

AN UNDERGRADUATE THESIS

**INCREASING
DESCRIPTIVE WRITING ABILITY
BY USING MIND MAPPING TECHNIQUE
AMONG THE EIGHTH GRADERS OF MTs N 1
LAMPUNG TIMUR**

BY:
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English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

**INCREASING
DESCRIPTIVE WRITING ABILITY
BY USING MIND MAPPING TECHNIQUE
AMONG THE EIGHTH GRADERS OF MTs N 1
LAMPUNG TIMUR**

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

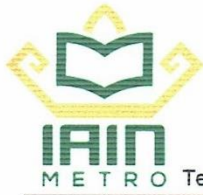
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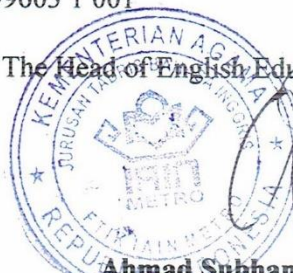
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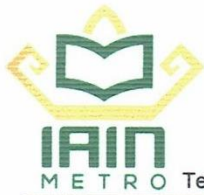
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: INCREASING STUDENTS DESCRIPTIVE WRITING ABILITY BY USING MIND MAPPING TECHNIQUE AMONG THE EIGHT GRADERS OF MTSN 1 LAMPUNG TIMUR Written by: Chusnul Khotimah, Student Number 13106777 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22, 2020, at 09.00-10.00. PM

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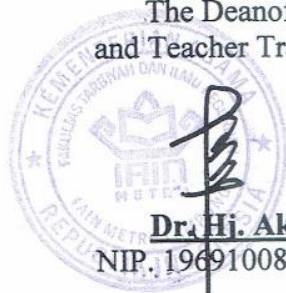
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**INCREASING
DESCRIPTIVE WRITING ABILITY
BY USING MIND MAPPING TECHNIQUE
AMONG THE EIGHTH GRADERS OF MTs N 1
LAMPUNG TIMUR**

ABSTRACT

BY:

CHUSNUL KHOTIMAH

Technique is one way that is used by the teacher to apply a method in teaching and learning process in order to make the students understand about the materials. So, as a teacher should be able to help the students to comprehend the material by providing the appropriate technique in teaching and learning process. Therefore, to increase the students descriptive writing ability, the researcher provided an efficient and effective technique, that is mind mapping technique. Mind mapping is used to express their ideas in written descriptive writing. This technique is expected be able to increase the students descriptive writing ability. In fact, the teacher has not used yet the effective technique in writing lesson, it caused the students' writing ability is low. This condition which is the researcher found at the eighth graders students of MTs N 1 Batanghari.

In this case, the researcher conducted classroom action research (CAR). In this research, the researcher conducted the research in two cycles. Between one cycle with the other has relationship. They are including planning, acting, observing, and reflecting. The subject of this research was 30 at the eighth graders students of MTs N 1 Batanghari.

In collecting data, the researcher used the test, observation and documentation. The tests consist of pre-test and post-test. The purpose of pre-test and post-test are to know how far the students' descriptive writing ability before and after being given the treatment.

The result of pre-test and post-test show that there is increase from the pre-test and post-test. The average score of the post-test is higher than pre-test. The average score of pre-test is 18.61, then the average score of post-test I is 46.52, and the average score of post-test II is 76.74. From pre-test to the post-test cycle I, there is increase for about 27.91 points, and from the post-test cycle I to the post-test cycle II, there is increase for about 30.22 points. So, by using mind mapping technique can increase the students learning activity and the students descriptive writing ability.

**PENINGKATAN
KEMAMPUAN MENULIS TEKS DESKRIPTIF MENGGUNAKAN TEKNIK
MIND MAPPING PADA SISWA KELAS DELAPAN DI MTs NEGERI 1
LAMPUNG TIMUR**

ABSTRAK

OLEH:

CHUSNUL KHOTIMAH

Teknik merupakan salah satu cara yang digunakan guru dalam menerapkan sebuah metode di dalam proses belajar mengajar agar siswa memahami setiap materi. Guru harus mampu membantu siswa dalam pemahaman materi, yaitu dengan penyediaan teknik yang tepat. Untuk meningkatkan kemampuan menulis teks deskriptif, peneliti menyediakan sebuah teknik yang efektif dan efisien, teknik tersebut adalah pemetaan pikiran. Pemetaan pikiran digunakan untuk menuangkan idea siswa dalam menulis teks deskriptif. Teknik ini diharapkan mampu meningkatkan kemampuan menulis deskriptif siswa. Faktanya, guru belum menggunakan teknik yang efektif dalam kegiatan menulis, hal tersebut menyebabkan kemampuan menulis siswa rendah. Kondisi inilah yang peneliti temukan pada siswa kelas MTs N 1 Batanghari.

Adapun bentuk penelitian ini adalah penelitian tindakan kelas (PTK). Peneliti mengadakan dua siklus. Antara satu siklus dengan yang lainnya terdapat hubungan yang terkait. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian ini adalah 30 siswa kelas VIII MTs N 1 Batanghari.

Dalam pengumpulan data, peneliti menggunakan tes, observasi dan dokumentasi. Tes terdiri dari tes sebelum diberikan perlakuan (pre-test) dan tes sesudah diberi perlakuan (post-test). Tujuan dari kedua tes tersebut adalah untuk mengetahui sejauh mana pemahaman siswa sebelum dan sesudah diberikan perlakuan.

Hasil tes menunjukkan bahwa ada peningkatan hasil dari pre-test dan post-test. Nilai rata-rata post-test lebih besar dari nilai pre-test. Nilai rata-rata pre-test sebesar 18.61, kemudian nilai rata-rata post-test pertama sebesar 46.52, dan nilai rata-rata post-test kedua sebesar 76.74. Peningkatan yang terjadi dari pre-test ke post-test pertama sebesar 27.91 poin, kemudian dari post-test pertama dengan kedua sebesar 30.22 poin. Jadi, teknik pemetaan pikiran dapat meningkatkan kemampuan aktivitas pembelajaran dan menulis text deskriptif siswa.

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Metro, January 2020

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Metro, January, 2020

The Writer



CHUSNUL KHOTIMAH
NPM.13106777

MOTTO

أَلْحَقُّ مِنْ رَبِّكَ ^ط فَلَا تَكُونَنَّ مِنَ الْمُمْتَرِينَ ﴿١٤٧﴾

The truth is from your lord, therefore you should not be of the doubter.

(Q.S. Al-baqarah: 147)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

Almighty Allah SWT, thanks God all about the precious gift inside to me.

My beloved family, especially my parents who always pray and support me in their endless love.

My best friends, and my beloved Almamater of IAIN Metro.

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The writer is very grateful for the chances he has given her to accomplish an undergraduate thesis.

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: “INCREASING DESCRIPTIVE WRITING ABILITY BY USING MIND MAPPING TECHNIQUE AMONG THE EIGHTH GRADERS OF MTS N 1 BATANGHARI”.

The writer would like to extend her gratitude for the rector of IAIN Metro Prof. Dr. Hj. Enizar, M. Ag, the leader of Tarbiyah Departement, Dr. Hj. Akla, M. Pd, and the leader of English Education Department Ahmad Subhan Roza, M. Pd, and sincerely thanks to Mrs. Syahreni Siregar, M.Hum as the second sponsor, in the second place I would like to my sponsor Mr Dr. Mahrus As'ad, M.Ag who has constantly given their endorsement, time, and guidance so that the writer could finish an undergraduate thesis.

The writer could not have done the study alone without the support from my beloved family and all my conversion friends and also staffs of IAIN Metro.

Finally, the writer realizes that this undergraduate thesis is still imperfect. Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better. The writer hopes that the result of the research can be beneficial to all of us properly.

Metro, January ,2020

The writer

A handwritten signature in black ink, appearing to be 'Chusnul Khotimah', with a long horizontal line extending to the right.

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CHAPTER I INTRODUCTION

A. Background of The Study

Writing is a part of learning a language that requires knowledge, reading, observation and experience. All language skills such as listening, speaking, reading, and writing must be applied in English Learning. We can understand the information through listening and reading; in addition, through speaking and writing, we can communicate our feeling, need, desire and idea. The basic purpose of teaching language is the students are expected to master all the language skills. All language skills cannot be separated due to they are related to each other and integrated in teaching English, especially writing.

Writing is one of the productive skills that must be mastered by the students besides the other language skills. The purpose of teaching writing is to increasing students' ability to function effectively in such written context, especially in descriptive writing.

In Junior High School, writing is the main activity. Most of the materials in Junior High School around the text. The students should learn to write effectively so that they could write well based on the context of the text. But, the students find the difficulty in writing descriptive in which they have to express their ideas into words and how to construct sentences grammatically until become a good paragraph; furthermore, the students are required to apply their knowledge of grammar, generic structure, vocabularies and punctuation. Because they did not know how to made descriptive writing easily and they needed much time for made a text exactly. Moreover, the

students had low motivation in descriptive writing and teaching technique used by the teacher which was unattractive and monotonous. So the students needed something to solve those problems.

In motivating students to write, teacher should find out some techniques that could attract the students' motivation and interest. The students needed techniques that could motivate and increase their ability, especially in writing ability. If the students were interested in what they did, they would enjoy their teaching learning process and more understand about material given.

In fact, there were some kinds of writing technique. However, they did not choose and use one of the effective techniques in writing. In reality some students in write only based on their knowledge and seen dictionary.

These students have a difficulty that's caused by some factors as follow:the students had difficulties in express their idea, the students had low motivation and interest in following the class, and the students comprehend technique writing ability very well, the teacher had not used the effective technique in writing lesson yet, the level of students descriptive writing ability was low.

Actually, some technique can be used by the teachers. One way is to use mind mapping technique.Mind mapping is a graphic representation or picture of one's thoughts, ideas, and attitudes toward a key concept.Mind mapping is a good way for students to understand and remember new information; moreover, the students can describe the concept of the knowledge

that is represented by diagrams or drawings. Mind mapping technique can be used to make teaching and learning process more enjoyable and impressive the students. Then, this technique was suitable for the student. It made descriptive writing easy. Therefore, they needed the mind mapping technique to make it. So the researcher used mind mapping as technique for teaching learning English. So, it should be effective to increase the students descriptive writing ability.

