject that have a particular quality and characteristic that is selected and observed by the researcher to gain information. The population of this research is the tenth grade of SMK Jaya Buana. The classes are divided into six classes consist of: X.TKJ 1, X.TKJ 2, X.TKJ 3, X.TP 1, X.TSM 1, and X.TSM 2, with total 224 students. This research will involve two classes of the tenth grade students as the participants. The participants are from the tenth grade because descriptive text is taught at the tenth grade.

3.4.2 Sample

Sample is the part of total and characteristic which is included in the population. Sugiyono (2009: 81) argues that if the population is large and the researcher could not take all of the population to be studied, so the researcher can take a sample from the population. The researcher have done sampling technique to take the representative of the population.

The researcher determined the sample by using cluster random sampling by lottery. According to Ary et al. (2010: 154) Cluster Random Sampling is a sampling of the unit chosen is not an individual but, rather, a group of individuals who are naturally together.

In this study, the researcher took two classes from tenth class as the sample, one class as the experimental group and the other class as the control class. Each class consists of 30 students.

3.5 Research Instrument

Based on the variable that has been taken by the researcher, the researcher used test as the research instrument. Riduwan (2011: 76) states that test as the instrument of data collection is a set of questions or exercises which is used to measure skill, knowledge, intelligence, ability and talent of students. As the variables of this research were mind mapping technique and student's writing skill in descriptive text, so the test that was given is written test. The students asked to write a descriptive text. The tests that has been given by the researcher are pre-test before the treatment and post-test after the treatment. The tests has been given to

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measure the students' writing skill in descriptive text whether the treatment is giving the significant influence or not after treatment.

3.5.1 Pre-test

The researcher gave the pre-test in order to know the students' writing ability. The pre-test conducted before the treatment in both experiment and control class. The item that is used in pre-test is written test.

3.5.2 Post-test

The researcher gave the post-test to find out whether the treatment is giving significant influence or not to the experiment class in teaching writing descriptive text. The item that is used in post-test was similar to the pre-test.

3.6 Data Collecting Technique

The technique in collecting the data in this research is test. This research used pre-test before treatment and post-test after treatment to measure students' writing descriptive text. The test is formed as written test. The students asked to write a descriptive text based on particular topic. In order to see whether the test is valid and reliable or not, the researcher will use content validity and inter-rater reliability to measure the test.

3.7 Validity and Reliability

3.7.1 Content Validity

To have validity in this test, the researcher used content validity which measure the content of the test based on the program. As defined by Sugiyono (2009: 182), content validity is comparing the instrument with the lesson given in the class. This validity is connected with the data assessment tool to measure what

to be measured. This technique is done by proposing a test which is based on the curriculum.

3.7.2 Inter-Rater Reliability

In order to get the reliability in this research, the researcher used inter-rater reliability. Hayes (2007: 77-89) Inter-rater reliability is the degree of agreement among raters. It gives a score of how much homogeneity, or consensus, there is in the ratings given by judges. Inter-rater reliability is used to get the reliable test by checking the result of the test with two raters. After getting the two sets of scores from two raters, the scores will be calculated to get the correlation coefficient.

The two raters in this research are the English teacher of SMK Jaya Buana and the researcher. The researcher chose the English teacher of the school because she have good understanding in English and also have enough experience in teaching writing. The two raters will observe students' performance in writing by scoring the pre-test and post-test. The researcher will use *Cohen Kappa* which measures inter-rater reliability with formula as follow:

$$KK \; \frac{P_0 - P_e}{1 - P_e}$$

Note:

KK   : Coefficient of the agreement of the observation

P_0 : Proportion of the frequency of the observation

P_e : Chance of agreement

(Arikunto, 2013: 251)

The interpretation value of kappa as follow:

Table 3.2 *Value of Kappa*

Kappa Statistic	Strength of agreement
< 0.20	Poor
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Good
0.81-1.00	Very Good

(Altman, 1991)

3.8 Data Analysis Technique

The data collected by researcher through test are analyzed. The researcher did the analysis in order to know the result of the control and experimental class of their achievement in writing descriptive text. This research used parametric statistic which was involving normality, homogeneity, and test of significant value to test the result.

3.8.1 Normality Test

Normality of distribution test is to investigate whether or not the distribution of pre-test and post-test in two groups are normally distributed. The researcher used *graphical method* for normality of distribution test. The graphic indicated the distribution of data is normal or not.

