

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT BY USING
MIND MAPPING TECHNIQUE AT THE TENTH GRADE OF SENIOR
HIGH SCHOOL 1 PURBOLINGGO EAST LAMPUNG**

**By :
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**Tarbiyah and Teacher Training Faculty
English Education Department**

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

**IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT BY USING
MIND MAPPING TECHNIQUE AT THE TENTH GRADE OF SENIOR
HIGH SCHOOL 1 PURBOLINGGO EAST LAMPUNG**

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

By:

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ABSTRACT

IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 PURBOLINGGO EAST LAMPUNG

**By:
NINDI**

This research intended to present that the descriptive writing ability can be improved through applying mind mapping technique. The type of this research was Classroom Action Research (CAR) which involved 25 students in class X IPS and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from the writing test to figure out the students' knowledge in writing descriptive text. Furthermore, the writer used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students' narrative writing are (a) 57,88 in pre-test, and (b) 68,60 in post-test 1 as well as (c) 76,08 in post-test 2. It appeared to be increased 18,20 point. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 18 students pay attention of teacher explanation (72%), 15 students ask/answer question (60%), 19 students able do the task (76%), 20 students active in the class (80%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 20 students pay attention of teacher explanation (80%), 18 students ask/answer question (72%), 21 students able do the task (84%), 22 students active in the class (88%). This result drew conclusion that Mind Mapping Technique was able to improve the students' descriptive writing ability at THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 PURBOLINGGO EAST LAMPUNG.

Keywords: Narrative writing, Mind Mapping Technique, Writing Ability.

ABSTRAK

PENGGUNAAN TEKNIK MIND MAPPING UNTUK MENINGKATKAN KEMAMPUAN MENULIS DESKRIPTIF SISWA DI KELAS X SMA NEGERI 1 PURBOLINGGO LAMPUNG TIMUR

Oleh:
NINDI

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan menulis deskriptif dapat ditingkatkan melalui penggunaan *Mind Mapping Technique*. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 25 siswa kelas X IPS dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks deskriptif. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman menulis, aktivitas siswa selama menulis, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam menulis deskriptif adalah (a) 57,88 di pre-tes, dan (b) 68,60 di post-tes 1, serta (c) 76,08 di post-tes 2. Ini artinya ada peningkatan sejumlah 18,20. Hal yang sama terjadi pada aktivitas siswa. Aktifitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 18 siswa memperhatikan penjelasan yang diberikan guru (72%), 15 siswa mampu menjawab pertanyaan (60%), 19 siswa mampu mengerjakan tugas (76%), dan 20 siswa aktif di dalam kelas (80 %). Selain itu, aktifitas siswa di siklus 2 menunjukkan bahwa (a) 20 siswa memperhatikan penjelasan yang diberikan guru (80%), 18 siswa mampu menjawab pertanyaan (72%), 21 siswa mampu mengerjakan tugas (84%), dan 22 siswa aktif di dalam kelas (88 %). Hasil ini menggambarkan kesimpulan bahwa *Mind Mapping Technique* dapat meningkatkan kemampuan menulis teks deskriptif siswa di KELAS X SMA NEGERI 1 PURBOLINGGO LAMPUNG TIMUR.

Kata Kunci: Karangan Deskriptif, Mind Mapping Technique, Kemampuan Menulis



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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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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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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 PURBOLINGGO EAST LAMPUNG, written by: Nindi, Student Number 13107847 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22th, 2020, at 16.00-18.00. AM

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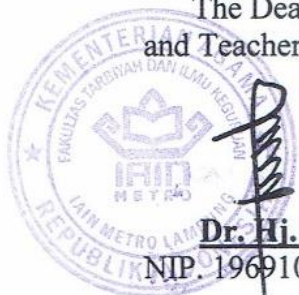
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MOTTO

﴿ قُلْ يَٰعِبَادِيَ الَّذِينَ أَسْرَفُوا عَلَىٰ أَنفُسِهِمْ لَا تَقْنَطُوا مِن رَّحْمَةِ اللَّهِ ۚ
إِنَّ اللَّهَ يَغْفِرُ الذُّنُوبَ جَمِيعًا إِنَّهُ هُوَ الْعَفُورُ الرَّحِيمُ ﴾

“Say : O My slaves who have been prodigal to their own hurt! Despair not of the mercy of Allah, Who forgiveth all sins. Lo! He is the Forgiving, the Merciful”

(QS. Az-Zumar : 53)

“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.”