Based on the result of interview on the November 14th, 2019 with the eight graders English teacher of Mts N 1 Lampung timur, Mr. Dono Amsaroh, S.Pd. he said that the level of students' writing ability was low, because either teacher or students had not used the mind mapping technique in teaching learning process yet, especially to teach writing. This statement collaborated by the result of pre survey at the eighth graders of MTs Lampung timur. It was only 32.56% that the students passed for the material of writing and 67.44% that the students were failed. The highest grade was 80 and the lowest grade was 48 with the minimum mastery criteria (MMC) for English is 75. The data can be known as follow:

Table 1
The pre-survey data of Student Writing Ability At the Eighth Graders of MTs N 1 Batanghari, Lampung Timur.

NO	Name Students	Reading skill score	
		Score	category
1	A W	75	Pass
2	AK	50	Fail
3	APS	55	Fail
4	A A A	60	Fail
5	A F U	60	Fail
6	A L	70	Pass

7	C D S	60	Fail
8	D R	75	Pass
9	F A U	70	Pass
10	H S U	65	Fail
11	I R A	65	Fail
12	M R	65	Fail
13	N A R	60	Fail
14	N A R	75	Pass
15	N D S	65	Fail
16	O R	60	Fail
17	P M	85	Pass
18	R A	50	Fail
19	R S A	60	Fail
20	R R N A	65	Fail
21	R P	55	Fail
22	S N A	55	Fail
23	T M	75	Pass
24	T C	75	Pass
25	W S N	65	Fail
26	N A R	75	Pass
27	N D S	65	Fail
28	O R	60	Fail
29	P M	85	Pass
30	R A	70	Pass

Table 2
The Data of Students' Writing Test at the eighth graders of
MTs Batanghari

No	Grade	Explanation	Frequency	Percentage
1	≥ 75	Passed	11	32.56
2	≤ 75	Failed	19	67.44
Total			30	100 %

Source: English teacher's archives, taken at November 14th, 2019

Based on the data above, many students were failed in descriptive writing test. It means that they did not have good writing ability. From the result of pre survey, it could be seen that just 11 students from 30 students got good score in writing ability test. It could be said that 32.56 % of the students had not reached the minimum requirement yet.

The researcher assumed that to motivate the students in learning English especially writing ability which was low, the researcher was interested in using mind mapping technique for helping students' writing ability.

Based on the explanation above, the researcher is interested to conduct the research entitled: Increasing Descriptive Writing Ability By Using Mind Mapping Technique Among The Eighth Graders Students of MTs, Lampung Timur in the Academic Year of 2019/2020.

B. Problem Identification

1. The Students had difficulties in write descriptive writing.
2. The students had low motivation and interest in following the class.
3. The level of student descriptive writing was low.
4. The students had difficulties in express their idea into word and how construct sentences grammatically correct.

C. Problem Limitation

In this research, the writer focused on the students Descriptive Writing Ability By Using Mind Mapping Technique Among The Eighth Graders Students Of MTs Lampung Timur in The Academic Year of 2019/2020.

D. Problem Formulation

Based on the background and identification of the problems mentioned above, the formulation of the problem is “ Can the mind mapping technique

increase the students descriptive writing ability Eighth graders students of MTs N 1 Lampung Timur in The Academic Year of 2019/2020? “

E. Objectives of Study

The objective of this research are :

1. To show that the using of mind mapping technique can increase the students learning activities of MTs Batanghari, Lampung Timur.
2. To show that the using of mind mapping technique can increase the descriptive writing ability of the students of MTs Batanghari, Lampung Timur.

F. Benefits of Study

1. For the Teacher

For teacher must give full attention to students' writing ability, and had technique to increase writing ability, because the teacher was priority for students' in the study. This study was hopefully able to overcome the problem that faced by English teachers in their class.

2. For the Students

For students as people that had good goals must study hard especially for writing ability. This was very important for them and their future. By using Mind mapping as technique, it was hoped that the students would be more interested and motivated in learning English. So, their writing ability could be developed.

3. For the Headmaster

The headmaster could convey to the teachers that they should know the students' problems in order to reach learning process effectively. For the headmaster was very important to support and give motivation for the teachers to be a motivator for their student's sake.

G. Prior Research

Therefore there are many researcher conducted previously there are some prior researcher related to analysis in Mind Mapping viewed from Writing Skill. After studying several journals, the writer found a research from" Phanitphim Sojisirikul, was research about "Analysis Of Sentence Structures Through Mind Mapping For A writing Task".¹The study aimed to diagnose students' problems in sentence structures which affect their writing skill. The study was conducted with 84 mixed-ability students who enrolled in an undergraduate university-level fundamental English course. The mind mapping method was used as a medium for data collection. The students were asked to provide an english mind mapping of a twelve-sentence story were seven common grammatical points were the concern-present and pas participles, infinitives and gerunds, passive voices, adjective clauses, and noun clauses.

They were varied in distribution, and each was found a maximum of two times in the story. The glossary of vocabulary presumed unknown to the students was provided in the passage. Two Thai raters who were researchers graded the students written work. The results show that most of the students

¹Phanitphim Sojisirikul and Sannoy Vasuvat, *Analysis Of Sentence Structures Through Translation For A Reading Task* (Journal of English Studies), 2014, Volume 9

couldn't translate the sentences accurately since they didn't know the sentences structures. Although the students could understand the whole meaning of the sentences, they were uncertain in the accurate use of certain grammatical points. This led to misconception and affected comprehension in reading pertaining to the deep meaning the text conveyed.

The second research related to this study was conducted by Mehrdad Vasheghani Farahani with title "The Effect of Teaching Writing Skill on Mind Mapping of Iranian EFL learners".²The purpose of this study was to investigate the effect of teaching writing skills on mind mapping quality of EFL. In other words, this study sought to see if teaching writing skill had statically any significant impact mind mapping quality of Iranian EFL learners and if yes, which writing skill was the most predictive of mind mapping of Iranian EFL learners.

In order to put this study into practice, this step were taken. First, in order to assign subjects homogeneity, an OPT (Oxford Placement Test) was given to BA students of English Literature at Behesti University. Then, a pre test on translation and a pre test on reading comprehension were given to the subjects. In the next step, a treatment, on writing skills only, was given to the subjects. After that a test based on the treatment was given to the subjects. In the final step, two other post-tests, on reading comprehension and translation were given to the subjects to determine if teaching writing skill had any impact on mind mapping quality of EFL subjects.

²Mehrdad Vasheghani Farahani, *The Effect of Teaching Reading Comprehension Skill on Translation Quality of Iranian EFL learners* (International Journal of applied Linguistics and English Literature), ISSN: 2200-3592, 2015, Vol. 4

The distinction between this research and both of those prior researches above is, in this research focus on translating and to investigate some difficulties that students face during translate text by the student in eighth graders students of MTS N 1 Batanghari Lampung Timur. The writer used class action research method and the previous study. In this research used documentation, observation and questionnaire as the instrument of the research. Therefore, the writer proposes a research entitled Increasing Descriptive Writing Abilityby Using Mind Mapping Technique at eighth graders students of MTS N 1 Batanghari Lampung Timur.

CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoretical Review

1. The Concept of Descriptive Writing Ability

a. The Definition of writing

According to Ken Hyland writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.³ It means that writer develop an idea and expand it into written.

Moreover, Vicki Urquhart highlight writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their techers.⁴

Futhermore, Mike Fleming stated that writing is a powerful means of self- and social expression, potentially communicating to an increasingly wide audience through formal or informal publication, easy and quick copying, and information and communication technology.⁵It can be inferred that writer is tool to express themselves, weaving communication, look for and get information.

³ Ken Hyland, *Second Language Writing*, USA: Cambridge University Press, 2003, Page 9.

⁴ Vicki Urquhart and Monette Mclver. *Teaching writing in the content areas*. Virginia USA : Mid-continent Research for Education and Learning Mc REL. 2005, Page 3.

⁵Mike Fleming and David Stevens. *English Teaching in the Secondary School*. USA: Routledge, 2010. Page 89.

Beside that, Parel said that writing is the most efficiently acquired when practice in writing parallels practice in the other skills.⁶ It means that writing can train the ability of verbal and non-verbal.

In addition, John M. Swales and Christine B. Feak defined that Writing is a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.⁷ It means that writing is a record process through an essay that need a skill, good diction in order to understand by the reader easily.

Based on the quotations above, the writer can assume that writing an activity to produce or reproduce useful written messages that uses the rules and the strategies of language. The message is a description of writers mental obtained through reading, thinking, analyzing, and understanding of an event.

b. The Definition of Descriptive Writing

According to Oxford advanced learner's dictionary description is a piece of writing or speech that says what somebody/something is like.⁸

It means that description is describing about something that we see.

⁶M.F. Patel Dr. and Praveen M. Jain. *English Language Teaching (Methods, Tools & Techniques)*. Sunrise Publishers & Distributors, 2008. Page 125.

⁷M. John Swales & Christine B. Feak "*Academic Writing*". New York: Oxford University Press, (1993). Page 34

⁸A S Hornby. *Oxford Advanced Learner's Dictionary*. Oxford University Press. 2010. P.395.

Then, Kane said that description is about sensory experience how something looks, sounds, tastes.⁹ It means that the writer can describing something from something that looks, sounds, feels.

Next, Oshima and Hogue argue that description is writing about how something or someone looks and uses space order. It means that when we describe something with its characteristics and some appearances of this thing, we are writing a descriptive.

So, describe means to show what something looks like. In order to describe something accurately, writer must look at, observe, or learn the thing carefully and closely.

Based on the explanation above, descriptive writing is the students to express their ideas, opinions, or feelings by writing. Descriptive writing is tool to express idea, opinion or feeling. Descriptive writing is process exploration show what something looks like. In order to describe something accurately, writer must look at, observe, or learn the thing carefully and closely.

c. The Concept of Descriptive Writing Ability

According to Oxford ability is the fact that somebody is able to do something.¹⁰ Another definition of it is as follows:

- 1) The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
- 2) A natural or acquired skill or talent.

⁹ Thomas S.Kane. *Essential Guide to Writing*.New York: Oxford University Press, 2000. Page 348.