According to Hatch and Lazaraton (1991), there are three properties to show the data that is normal distribution as follows.

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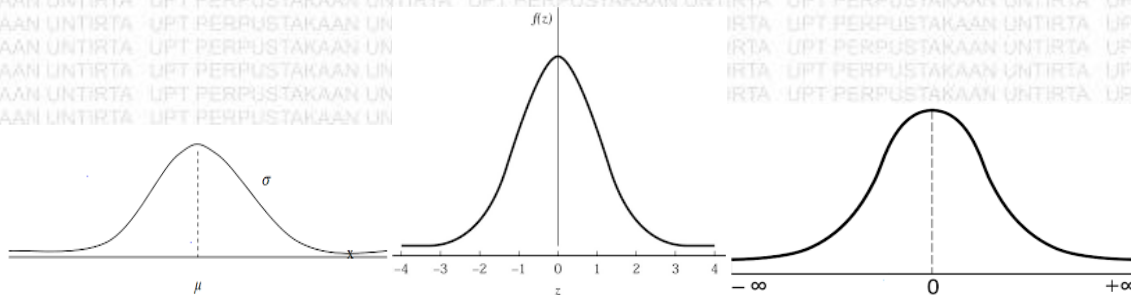
Figure 3.1 Normal Distribution

3.8.2 Homogeneity Test

In order to test the homogeneity of the variant data from two classes to analyze the data, the researcher used F_{count} formula as follow:

$$F_{count} = \frac{BV}{SV}I$$

Notes:

F_{count} : F value $\qquad\qquad$ SV : The smallest variant

BV : The biggest variant

Furthermore, to know the criteria of homogeneity as follow:

If $F_{count} \geq F_{table}$: it indicates not homogenous

If $F_{count} \leq F_{table}$: it indicates homogenous

(Riduwan, 2011: 120)

3.8.3 Test of Significant Value

This research will use this formula to measure the average of each test and the significance differences between control and experimental class. The formula is drawn as follow:

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$$T_{xy} = \frac{M_x - M_y}{\sqrt{\left\{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right\}\left\{\frac{1}{N_x} + \frac{1}{N_y}\right\}}}$$

Notes:

T_{xy} : T-test

M_1 : Mean of deviation of experiment class

M_2 : Mean of deviation of control class

X_1 : Sum of the squared deviation score of experiment class

X_2 : Sum of the squared deviation score of control class

N_1 : The number of student of experiment class

N_2 : The number of student of control class

2 : Constant number

(Arikunto, 2010: 280)

The criterion of significant value of the correlation as follow:

If $t_{count} \leq t_{table}$ = H_o rejected

If $t_{count} \geq t_{table}$ = H_a accepted

3.8.4 Hypothesis Test

The researcher presented the alternative hypothesis (H_a) and the null hypothesis (H_0) in this research. The alternative hypothesis (H_a) is that mind mapping technique is giving significant influence toward students' descriptive writing. Whereas, the null hypothesis (H_0) in this study is mapping technique is not

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giving significant influence toward students' descriptive writing. Hypothesizes are

formulated as follow:

$$H_a = X_1 \neq X_2$$

$$H_0 = X_1 = X_2$$

According to Arikunto (2010: 72) a hypothesis is formulated to show the

influence of two variables' relationship. Therefore, by rejecting the null hypothesis,

the research is able to support the correctness of the alternative hypothesis, which

meant that the experiment worked.

3.8.5 The Effect Size (r)

According to Coolidge (2000 : 151), the effect size independent t_{test} refers

to how strongly the independent variable influences the dependent variable. To

found the value of effect size (r), the researcher will use this formula as follows:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Where:

    r : effect size

    t^2 : t_{count} from the calculation of independent t_{test}

    d.f : degree of freedom

To calculate the value of effect size (r), the researcher will use these steps

as follow:

1. Calculated the value of effect size (r) by using this formula:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

2. Interpreted the value of effect size (r) by seeing this scale:

Table 3.3 *Table of Effect Size*

Effect Size	r_{count}
Small	0.100
Medium	0.234
Large	0.371

(Coolidge, 2000: 151)

3.9 Research Procedure

The researcher conducted some steps to do the research. The steps used in conducting the research are:

1. Asked permission to conduct the research.

2. Observed the research subject.

3. Determined the research population and sample.

4. Formulated the problem.

5. Chose the research method which appropriate to the research.

6. Designed the instrument for pre-test and post-test.

7. Conducted pre-test and post-test, then evaluating the result.

    a. For Control Class:

        1) Gave pre-test

        2) Gave appropriate material

        3) Gave different treatment (Three Phase Technique)

        4) Gave post-test

    b. For Experimental Class

        1) Gave pre-test before treatment

        2) Gave appropriate material

        3) Gave mind mapping technique treatment

        4) Gave post-test after treatment

8. Collected the data

9. Analyzed the data

10. Concluded the data result

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research finding and discussion. It covers data description, validity and reliability, research finding and research discussion.