¹⁰A S Hornby. *Oxford Advanced Learner's Dictionary*.Oxford University Press. 2010. P.2

- 3) The quality of being suitable for receptive to a specified treatment;
capacity: the ability of a computer to be configured for use as a file
server.

Based on the quotations above, it can be inferred that ability is the level of skill to do something, especially the power to perform, whether physical, mental, financial, and intellectual to accomplish something.

Thus, by writing ability means the level of skill of mental activity to produce or reproduce useful written texts which is the results in a text able to convey messages between writer and reader in good communication.

In this term writer concluded that descriptive writing ability is the ability of the students to express their ideas by written texts which is the results in a text able to convey messages between writer and reader in good communication.

d. The Characteristic of Descriptive Writing

Descriptive writing has characteristic as bellow:¹¹

As we know that each kind of genre text has generic structure. Descriptive also has a generic structure and significant lexical grammatical features. Generic structure of descriptive identification is the topic that the writer will describe and description is the detail information about the topic; it can be characteristics, colors, shape, etc.

¹¹M Mursyid PW, *Learning Description*, (Yogyakarta: Graha Ilmu, 2008), p.04

Language features of descriptive are use specific participant, written in simple present tense, use linking verbs, use of adjective, use relational and material processes. In other hand, the position of language features of any kinds of text explains the kinds of the text itself. As the purpose of the descriptive text; to describe things, people, etc. The language features used have to support the information include in the text. In other source, language features of descriptive are using attributive and identifying process, using adjective and classifiers in nominal group, and using simple present tense.

e. The Kinds of Descriptive Writing Ability

There are four kinds of descriptive writing ability :¹²

- 1) Ability to be able to discribe historical profile, place, time and event. Here the student should understand a text which will be discribe first. So they can describe suitable with generic structure descriptive.
- 2) Ability to be able to explain venture profile which deeply about occupation or business. Here, they must to know chronology about work profile. futhermore, the student understand about occuption/business.
- 3) Ability to be ableto report from interview, field observation. students must collect information about something such as someone, thing, place from interview and observation.

¹²Alma Prima Nurlaila. *The Use Of Mind Mapping Technique In Writing Descriptive Text*. Journal Of English And Education 2013, 1(2), 9-15. p. 11.

- 4) Ability to be able to tells about characteristic someone. The students must to know person it self first and then they can tell about characteristic someone.

2. The Concept Of Mind Mapping Technique

a. Definition of Mind Mapping Technique

According to Tony Krasnic, Mind mapping is graphic tool used to collect, create, manage, and exchange information. It represents information via the spatial organization of concepts/topics, ideas, words, or other items linked to and arranged in a radial pattern around a central concept.¹³ It means that through mind mapping, it can be tool to organize, manage and create the information and with mind mapping the students can easier for elaborate their ideas, words and etc. It means that mind mapping can make us more interest for elaborate or explain about something.

Then, Muelle stated that mind mapping is used by student nurses for planning patient care so as to encourage critical, whole-brained thinking when applying the nursing process.¹⁴ It means that mind mapping can encourage critical thinking.

Meanwhile, Holland found Mind Mapping to be a useful technique for helping students plan and structure their essays and projects more effectively. Students were able to improve the

¹³Tony Krasnic, *How to Study with Mind Mapping*, (Washington: Concise Books Publishing LLC, 2001), p. 48

¹⁴ R. Amudha et.al, *Perception of Employees' towards Motivation Using Mind Mapping Technique*, The International Journal Of Humanities & Social Studies (ISSN 2321 - 9203), India, Vol 3 Issue 5 May, 2015, p.20.

structure, coherence and, consequently, the quality of their written work and were able to draw value from the technique for project managing practical work.¹⁵

Moreover, Mento highlight Mind mapping is a technique which enhances creativity and promotes individuals' learning.¹⁶

In addition, El-Sayed Dadour highlight mind map is a graphic organizer in which major categories radiate from a central idea and sub-categories are represented as branches of larger branches.¹⁷ It means that Mind mapping is brain organization to radiate an ideas, and describes as branches of larger branches.

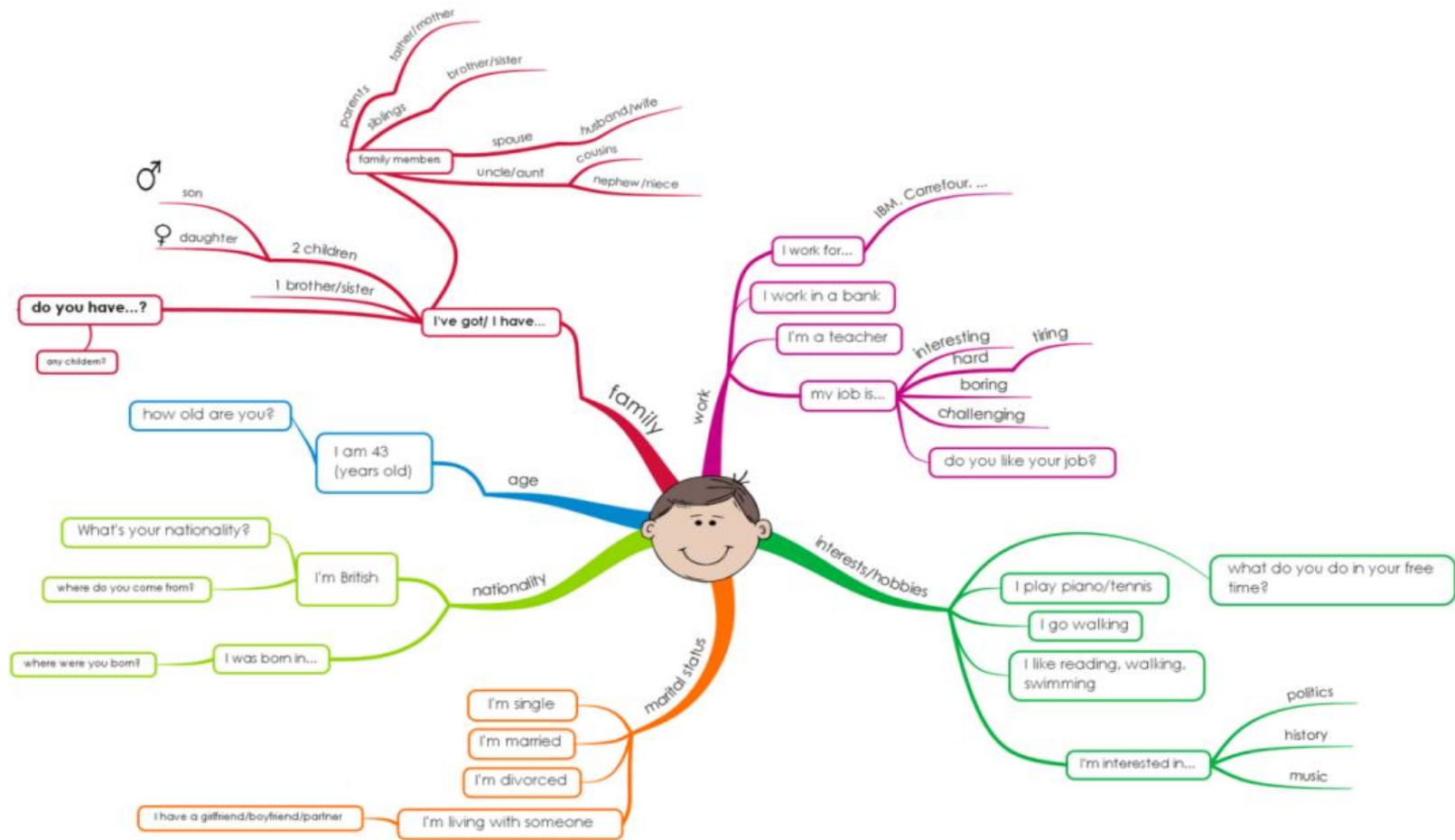
From explanation of some experts above, the researcher conclude that, mind mapping technique is a technique by making a concept through a word or clue then each word has a branch like a tree. The tree is made up of words or short sentences or images connected by lines. And the lines that connect are part of the meaning.

¹⁵Ibid,p.20

¹⁶Ozgul Keles,*Elementari Teachers Views On Mind Mapping*,International Journal Education, 2012,Vol.4, No 1. Issn 1948-5476, p.94

¹⁷ El-SayedDadour,*Manipulating Mind-Mapping Software To Develop Essay Writing*,Research Journal of English Language and Literature (RJELAL),Vol.2.Issue.2.;2014 P.7.

Figure 1
The Sample of Mind Mapping



b. Advantages and Disadvantages Mind Mapping Technique

1) Advantages of Mind Mapping

There are some advantages of using mind mapping in teaching descriptive writing for students, they are:

- a) The central idea is more clearly defined.
- b) The relative importance of each idea is clearly identified.
- c) The more important ideas are immediately recognizable at the centre of the Mind Map.
- d) The links between key concepts are immediately identifiable - via Key Words - encouraging association of ideas and concepts and improving memory.
- e) Review of information is effective and rapid.
- f) The structure of a Mind Map allows additional concepts to be added easily.¹⁸

2) Disadvantages of Mind Maps:¹⁹

- a) It is difficult to develop a good mind map of a totally new subject/ topic. It requires some prior information, then in such cases linear note taking may be a better option.
- b) If not planned, creating a mind map may be frustrating because of lack of space, lack of creative thinking etc.

¹⁸Tonny Buzan, *The Buzan Study Skill Handbook*, (London: REJDEJ©, 2006), p.144

¹⁹Banavar Ravi Spoorthi, *Mind Mapping An- Effective Learning Adjunct To Acquire A Tsunami Of Information*, International Journal of Scientific and Research Publications, Volume 3, Issue 12, December 2013, ISSN 2250-3153. p. 2

c) MM may not always be more intuitive than linear note taking.

c. The Use Of Mind Mapping Technique To Increase The Descriptive Writing Ability

Buzan stated that we can use mind mapping for planning, communicating, being more creative, saving time, problem solving, remembering, faster learning and so on.²⁰ Mind mapping can be used by anyone who wants to remember things easily and in a more organized way and also by anyone who wants to simplify a difficult concept. Note-taking can be turned to a more enjoyable activity by using the mind mapping.

Mind mapping is used for identifying students' ideas before they write. In writing descriptive, they have to decide the topic they want to explain in their writing. Then, by calling their ideas from the mind map, it can manage their way of thinking use map drawn as their drafting process. Before they find out the important thing that written on their writing, they should make a map about their mind based on the topic given. The usage of mind mapping is significance to begin the descriptive writing so that it is described orderly. There are many advantages of applying mind mapping technique in learning process.²¹

²⁰Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.6

²¹ S O Adodo Ph.D, *Effect of Mind-Mapping as a Self-Regulated Learning Strategy on Students' Achievement in Basic Science and Technology*, Mediterranean Journal of Social Sciences Published by MCSER-CEMAS-Sapienza University of Rome, Vol 4 No 6, July 2013. p. 165.

- 1) Brainstorming - individually, and as a group.
- 2) Summarizing information, and note taking.
- 3) Consolidating information from different research sources.
- 4) Thinking through complex problems.
- 5) Presenting information in a format that shows the overall structure of your subject.
- 6) Studying, retaining and recall information. It also promote meaningful learning instead of memorization.

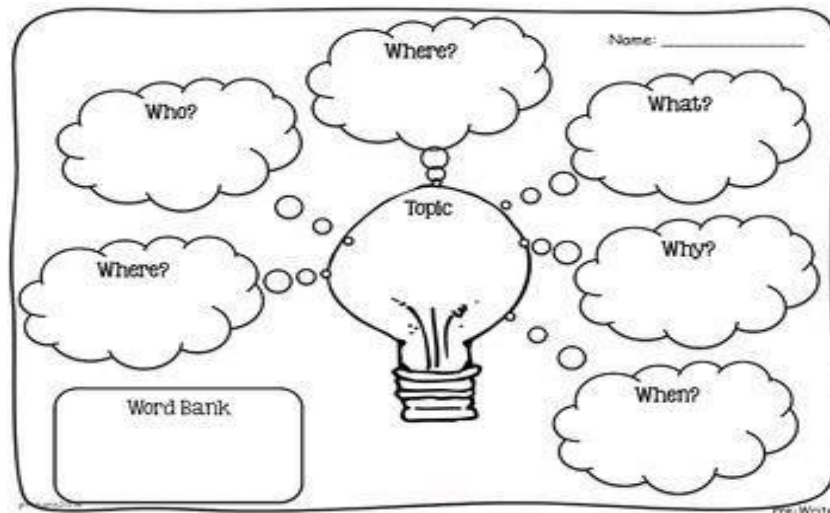
d. The Procedures Mind Mapping Technique To Increase The Descriptive Writing Ability

According to Tonny Buzan, there are some procedures to create the mind mapp, that is follows:²²

- 1) Focus on the core question, the precise topic. Be clear about what it is that you are aiming for or trying to resolve.
- 2) Turn your first sheet of paper sideways in front of you (landscape-style), in order to start creating your Mind Map in the centre.
- 3) Draw an image in the centre of the blank sheet of paper to represent your goal.

Example of mind mapping :

²²Tonny Buzzon, *The Buzan Study.*, p.162



- 4) Use colour from the outset, for emphasis structure, texture, creativity - to stimulate visual flow and reinforce the image in your mind.
- 5) Now draw a series of thick lines , radiating out from the centre of the image.
- 6) Curve your lines because they are more interesting to your eye and more memorable to your brain than straight ones.
- 7) Write one key, word on each branch, that you associate with the topic.
- 8) Add a few empty branches to your Mind Map. Your brain will want to put something on them.
- 9) Create second- and third-level branches for your related Associated and Secondary Thoughts. The secondary level connects to the primary branches, the third level to the secondary branches, and so on.

The researcher make the procedure of teaching descriptive writing ability by using mind mapping technique. They are :

- 1) The teacher asks the students to make a mind mapping based on the theme or clue that given by teacher.
- 2) The students make the mind mapping based on the theme.
- 3) After the students have finished to make a mind mapping, ask the students submit what they have written about.

e. The Steps Of Mind Mapping Technique To Increase Descriptive Writing Ability

According to Vanides et.al there are many steps in implementing the concept mapping especially in descriptive writing in classroom.²³

- 1) The first is the teacher trains the students. If the students have never created an open ended type of concept mapping, provide them for the familiar topic. It can be found with their experience in daily activity.
- 2) The second is the teacher creates individual map first. Then the teacher asks the students to create their own individual map. This independent reflection step is crucial; it will assist the students to understand the concept map.
- 3) The third is the teacher asks the students to review in small group. After finishing their individual concept map, organize

²³Vanides, J. et al. (2005). *Using Concept Maps in the Science Classroom*. National Science Teachers Association (NSTA). Reprinted with permission from Science Scope, Vol. 28, No. 8, Summer 2005p. 29.

small group discussion. Have students share their concept maps with partners. Group discussions provide opportunities for students to engage in the social aspect of science, where they can articulate their thoughts and learn from each other. Consider the creation of heterogeneous groups with students at different levels in every group.

- 4) The last step is the teacher asks each group to present their important propositions in front of the class. The students must explain their choices. A whole class map can also be created based on these discussions to document class progress, engage students, and provide stimuli for in depth conversations about science.

B. ACTION HYPOTESIS

The hypothesis of the study are:

1. By using mind mapping technique the student learning activities can be increased in the learning process and they will be able to express their ideas in descriptive writing ability.
2. By using mind mapping technique the student descriptive writing ability can be increas.

CHAPTER III
RESEARCH METHOD

A. Setting Location and Subject Location

The writer will conduct the classroom action research at MTs N 1 Lampung Timur. The school was constructed at 1974 and located at 38 B Banjarrejo, Batanghari, Lampung Timur..

The subjects of this present research are the students of eighth graders of MTs Batanghari, Lampung Timur. The total of students are 30 students. While, the objective of this research is the students descriptive writing ability at VIII B class MTs Lampung Timur.

Tabel 2
The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	X	23	7	30

B. Object of The Study

The object of this study is the students' descriptive writing ability and students learning activities at VIII B class of MTs N 1 Lampung Timur.

C. Action Plan

The research method used in this study is classroom action research (CAR). According to McNiff that action research was a name given to a particular way of researching your own learning.²⁴ It means that action

²⁴ Jean McNiff and Jach Whitehead, *Action Research: Principles and Practice*, Second Edition, (London and New York, 2002), p. 15.

research was a practical way of looking for at your practice in order to check whether it was as you feel it should be.

Next, Yogesh Kumar Singh stated that action research was a method for improving and modifying the working system of a classroom in school.²⁵ It means that action research was a way to investigate teaching and learning process in class.

In the classroom action research, the researcher conducted the research in two cycles. Between one cycle with the other had relationship. They were including planning, action, observation, and reflection.

D. Research Procedure

Based on Kemmis and Mack Tagart's research design, the steps of the research cover four stages in each cycle. They are the following:

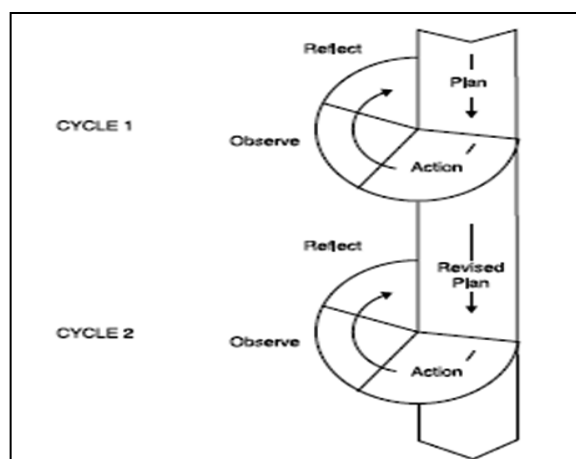


Figure 2 Kemmis and Mac Taggart Model²⁶

²⁵Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International Publisher, 2006), p. 261.

²⁶Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.9.

1. Cycles I

a. Planning

The first stage before we are going to teach in the classroom is planning. The material must suitable with syllabus and instrument of evaluation. Planning a lesson is more than just setting out a program of learning.²⁷Without planning, the researchers' activity would not focus. The planning would reference in doing action. In the planning, the researcher focused on making lesson plan. Here were planning steps:

- 1) The researcher and collaborator prepare the lesson plan.
- 2) The researcher and collaborator prepare the material.
- 3) The researcher and collaborator determine the method to be applied in acting phase. In this case, the writer uses mind mapping technique to increasedescriptive writing ability.
- 4) The researcher and collaborator prepare source learning.
- 5) The researcher and collaborator prepare observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

b. Acting

Doing action was the second stage in the activity. It was the realization from the planning that the researcher had made. Without the action, the planning was just imagination that was never real.

²⁷Ernes T. Stringer, *Integrating Teaching, Learning, And Action*, Sage, USA, 2010, p.4.

The researcher implemented the mind mapping technique in the teaching learning process. Here were the steps that the researcher did in the action:

1) Pre teaching Activities

- a) Praying and greeting the students.
- b) Checking the attendant list.
- c) Asking the student condition.

2) During Teaching Activities

- a) The teacher ask the students about descriptive and generic structure.
- b) The teacher review the students answer about descriptive and explained more.
- c) The teacher gave the student topic about something.
- d) The teacher explained about how to make descriptive easily (by using mind mapping technique).
- e) The teacher provided insight and inference.

3) Post Teaching Activities

- a) The teacher asks the student difficulties which they find during learning and teaching activity and gave a chance to ask some question.
- b) Teacher and students made conclusion of the material.
- c) For homework, the teacher asked the student to find out the descriptive based on generic structure.

d) The teacher closes teaching and learning activity in the class by greeting.

c. Observing

In this term, the researcher would use observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher should know the result of the student's learning activities.

d. Reflecting

In this stage, the researcher would analyze how the effect of the acting, what thing which had to be repaired, and what thing which became attention on the next acting. Then, the result of reflecting would be used as a guideline to make a new plan in the next cycle.