4.1 Data Description

The research was conducted on 19th to 26th of October on the first semester of academic year 2017-2018 in order to find the influence of mind mapping technique toward students' descriptive writing. The research took place at SMK JAYA BUANA with the tenth grade students as the population of the research. The sample was 30 students from 2 classes. In order to answer the research question about the influence of mind mapping technique toward students' descriptive writing, the researcher used test as the instrument to collect the data. There were two tests used in this research, pre-test and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment. The result of the data had been calculated as follow:

Table 4.1 *Data Description*

No	Result	Pre-Test		Post-Test	
		C	E	C	E
1.	Mean	64,5	57,7	67	72,5
2.	Std. Deviation	7,8	7,72	8,86	7,73
3.	Min	45	50	50	55
4.	Max	75	80	80	85
5.	Range	30	30	30	30
6.	Sum	1935	2040	2010	2175

The researcher used content validity and inter-rater reliability to know the validity and reliability of the instrument. After doing the validity and reliability test, the researcher analyzed the data. First, the researcher calculated the mean score of pre-test and post-test form each class. Second, the researcher calculated the normality of pre-test and post-test. Third, the researcher calculated the homogeneity of the variant data from two classes. The last, the researcher calculated the t-test.

4.2 Validity and Reliability

4.2.1 Content Validity

To determine content validity in this research, the researcher made validity sheet then compared it to *Kurikulum 2013* (K13) of the tenth grade of senior high school. The researcher then asked for help from the expert of the subject to analyze whether the concept of the test was valid or not. Thus, this validity did not need a trial and statistic analytic. Here is the validity of the research:

Table 4.2 *Content Validity*

Basic Competence	4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Indicator	Students can write a short paragraph of descriptive text with the correct structure.
Technique	Written Test
Instrument of Test	**Pretest** Write a simple descriptive text about: Hystorical Places, Monas **Posttest**

	Write a simple descriptive text about: Hystorical Places, Borobudur Temple
Time Allocation	60 Minutes

From the table above it can be seen that the instrument used in line with the curriculum therefore the concept of the test in this research is **valid**.

4.2.2 Inter-Rater Reliability

To make sure that the research instrument was reliable, the researcher used inter-rater reliability to measure the reliability. Inter-rater reliability used two raters in comparing the students' score. The researcher cooperated with the English teacher of SMK Jaya Buana in scoring students' writing. The results between the two raters then compared to the kappa value (see Table).

Pre-test in control class showed 0.85 agreement

Pre-test in experimental class showed 0.86 agreement

Post-test in control class showed 0.93 agreement

Post-test in experimental showed 0.91 agreement

Based on the calculation of reliability for the student's score (see in appendix), the result of reliability test of students' score was > 0.81 which indicated very good agreement between the two raters. So, the scores of the students were **reliable**.

4.3 Research Finding

4.3.1 Normality Test

Normality test is used to figure the distribution of the test was normally distributed. The researcher used *graphical method* for normality of distribution test. The test of normality focused on pre-test and post-test of experimental class and control class. Detail calculation of the required statistics of graphic normal distribution can be seen in appendix.

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Figure 4.1 Normality Pre-Test of Experimental Class
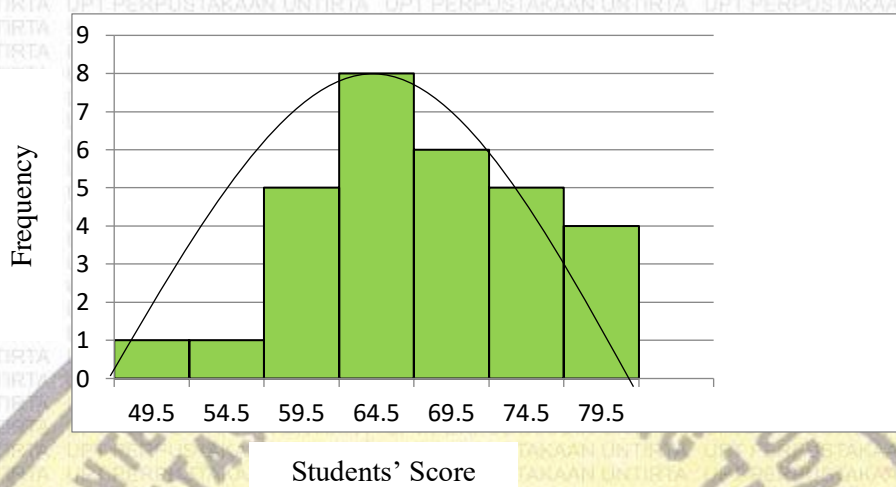
Figure 4.2 Normality Post-Test of Experimental Class
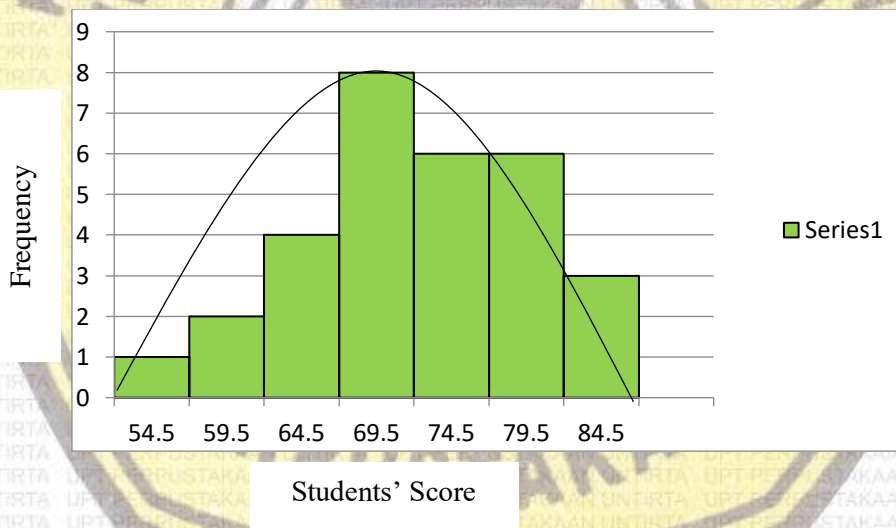
Figure 4.3 Normality Pre-Test of Control Class
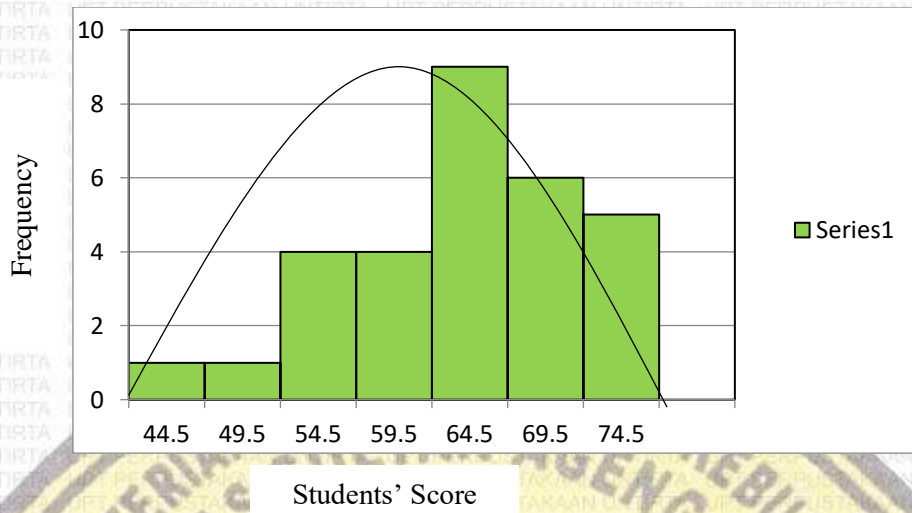
Figure 4.4 Normality Post-Test of Control Class
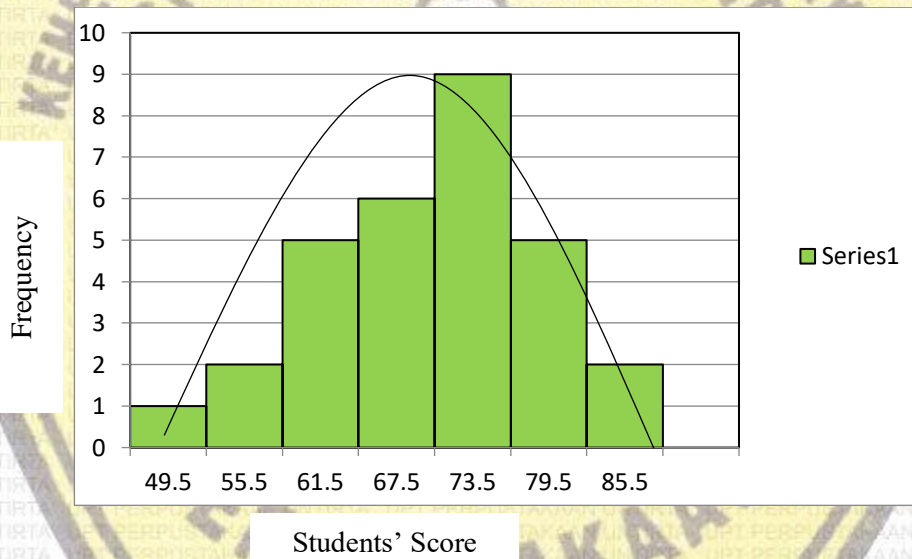
From the result above, it can be concluded that the data of pretest and post test showed the distributions of both classes were **normal**.