2. Cycle II

a. Re-planning

In the first stage, before conducting the action in the next stage, the writer will repair the problem found in cycle one. It will be explained as follow:

- 1) The researcher would study the result of reflecting on cycle 1.
- 2) The researcher would revise and prepare the lesson plan based on the problem appears in the previous cycle including material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

1) Pre teaching Activities

- a) Praying and greeting the students.
- b) Checking the attendant list.
- c) Asking the student condition.

2) During Teaching Activities

- a) The teacher would give the students motivation to study harder.
- b) The teacher gave the text about descriptive or others. The teacher ask the students about descriptive and generic structure.
- c) The teacher review the students answer about descriptive and explain more.
- d) The teacher gave the student topic about something.
- e) The teacher explained about how to get information easily (by using mind mapping technique).
- f) The teacher would give post-test after the treatment.

3) Post Teaching Activities

- a) The teacher asks the student difficulties which they find during learning and teaching activity and give a chance to ask some question.
- b) Teacher and students made conclusion of the material.

- c) For homework, the teacher asked the student to find out the descriptive based on generic structure.
- d) The teacher closes teaching and learning activity in the class by greeting.

c. Observing

The researcher would observe and collect the data when the learning process was conducting.

d. Reflecting

The researcher would reflect all the acting which had been conducted and identified the result of observation in the learning process and compared the score of pre-test and post-test.

E. Data Collection Technique

For this research, the researcher applied some technique as follows:

a. Test

According to Douglas Brown test is a technique of measuring a person's competence or knowledge in a given domain.²⁸The researcher would employ test in form pre-test and post-test.

1) Pre- test

Before doing the treatment the researcher would give the students pretest by asking the students to made descriptive

²⁸H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, San Fransisco State University, 2001, p.384.

writing. The researcher would use essay to assess the student's descriptive writing ability.

2) Post- test

Post-test would be applied after doing the treatment. It was implemented in order to know the students' descriptive writing ability. The test was similar to pre-test where the students were asked to make descriptive writing, but the topic which was given in the post-test and it was different from pre-test.

b. Observation

In this research, the researcher would observe the students' behavior and the students' activities in learning process to know how the process of learning would be held. In doing the observation, the research would make the observation sheet that contained of list of the students' activities.

c. Documentation

The researcher would use documents which were taken from the data of the school such as the history of MTs N 1 Batanghari Lampung Timur, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school. Also, this method used to collect the valid data of the students' descriptive writing ability in pre-test and post-test.

d. Field Note

To collect the data more accurately, the researcher uses field note to make easy when analysis the data. This is to know the students activities

during teaching process. It is done after finishing of teaching learning process.

F. Data Analysis Technique

Analysis of the data would do it step by step the average scores of pre-test and post-test. The formula was to get the average pre-test and post-test as follows:

a. The formula to get of average

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : Mean of average score

$\sum X$: Total score

N : Total number of student.²⁹

b. The formula of to get percentage

$$P = \frac{A}{N} \times 100$$

Where;

P= Percentage

A = Frequency

N = Total Number of Students³⁰

²⁹Timoty C Urdan, *Statistics In Plain English Second Edition*, USA, 2005, P.8.

³⁰Louis Cohen, et.al, *Research Methods in Education*, (New York: Routledge, 2007),

G. Indicator of Success

The successful of the Classroom Action Research (CAR) is based on the criterion that has been determined and it is fail if it could not exceed criteria that have been determined. The study will be called success when 75% of students get minimum score 75 and students learning activities was increased of last cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Brief of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur is located in 38 Banjarejo Batanghari East Lampung. It was established on July 24, 1974 by Department of Religion with the Foundation Certificate Number: 23628/1974 and the Decree of Foundation Number: 519 / II-015 / LP-76/1977. At its stand on 1974 until 1997, MTs N 1 Lampung Timur named MTs N 1 Metro, and the date of August 17th, 2014 MTs N 1 Metro changed its name to MTs N 1 Lampung Timur.

MTs N 1 Lampung Timur had been led by the following principals.

- a. Drs. Mahmudi, B.Sc. (1976-1978)
- b. Drs. A. Mashuri DM. (1978-1980)
- c. Drs. Mahmudi, B.Sc. (1980-1988)
- d. H. Wahid Nurdiyanta (1988-2003)
- e. Kismo Cahyono, S.Pd. (2003-2004)
- f. Drs. H. Wahid Nurdiyanta (2004-2010)
- g. Drs. Chazainudin, MM. (2010- Now)

2. Vision and Mission MTs N 1 Lampung Timur

a. Vision of School

Making MTs N 1 Lampung Timur as the Institute Able to prepare Intermediate professional and entrepreneurial The candidate based on Imtaq And Science And Environment insightful.

b. Mission of MTs N 1 Lampung Timur

- 1) Familiarize school community pious and noble.
- 2) Improving the students' mastery of technology and information.
- 3) Improving the academic and nonacademic achievement.
- 4) Preparing the students to become independent and productive human.
- 5) Prepare Muhammadiyah cadres and the people responsible.
- 6) Utilize and manage waste / environmental waste into useful.
- 7) Creating a school that ASRI (Safe, Cool, Leafy, and the Beautiful).
- 8) Conserve, protect and manage the environment.

3. The Condition of Teachers and Officials in MTs N 1 Lampung Timur

Teachers are the critical factors for success in teaching and learning interactions in school. Number of teachers still teach at MTs N 1 Lampung Timur is as many as 53 people, relationships with friends peer teachers, administrative staff and principals look harmonious and

mutually supportive so as to create a comfortable atmosphere of the school. Here is a state school official MTs N 1 Lampung Timur:

Table 3
Data of Teacher

NO	NAME	SEX	OCCUPATION
1	Chazainudin, MM	Male	Kepala Madrasah
2	Yuli Setiono S.Pd.	Male	Waka Kurikulum
3	Abdul Rahman Ps. S.Ag.	Male	Waka Kesiswaan
4	Drs. Abdul Sukur	Male	Waka Sarana
5	Ma'sum S.Ag, M.Pd.I.	Male	Waka Humas
6	Dra. Siti Tsaniyah	Female	Guru
7	Eni Yunanti Utami M.Pd	Female	Guru
8	Dra. Sri Budi Utami	Female	Guru
9	Laili Masithoh S.Pd.I	Female	Guru
10	Dra. Candrawati	Female	Guru
11	Dra. Rulia	Female	Guru
12	Sejo Winarno B.A	Male	Guru
13	Drs. Ahmad Zazuli	Male	Guru
14	Fatmah S.Ag	Female	Guru
15	Dra. Wiwik Darwati	Female	Guru
16	Dra. Eka Marlita	Female	Guru
17	Desi Handayani S.Pd	Female	Guru
18	Samsiah S.Pd.I	Female	Guru
19	Dra. Siti Hermawati	Female	Guru
20	Nasyiatun Budiarti S.Ag	Female	Guru
21	Mardiyati S.Pd.I	Female	Guru
22	Rosita, S.Ag	Female	Guru
23	Sukesih, S.Pd.I	Female	-
24	Rubangi, S.Pd	Male	Guru
25	Maghdalena, S.Pd	Female	Guru
26	Dra. Marliza	Female	Guru
27	Siti Nurhayati, S.Pd, M.Pd.I	Female	Guru
28	Asih Subagyo, BA	Male	Guru
29	M. Nurdin, S.Pd	Male	Guru
30	Hartati, S.Pd.	Female	Guru
31	Novi Dianan Mandawasa, S.Ag	Female	Guru
32	Jumangin, M.Pd	Male	Guru
33	Latifah Yan, S.Ag	Female	Guru

34	Bara Sabarati, S.Psi, M.Pd.I	Female	Guru
35	Musyriah, S.Ag, M.Pd.I	Female	Guru
36	Maryono	Male	Guru
37	Aswandi	Male	Guru
38	Atik Setyowati, S.Pd	Female	Guru
39	Ahmad Fauzi, S.Pd.	Male	Guru
40	Azizi Sulaiman Arsyad, S.Pd.	Male	Guru Honorer
41	Baktiono, S.Sn	Male	Guru Honorer
42	Prini Mardiyanti, S.Pd	Female	Guru Honorer
43	Endang Puji Lestari, S.Pd	Female	Guru Honorer
44	Yusti Apriyani, S.Pd	Female	Guru Honorer
45	Farida, S.Pd.I	Female	Guru Honorer
46	Budi Jamaludin Fa'ri, S.Pd	Male	Guru Honorer
47	Putri Dwi Pravitasri, S.Pd.I	Female	Guru Honorer
48	Dicki Saputra, S.Pd	Male	Guru Honorer
49	Ade Ibramsyah, S.Pd.	Male	Guru Honorer
50	Indra Septiawan, S.Pd	Male	Guru Honorer
51	Fahmi Ratna Dewi, S.Pd.I	Male	Guru Honorer

4. The Condition of Administration Staff

This is the condition of administration in MTs N 1 Lampung Timur. There are 8 people, its consist of 1 administration, 5 staff, 1 security and 1 librarian.

Table 4
Data of Administration Staff

NO	NAME	OCCUPATION
1	Darmaji	Administration
2	Hari Arbiafianto, A.Md.	Staff
3	Wiwin Handayani, A.Md.	Staff
4	Riski Pratama	Staff
5	Wahyu Saputra	Staff
6	Nur Atikah, A.Md.	Staff
7	Deni Anggi Saputra	Security
8	Fitri Astuti Ningsih, S.P.	Librarian

5. Building Condition

MTs N 1 Lampung Timur has permanent facilities and infrastructure that is divided into several rooms for teaching purposes such as:

Table 5
The Infrastructure MTs N 1 Lampung Timur

NO	NAME OF BUILDING	TOTAL
1	The head master room	1 Room
2	The teacher office room	2 Room
3	The classroom	18 Room
4	The Laboratory room	4 Room
5	The library room	1 Room
6	The Bk room	1 Room
7	The tata Usaha Room	1 Room
8	Storehouse	2 Room
9	Toilet	16 Room

B. Description of Result Finding

This research was classroom action research (CAR). It was carried out at the eight grades of the State MTs N 1 Lampung Timur. This research was conducted in two cycles, each cycles consisted of four stages that were planning, acting, observing and reflecting and accomplished in three meetings in each cycle. The students' result of descriptive writing ability was gained through test which consisted of pre test and post test in the beginning research and in the end of each cycles while the students' activities were gained from observation during the learning process. The schedule of the research is as follow:

Table 6
The Schedule of the Implementation of Classroom Action Research (CAR)

No	Description	Day/Date	Time	Time Allocation
1	Pre- Test	Wednesday,14 th November 2019	11.30-13.00	2 × 45 Minutes
2	Treatment 1	Thursday, 15 th November 2019	11.30-13.00	2 × 45 Minutes
3	Treatment 2	Tuesday,20 th November 2019	07.30-09.00	2 × 45 Minutes
4	Post-Test 1	Tuesday, 27 th November 2019	11.30-13.00	2 × 45 Minutes
5	Treatment 3	Thursday, 29 th November 2019	07.30-09.00	2 × 45 Minutes
6	Treatment 4	Tuesday,4 th December 2019	07.30-09.00	2 × 45 Minutes
7	Post-Test 2	Thursday, 6 th December 2019	11.30-13.00	2 × 45 Minutes

In this research before the process of cycle one, the researcher conducted the pre-test on November 14th, 2019. The result of the students' Score can be seen on the table as follows:

Table 7
The Students Pre-test Result of Descriptive Writing Ability

No	Name	Score
1	AS	50
2	ADP	60
3	ASA	75
4	ADC	70
5	AF	60
6	AAK	55
7	AWS	50
8	ANS	60
9	ATZ	74
10	BH	65
11	DS	75
12	DAP	55
13	DP	65
14	EM	55

15	EI	63
16	FY	75
17	FNR	65
18	FA	60
19	FJE	74
20	FSR	64
21	FA	55
22	HS	67
23	HS	67
24	IM	50
25	IQF	65
26	IJK	60
27	IYW	50
28	KFA	80
29	MRA	77
30	MS	50
	Total	2733
	Average	63,55
	High score	80
	Low score	50

Source: The result of pre-test on December 14th 2019

Table 8
Frequency of Students' Score of Pre-test of Descriptive Writing Ability

NO	SCORE	FREQUENCY	PERCENTAGES	CATEGORY
1	<75	23	81,39%	Incomplete
2	>75	7	18,61%	Complete
Total		30	100%	

Source: the result of pre-test on September 14th 2016.

Based on the result of student's pre-test score, it can be inferred that there was only 18.61 % or 7 students passed the Minimum Mastery Criteria (MMC) that was 75 while 81,39 % or 23 students did not pass the Minimum Mastery Criteria (MMC) or less than 75. It indicated that the result of students descriptive writing was still low. By calculating and analyzing the result of pre-test, the writer and collaborator made a plan to implement the

action that consisted of planning, acting, observing, and reflecting in each cycle to repair the weakness.

C. Description of the Research

1. Cycle I

a. Planning

In the cycle, the researcher and collaborator (Desi Handayani, S.Pd) would like to make and discuss about the lesson plan. The minimum mastery criteria (MMC) at MTs N 1 Lampung Timur for English was 75. The lesson is writing, Descriptive writing especially. In this meeting, the students were expected by the teacher got specific information of the descriptive. In the first and second meeting, the teacher would explain about descriptive and the mind mapping technique. Therefore, in the last meeting, the teacher would evaluate for the 30 students 1 class. The evaluation was about write descriptive.

Based on the evaluation, the students were expected to be able to achieve the minimum mastery criteria (75). Then, they discussed about what mind mapping is and the procedure of mind mapping technique, because the researcher would be implemented the mind mapping technique in writing lesson.

b. Acting

The implementation of this cycle was conducted in three meetings. The first meeting was done on Thursday, December 15th, 2019. In this meeting the collaborator was being the teacher and the researcher was being the observer. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Before doing the next action, the teacher explained mind mapping for students and then the teacher gave questions as a pre-test. In the second meeting was conducted on Tuesday, December 18, 2019. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this meeting, the researcher reviewed the assignment that the students have done at the first meeting and the teacher asked the students what they understanding about mind mapping. Then, the teacher would explain mind mapping and after that the researcher gave a test. The test called cycle I. The teacher and the students made conclusion together before closed the meeting. The last or the third was done on December 20, 2019 this meeting called cycle II, in this meeting the students did the last test and the teacher give the final conclusion during the learning.

Table 9
The Students Post-test 1 Result of Descriptive Writing Ability in Cycle I

No	Name	Score
1	AS	60
2	ADP	65
3	ASA	77
4	ADC	80
5	AF	72
6	AAK	60
7	AWS	76
8	ANS	65
9	ATZ	75
10	BH	78
11	DS	80
12	DAP	75
13	DP	73
14	EM	65
15	EI	78
16	FY	77
17	FNR	65
18	FA	60
19	FJE	74
20	FSR	78
21	FA	72
22	HS	75
23	HS	70
24	IM	50
25	IQF	80
26	IJK	74
27	IYW	68
28	KFA	80
29	MRA	80
30	MS	65
	Total	3106
	Average	72,23
	High score	80
	Low score	50

Source: The result of post-test 1 on December 2019

Table 10
Frequency of Students' Score of Post-Test in Cycle I

No	Score	Frequency	Percentages	Category
1	<75	20	53,48%	Incomplete
2	>75	10	46,52%	Complete
Total		30	100%	

Source: The result of post-test 1 on November 27th 2019.

Based on the result of student's post-test score, it could be inferred that there was 53,48 % or 20 students did not passed the Minimum Mastery Criteria (MMC) that was 75 while 46,52% or 10 students passed the Minimum Mastery Criteria (MMC) or more than 75 and the average score was 72. It indicated that the result of students descriptive writing ability was Increased if it compared with the pre-test score that was 63,55 but viewed from the indicator of success of this research stated that 75% of the total students must pass the MMC. It means that the result was unsuccessful to achieve the indicator of success.

c. Observing

In observation of the researcher's action, the researcher presented two meetings in cycle I of learning to write descriptive writing. The teacher explained the mind mapping technique to the students. Although the teacher explained mind mapping, but the students confused about what should they do and got difficulty to express their idea into word and how construct sentence become a good paragraph.

In the second meeting, the researcher explained the mind mapping technique before giving the students assignment by using English fully. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the test, there were 20 (46,52%) out of 30 students got good score. Although, only 20 students who got good score. But, the result of the students' test was better than the students' test before giving treatment.

Table 11
The Students' Activities Result in Cycle I

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AS	1	20%	1	60%	Increase
2	ADP	2	40%	2	40%	Constant
3	ASA	2	40%	3	60%	Increase
4	ADC	2	40%	4	80%	Increase
5	AF	1	20%	3	60%	Increase
6	AAK	1	20%	1	20%	Constant
7	AWS	1	20%	3	60%	Increase
8	ANS	1	20%	1	20%	Constant
9	ATZ	3	40%	3	60%	Increase
10	BH	2	40%	3	60%	Increase
11	DS	3	60%	4	80%	Increase
12	DAP	1	20%	3	60%	Increase
13	DP	2	40%	2	60%	Increase
14	EM	1	20%	1	20%	Constant
15	EI	2	40%	3	60%	Increase
16	FY	3	20%	3	60%	Constant
17	FNR	2	40%	2	40%	Constant
18	FA	2	40%	2	40%	Constant
19	FJE	3	60%	3	60%	Constant
20	FSR	2	40%	3	60%	Increase
21	FA	1	20%	2	40%	Increase
22	HS	2	40%	3	60%	Increase
23	HS	2	40%	2	60%	Increase
24	IM	1	20%	1	20%	Increase
25	IQF	2	40%	3	60%	Increase
26	IJK	2	40%	3	60%	Increase
27	IYW	1	20%	1	20%	Constant

28	KFA	4	60%	4	80%	Constant
29	MRA	3	40%	3	80%	Increase
30	MS	1	20%	1	20%	Constant

Source: The result of students activities on September 15-27th 2016.

Note :

$\leq 50\%$ = Not Active

$\geq 50\%$ = Active

The students Score Criteria:

1. The students' attention of explanation from the teacher.
2. Answer the question from teacher or other students.
3. Giving attention to the teachers' explanation.
4. Making note from the material.
5. Doing the task.

Scoring:

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent

Table 12
Frequency of Students' Activities Result In Cycle I

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	3	6,98%	5	11,63%	Very Good
3	3	7	16,28%	13	37,21%	Good
4	2	11	46,51%	9	30,23%	Enough
5	1	9	30,23%	3	20,93%	Low
Total		30	100%	30	100%	

Source: the result of students activities on November 15-27th 2019

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 6,98% of positive activity in learning process,16,28%,the students interested, 46,51% enough active and then 30,23% not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students got difficulty to write about descriptive. It happened because the teacher has not explained more about mind mappingtechnique yet. Occasionally, in doing the assignment, the students face difficulty and they felt bored following the class.

Moreover, in the second meeting the teacher explained Mind Mapping more. So, it has positive effect to the students in teaching and learning process. It can be seen from the result of the assignment in the first meeting and the test in the second meeting. Although few students who.

Got score more than 75 only, but there was increase in it. It proves that implement the mind mappingtechnique was better than

not implement it. The teaching and learning process will be effective if the teacher used bilingual language, those are English and Indonesian.

Although there was increasing of the result from the first and second meeting, but the research should be continued to the next cycle because the students' average have not achieved the minimum mastery criteria yet.

2. Cycle II

a. Planning

In the planning, the researcher would like to made and discuss about the lesson plan. The lesson was descriptivewriting especially. In this meeting, the students expected able to get specific information of the descriptive text. In the first and second meeting, the teacher would explain more about descriptivewriting and the procedure of mind mappingtechnique. Therefore, in the last meeting, the teacher would evaluate for the 30 students. The evaluation was write about descriptive. Then, they discussed more about what mind mapping is and the procedure of mind mappingtechnique, because the researcher would like to implement the mind mapping technique in writing lesson.

b. Acting

The action of this cycle was conducted in two meetings. The first meeting was done on Thursday, November 29, 2019. In this meeting, the collaborator was being the teacher and the researcher was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that, the researcher explained the material. The material was the descriptive. Therefore, the teacher explained the mind mapping more.

The second meeting was conducted on Tuesday, December 4, 2019. In this session, the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that the teacher asked to the students to explain about what descriptive is and what mind mapping is. After some students explained, then the teacher gave a test to write descriptive. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. There were 26 out of 30 students could do well.