4.3.2 Homogeneity Test

The researcher used homogeneity test to find out the similarity between control and experimental class. Furthermore, here is the criterion of homogeneity:

If $F_{count} \geq F_{table}$: it indicates not homogenous

If $F_{count} \leq F_{table}$: it indicates homogenous

The total variances of the students' score were calculated (see appendix). The result of sample homogeneity of the pre-test was 1.01, and the result of sample homogeneity of the post-test was 1.15. Then, it was obtained by comparing the value of the highest variance and the lowest variance with significance level of 0.05 for dk = 27 with the F_{table} = 4.210

Table 4.3 *Result of the Homogeneity Test at Control and Experimental Class*

Group	F_{count} **Pre-test**	F_{count} **Post-test**	F_{table}
Control and Experimental	1.001	1.146	4.210

Pre-test: $F_{count} < F_{table}$ = 1.001 < 4.210

Post-test: Fcount < Ftable   = 1.146 < 4.210

Therefore, the variances of those two variables of both classes were **homogenous**.

4.3.3 Hypothesis Test

There are two hypotheses assumed in this research:

1. The alternative hypothesis (h_a)

There is influence of mind mapping technique toward students' descriptive writing at the tenth grade of SMK Jaya Buana.

2. The null hypothesis (h_o)

There is no influence of mind mapping technique toward students' descriptive writing at the tenth grade of SMK Jaya Buana.

The criterion of the hypotheses as follow:

If $t_{count} \leq t_{table}$ = H_o refused

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If $t_{count} \geq t_{table} = H_a$ received

To prove the hypothesis of this research, statistic calculation of t-test formula with the degree of significance 5% was used. T-Test Formula as follows:

$$T_{xy} = \frac{M_x - M_y}{\sqrt{\left\{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right\}\left\{\frac{1}{N_x} + \frac{1}{Ny}\right\}}}$$

$$t_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 \pm \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t_{count} = \frac{72,5 - 67}{\sqrt{\left(\frac{1887,5 + 1730}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t_{count} = \frac{5.5}{\sqrt{\left(\frac{3617,5}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t_{count} = \frac{5.5}{\sqrt{(62,37)(0.067)}}$$

$$t_{count} = \frac{5.5}{\sqrt{4.18}}$$

$$t_{count} = \frac{5.5}{2.04} = \mathbf{2.696}$$

To interpret the value of t-test, the result was compared with the value of t_{table}, degree of freedom was used. The degree of freedom formula as follow:

Df = N1 + N2 – 2 or 30 + 30 – 2 = 58 T_{table} for df 58 is 2.00.

From the calculation above, it can be seen that t_{count} **is higher than t$_{table}$** (**2.696 > 2.00**). Moreover, the **alternative hypothesis is accepted and the null hypothesis is rejected**. It means that mind mapping technique is giving influence toward students' descriptive writing.

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4.3.4 The Effect Size (r)

The effect size of independent t_{test} was calculated to find out how strongly the independent variable influences the dependent variable. The researcher calculated the effect size by using this formula as follows:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Where:

r : effect size

t^2 : t_{count} from the calculation of independent t_{test}

d.f : degree of freedom

$$r = \sqrt{\frac{(2.69)^2}{(2.69)^2 + 58}}$$

$$= \sqrt{\frac{7.23}{7.23 + 58}}$$

$$= \sqrt{\frac{7.23}{65.23}}$$

$$= \sqrt{0.110}$$

$$= \mathbf{0.333}$$

Table 4.4 *Effect Size*

Effect Size	r_{count}
Small	0.100
Medium	0.234
Large	0.371

Then, the researcher interpreted the result of effect size above by seeing the scale of effect size. The value of 0.331 was at medium level. Therefore, the researcher concluded that mind mapping technique was effective in teaching descriptive writing.

4.4 Research Discussion

This research was done by quasi experimental with cluster random sampling which is involved two classes as the sample, they are; control class and experimental class.

In both of class, before doing the pre-test, the researcher checked the content validity of the instrument by comparing the test with the curriculum of the school and signed by the English teacher of the school. After the pre-test is done, the highest score in the control class was 75, the lowest score was 45, and the mean score of the students was 64,5. The highest score of pre-test in experimental class was 80, the lowest score was 50, and the mean score was 57,7. Same with the control class, the students in experimental class also found that writing activity was difficult. The researcher found out that writing activity was difficult to them, especially in arranging the idea, concept, and topic of the writing and lack in vocabularies.

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When doing the treatment for the experimental class, first, the researcher reviewed students' understanding in descriptive text, then the he introduced them about mind mapping. The students were explained on how doing the mind mapping by giving them the technique of mind mapping. After doing the mind mapping activity, the researcher made discussion session where the students could discuss their problem in fixing their writing. The researcher uses mind mapping because it is one of the powerful techniques for helping students develop ideas and concept in writing. It is supported by Edward (2011: 5), who said that mind mapping helps to concentrate on information structure and relationships between ideas rather than disconnected facts. Based on the research that has been done, the researcher found that using mind mapping, the students are likely encouraged to create as many ideas as they can. It is in line with Eppler (2006: 5), who stated that mind mapping takes the students to develop new ideas quickly.

The students did the post-test and they showed some improvement in their writing. The highest score of post-test in experimental class was 85, the lowest score was 50, and the mean score was 72,5. The treatment was done successfully; it can be seen from their awareness of content, form, vocabulary/style, grammar, and mechanic itself when doing the post-test.

For the hypothesis of this research, t_{count} **is higher than** t_{table} **(3.32 > 2.02)**. Moreover, the **alternative hypothesis is accepted and the null hypothesis is rejected**. It means that mind mapping technique is giving influence toward students' descriptive writing.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data described in the previous chapter, the researcher concludes that applying mind mapping technique has any influence toward students' descriptive writing. The researcher used pre-test and post-test as an instrument to collect the data in this research. The treatment has been given after the pre-test in experimental class to measure students' descriptive writing ability before the researcher implemented mind mapping technique.

In analyzing the data, there were several testing that have to be measured and analyzed. They are normality testing, testing of data homogeneity, and testing statistical hypothesis. As the result, it can be seen that t_{table} was 2.00 and t_{count} was 2.69. $T_{count} \geq T_{table}$ or $2.69 \geq 2.00$. It can be concluded that the null hypothesis (H_O) was rejected and the alternative hypothesis (H_a) was accepted. There was any significant influence of mind mapping technique toward students' descriptive writing at tenth grade of SMK Jaya Buana.

The result of this research, shown that by applying Mind Mapping technique has 0.331 score of medium improvement effect based on the scale of effect size. It means that mind mapping technique was giving influence in student's descriptive writing.

5.2. Suggestion

In this part, the researcher would like to give some suggestions to be considered by English teacher as follows:

a) Mind mapping technique would be very helpful to improve students' ability in writing, so the teacher needs to maintain using mind mapping technique as alternative technique of the teaching process in the students of Senior High School.

b) The teacher should give clear explanation and instruction in directing the students when using mind mapping technique.

c) The teacher should control the students' activities.

d) Further researcher, this research will be references for the next research and hope it will make better research in the future.

Finally, the researcher realizes that this research still have some weaknesses and mistakes. Therefore, the researcher would like to accept any constructive suggestion to make this research better.

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