Table 13
The Students Post-test² Result of
Descriptive Writing Ability in Cycle II

No	Name	Score
1	AS	65
2	ADP	70
3	ASA	80
4	ADC	80
5	AF	77

6	AAK	67
7	AWS	80
8	ANS	73
9	ATZ	80
10	BH	80
11	DS	80
12	DAP	80
13	DP	78
14	EM	80
15	EI	80
16	FY	80
17	FNR	75
18	FA	77
19	FJE	80
20	FSR	80
21	FA	80
22	HS	77
23	HS	80
24	IM	72
25	IQF	80
26	IJK	80
27	IYW	79
28	KFA	80
29	MRA	80
30	MS	80
	Total	3341
	Average	77,69
	High score	80
	Low score	65

Source: The result of post test2 on December 6th 2019.

Table 14
Frequency of Students' Score of Post-Test in Cycle II

No	Score	Frequency	Percentages	Category
1	<75	9	23,26%	Incomplete
2	>75	21	76,74%	Complete
Total		30	100%	

Source: The result of post test 2 on December 6th 2019.

Regarding to the result of student's post-test score, it could be seen that the mean score in post-test II was 76. Based on the indicator of success of this research that was 75 % of the total

students could pass the score at least 76 so it could be inferred that 76,74 % or 21 students from the total of students had passed the minimum mastery criteria (MMC) in post-test II of cycle II. In addition, there was only 23,26 % or 9 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

c. Observing

From the observation of the researchers' action, she presented two meetings in cycle II. The researcher implemented the mind mapping technique for the descriptive writing lesson. It expected able to help the students to write of descriptive easily. In this meeting, the students were seriously in following the class. They interested in write descriptive.

In the second meeting, the researcher explained the mind mapping technique before giving the students a test. In this meeting, the students began active. They also began to be interested in teaching and learning process. In this meeting, the teacher gave the test. The result was good because most of the students could do the test easily. The students who got score more than 75 were 21 (76.74%) out of 30 students.

Table 15
The Students' Activities Result in Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AS	3	60%	3	60%	Constant
2	ADP	3	60%	3	60%	Constant
3	ASA	4	80%	5	100%	Increase
4	ADC	5	100%	5	100%	Constant
5	AF	4	80%	4	80%	Constant
6	AAK	3	60%	3	60%	Constant
7	AWS	3	60%	4	60%	Increase
8	ANS	3	60%	3	60%	Constant
9	ATZ	3	60%	3	60%	Constant
10	BH	4	60%	4	60%	Constant
11	DS	5	100%	5	100%	Constant
12	DAP	4	60%	5	60%	Increase
13	DP	3	60%	3	60%	Constant
14	EM	3	60%	4	60%	Increase
15	EI	4	80%	4	80%	Constant
16	FY	4	80%	5	100%	Increase
17	FNR	3	60%	3	60%	Constant
18	FA	3	60%	4	60%	Increase
19	FJE	4	80%	5	100%	Increase
20	FSR	4	80%	4	80%	Constant
21	FA	3	60%	4	60%	Increase
22	HS	4	80%	5	100%	Increase
23	HS	3	60%	4	60%	Increase
24	IM	3	60%	3	60%	Constant
25	IQF	5	80%	5	80%	Constant
26	IJK	4	80%	5	100%	Increase
27	IYW	3	60%	3	60%	Constant
28	KFA	5	100%	5	100%	Constant
29	MRA	5	100%	5	100%	Constant
30	MS	3	60%	4	60%	Increase

Source: The result of students activities on November 15-27th 2019.

Note :

$\leq 50\%$: Not Active

$\geq 50\%$: Active

The students Score Criteria:

1. The students' attention of explanation from the teacher.
2. Answer the question from teacher or other students.
3. Giving attention to the teachers' explanation.
4. Making note from the material.
5. Doing the task.

Scoring:

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent

Table 16
Frequency of Students' Activities Result In Cycle II

No	Score	First Meeting		Second Meeting		Criteria
		Frequency	Percentages	Frequency	Percentages	
1	5	4	16,28%	10	34,88%	Excellent
2	4	9	30,23%	16	41,86%	Very Good
3	3	17	53,49%	8	23,26%	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		30	100%	30		100%

Source: The result of students activities on November 15-27th 2019.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students have not difficulty to express their idea into word and how construct sentence become a good pragraph. It happened because the teacher explained mind mappingtechnique more. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and Increased the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to answer the question. It means that the mind mappingtechnique is effective technique to increase the student's descriptive writing ability. The students who got score more than 75 were 21 (76,74%) out of 30 students. This research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 75%.

D. Discussion

1. The Result of Pre-test

To see the students' descriptivewriting ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Thursday, November 15, 2019.

From the result of pre-test shown that most of the students difficult for answering the test., it can be seen that the students' average was 63.55. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 4 (18.61%)out of 30 students passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials. So, it needs Increasement by mind mappingtechnique.

2. The Result of Post-test Cycle I

To see the students' descriptive writing ability after implementing the treatment, the researcher conducted the post-test. It carried out on Tuesday, November 27, 2019., it can be seen that the students' average was 72,23, it shown that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 17 (46.52%) out of 30 students passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials. So, it needs Increasement by mind mappingtechnique.

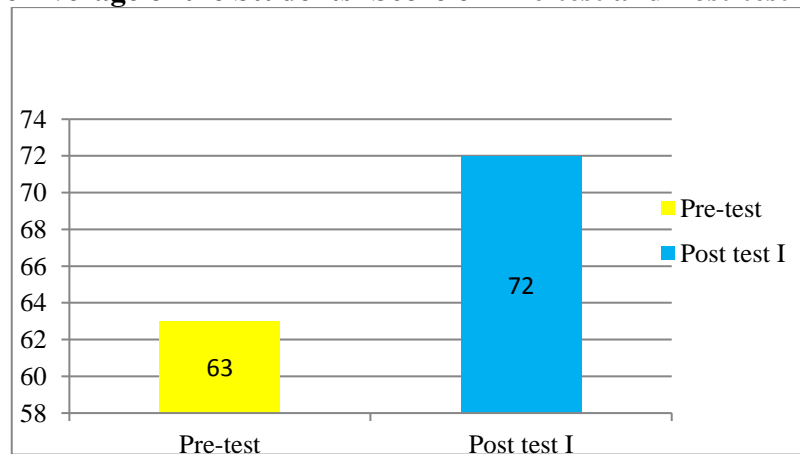
Table 17
The Result Score of Students' Pre-test and Post-test 1

No	Name	Students Result			Category
		Pre test	Post test 1	Increase	
1	AS	50	60	10	Increase
2	ADP	60	65	5	Increase
3	ASA	75	77	2	Increase
4	ADC	70	80	10	Increase
5	AF	60	72	12	Increase
	AAK	55	60	10	Increase
7	AWS	50	76	26	Increase
8	ANS	60	65	5	Increase
9	ATZ	74	75	1	Increase
10	BH	65	78	13	Increase

11	DS	75	80	5	Increase
12	DAP	55	75	20	Increase
13	DP	65	73	8	Increase
14	EM	55	65	10	Increase
15	EI	63	78	15	Increase
16	FY	75	77	2	Increase
17	FNR	65	65	0	Constant
18	FA	60	60	0	Constant
19	FJE	74	74	0	Constant
20	FSR	64	78	14	Increase
21	FA	55	72	17	Increase
22	HS	67	75	8	Increase
23	HS	67	70	3	Increase
24	IM	50	50	0	Constant
25	IQF	65	80	15	Increase
26	IJK	60	74	14	Constant
27	IYW	50	68	18	Increase
28	KFA	80	80	0	Constant
29	MRA	77	80	3	Increase
30	MS	50	65	15	Increase
Total		2733	3106		
Average		63,55	72,23		

Source: The result of pre test and post test 1.

Graph 1
The Average of the Students' Score on Pre-test and Post-test 1



Source: the result of pre test and post test 1

3. The Result of Post-test Cycle II

To see the students' descriptive writing ability after implementing the treatment, the researcher conducted the post-test. It carried out on Thursday, December 6, 2019. It can be seen that the students' average was 76.69, it shown that most of the students passed in achieving the minimum mastery criteria (75). Therefore, there are 17(76,74%) out of 30 students passed of the minimum mastery criteria. It can be seen that most of the students passed in achieving material.

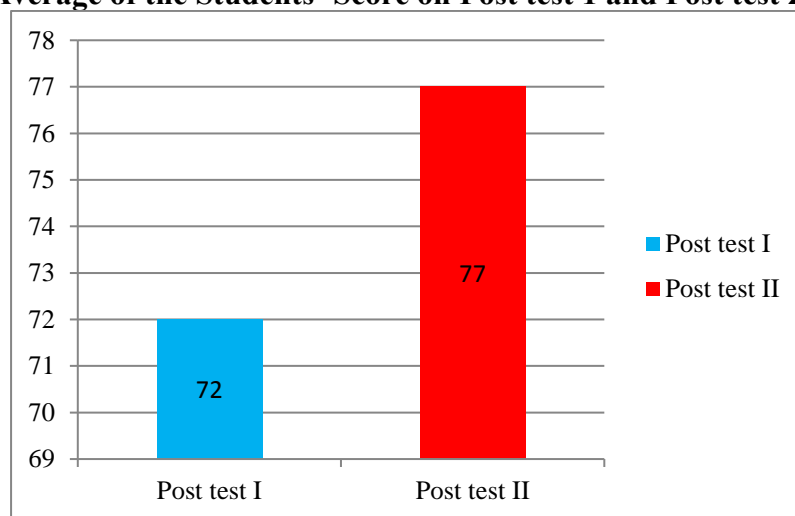
Table 18
The Result Scoreof Students' Post test 1 and Post-test 2

No	Name	Students Result			Category
		Post test 1	Post test 2	Increase	
1	AS	60	65	5	Increase
2	ADP	65	70	5	Increase
3	ASA	77	80	3	Increase
4	ADC	80	80	0	Constant
5	AF	72	77	5	Increase
6	AAK	60	67	7	Increase
7	AWS	76	80	4	Increase
8	ANS	65	73	8	Increase
9	ATZ	75	80	5	Increase
10	BH	78	80	2	Increase
11	DS	80	80	0	Constant
12	DAP	75	80	5	Increase
13	DP	73	78	5	Increase
14	EM	65	80	15	Increase
15	EI	78	80	2	Increase
16	FY	77	80	3	Increase
17	FNR	65	75	15	Increase
18	FA	60	77	17	Increase
19	FJE	74	80	6	Increase
20	FSR	78	80	2	Increase
21	FA	72	80	7	Increase
22	HS	75	77	3	Increase
23	HS	70	80	10	Increase
24	IM	50	72	22	Increase
25	IQF	80	80	0	Constant

26	IJK	74	80	6	Increase
27	IYW	68	79	11	Increase
28	KFA	80	80	0	Constant
29	MRA	80	80	0	Constant
30	MS	65	80	15	Increase
Total		3106	3341		
Average		72,23	77,69		

Source: The result of post test 1 and post test 2

Graph 2
The Average of the Students' Score on Post test 1 and Post test 2



Source: the result of post test 1 and post test 2.

4. The Comparison of Pre-test, Post-test I and Post-test 2

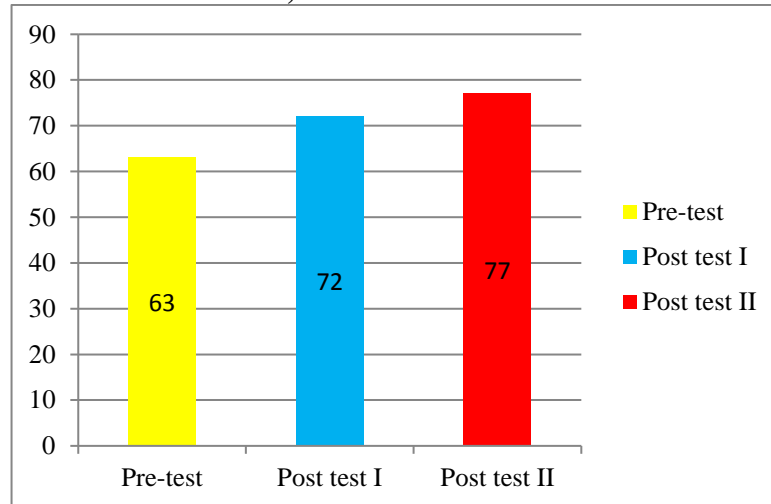
Based on the table, it can be seen that there is progress from 63.58 to 72, 23 to 77.69. From pre-test to the post-test cycle I, there is increase, and from the post-test cycle I to the pot test cycle II, there is increase for about. To know clearly about the increase of the pre-test, post-test cycle I and cycle II, the researcher shows the line of table and graph

Table 19
The Result Score of Students' Pre test, Post test 1 and Post-test 2

No	Name	Students Result			Category
		Pre test	Post test 1	Post test 2	
1	AS	50	60	65	Increase
2	ADP	60	65	70	Increase
3	ASA	75	77	80	Increase
4	ADC	70	80	80	Increase
5	AF	60	72	77	Increase
6	AAK	55	60	67	Increase
7	AWS	50	76	80	Increase
8	ANS	60	65	73	Increase
9	ATZ	74	75	80	Increase
10	BH	65	78	80	Increase
11	DS	75	80	80	Increase
12	DAP	55	75	80	Increase
13	DP	65	73	78	Increase
14	EM	55	65	80	Increase
15	EI	63	78	80	Increase
16	FY	75	77	80	Increase
17	FNR	65	65	75	Increase
18	FA	60	60	77	Increase
19	FJE	74	74	80	Increase
20	FSR	64	78	80	Increase
21	FA	55	72	80	Increase
22	HS	67	75	77	Increase
23	HS	67	70	80	Increase
24	IM	50	50	72	Increase
25	IQF	65	80	80	Increase
26	IJK	60	74	80	Increase
27	IYW	50	68	79	Increase
28	KFA	80	80	80	Increase
29	MRA	77	80	80	Increase
30	MS	50	65	80	Increase
Total		2733	3106	3341	
Average		63,55	72,23	77,69	

Source: The result of pretest, post test 1 and post test 2.

Graph 3
The Comparison of the Average Score of the Students
at Pre-test, Post test 1 and Post test 2



*Source:*The result of pretest, post test 1 and post test 2

Table 20
The Percentage of Students' Score
at Post test Cycle I and Post test Cycle II

No	Score	Percentage		Category
		Post test 1	Post test 2	
1	<75	53,48	23,26	Incomplete
2	>75	46,52	76,74	Complete
Total		100%	100%	
Average		72	77	

Source: The result of pretest, post test 1 and post test 2.

From the table above can be seen that there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 75% of students got Score ≥ 75 and they could understand the material and can practice descriptive well than before. It means that they can increase their in writing ability.

5. The Result of the Students' Activity

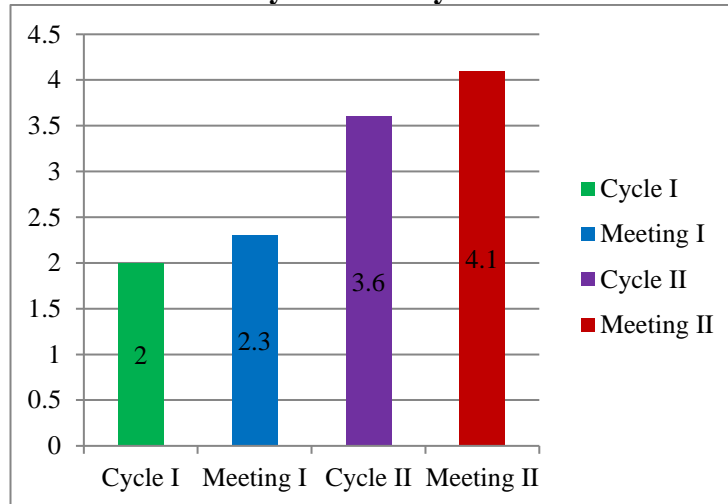
This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 21
The Result of The Students' Activity in Cycle I&II

No	Name	Cycle I		Cycle II	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	AS	1	1	3	3
2	ADP	2	2	3	3
3	ASA	2	3	4	5
4	ADC	2	4	5	5
5	AF	1	3	4	4
6	AAK	1	1	3	3
7	AWS	1	3	3	4
8	ANS	1	1	3	3
9	ATZ	3	3	3	3
10	BH	2	3	4	4
11	DS	3	4	5	5
12	DAP	1	3	4	5
13	DP	2	2	3	3
14	EM	1	1	3	4
15	EI	2	3	4	4
16	FY	3	3	4	5
17	FNR	2	2	3	3
18	FA	2	2	3	4
19	FJE	3	3	4	5
20	FSR	2	3	4	4
21	FA	1	2	3	4
22	HS	2	3	4	5
23	HS	2	2	3	4
24	IM	1	1	3	3
25	IQF	2	3	5	5
26	IJK	2	3	4	5
27	IYW	1	1	3	3
28	KFA	4	4	5	5
29	MRA	3	3	5	5
30	MS	1	1	3	4
Total		86	103	156	177
Average		2	2,3	3,6	4,1

Source: The result of students' activities in cycle I and II.

Graph 4
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



*Source:*The result students' activity in cycle I and cycle II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using descriptive text. It means that descriptive text had positive effect to Increase the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum score 75. Based on the result of this research was known that more than 75% from the students got minimum score 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

E. Interpretation

The research is success if the students able to achieving of the minimum mastery criteria (MMC), that is 75. Based on the result of pre-test and the post-test, it can be seen that mind mapping is able to increase the students' descriptive writing ability significantly. It can be seen from the students' average before and after given the treatment. The students' average in the pre-test is 18,61, in the post-test I is 46,52, and in the post-test II is 76,74. There are gains from the result of pre-test to post-test I, and post-test I to the post-test II. The gain from the pre-test to the post-test I is 27,91 points, and from post-test I to the post-test II is 30,22 points.

There is increasing of the students who got score from the pre-test to the post-test cycle I and from post-test cycle I to the post-test cycle II. From 8 students (18.60%) in pre-test to the 20 students (46,52%) in post-test I, and to the 21 students (76,74%) in post-test II. This increase shows that the mind mapping technique can increase the students descriptive.

Thus, the writer assumes that mind mapping is one of the technique which can increase the descriptive writing, therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 75%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of mind mapping technique in descriptive writing, it can be concluded that the using of mind mapping technique can increase the students learning activities and the students descriptive writing ability and of the students of MTs N 1 lampung timur. Therefore, the mind mapping technique can be effective technique in descriptive writing ability and it can be used as alternative technique in learning descriptive writing because the technique easy for implementation and it can be increase the students writing ability.

B. Suggestion

Based on the result of the research. The researcher would like to give some suggestions as follows:

1. For students
 - a. The students should be active in learning process especially English writing subject.
 - b. The students are suggested to increase their descriptive writing by using mind mapping technique.
 - c. The students should be practice to write in daily activities.

2. For English teacher

- a. It is suggested for the English teacher to use mind mapping as technique because this technique is effective to increase the students descriptive writing ability in learning.
- b. It is suggested for the English teacher to give explanation about mind mapping clearly. Without give more explanation from the teacher, the students difficult for understanding what is mind mapping and how implement in writing ability. The explanation can be used English or combine with native language, it is depend on the students' condition.

3. For Headmaster

- a. The headmaster should support the English learning process by preparing the facilitations and instruments completely.
- b. The headmaster is recommended to make the further research about increasing descriptive writing ability by using mind mapping technique.

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CURRICULUM VITAE



Chusnul Chotimah who stands as the researcher in this present research was born in Metro, Lampung on September 04, 1995. She comes from simple and harmonic family. She is the third girl from Mr. Suparman and Mrs. Ponijem.

The researcher began her study in Elementary School at SDN 2 Metro Timur, She continued her study in junior high school at SMP N 4 Metro for three years. Then, graduated from junior high school, she continued her study in MAN 1 Metro, After graduated from senior high school, she continued her study in IAIN Metro with English Education Study Program. She really hope that she is able to continue her study to master of degree and to be a successful person that can present happiness for her parents.