(Winston Churchill)

DEDICATION PAGE

1. highly dedicated this undergraduate thesis to my gorgeous parents, Agus Makmun and Titin Sulistiani, ,my sister Fibry Fitri Agustin and my brother Hizar. Who alwayspray and support in their endless love
2. My sponsorDr Widhiya Ninsiana,M.Hum, and Co-sponsir Syahreni Sirega,M.Hum, It will not be real without your assistance.
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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research undergraduate thesis entitles “IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 PURBOLINGGO EAST LAMPUNG”.

Regarding to the research undergraduated thesis, the writer offers her big thank to the Dr. Widhiya Ninsiana, M.Hum as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research undergraduate thesis writing process.

As human being, the writer completely realize that this research undergraduate thesis still a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and documentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research undergraduate thesis. Hopefully, this research undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, January 2020
The Researcher



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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English has become a compulsory subject which is taught from elementary school to university. All of know that English is international language and many countries use English as their first language. There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. The statement clearly shows that the purpose of teaching English is to enable the students to master the four skills.

Writing is a productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language. This happens because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way.

However, writing is not easy. There are many problems that people find in the process of writing. Most of the students' skill are far a way from their laerning target, because the students know or have the ideas what they are going to write but they do not know how to put them into words. They cannot build a good sentence.

In line with the writing problems above, the researcher had found the students' writing problem at SMA Negeri 1 Purbolinggo, Lampung Timur

based on the result of pre-survey. The pre-survey was conducted on October 22nd, 2018. The result of pre-survey is illustrated in the following table:

Table 1
The Tenth Graders' Writing Skill at SMA N 1 Purbolinggo

No	Grade	Frequency	Percentage	Criteria
1	>70	9	36%	Complete
2	<70	16	64%	Incomplete
	TOTAL	25	100 %	

Based on the pre-survey above, it was investigated that the percentage of students who achieve Minimum Mastery Criteria (MMC) is 36 % (12 students). Meanwhile, the percentage of students who do not achieve MMC is 64 % (24 students) with the minimum mastery criteria (MMC) for English is 70. It means that the students who achieve MMC is less than those who do not achieve MMC. Therefore, it is concluded that the students' writing skill at SMA Negeri 1 Purbolinggo is insufficient.

In line with the students' writing above, the students have limited English vocabulary, so they feel confused to write ideas into a good text. They have limited vocabulary and poorer writing their produce it. It seems that the students also lack the understanding of grammar, so they get difficulty setting up their writing tasks correctly. Another problems is that the students find difficulties to express their ideas. They often get difficulty to write down their ideas into their writing.

To minimize the students' problems above, there should be a great effort to improve writing skill of the tenth graders at SMA Negeri 1 Purbolinggo by

the implementation of an effective teaching technique. Mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It is also a diagram for representing tasks, words, concepts and ect.

Mind mapping has many meaningful benefits to teach writing skill. The first, mind mapping is a very useful procedure that helps you create plans and strategies. It is graphical way to present ideas and concepts visual thinking tool to structure information to help analyse and create new ideas.

Based on all of the explanation above, the researcher will conduct a classroom action research in order to improve writing skill of the tenth graders at SMA Negeri 1 Purbolinggo. The improvement of students' writing skill will be done by the implimentation of mind mapping technique. Therefore, the researcher has outlined a research proposal in the title of "IMPROVING THE ABILITY OF STUDENTS IN WRITING DESCRIPTIVE TEXT USING MIND MAPPING AT THE TENTH GRADE OF SMA NEGERI 01 PURBOLINGGO EAST LAMPUNG."

B. Problem Identification

In this research, the researcher identifies the problems below:

1. Students feel difficult to develop the ideas.
2. Students find difficulties in using punctuation.
3. Students have low vocabulary mastery.
4. Students find difficulties in using grammar.
5. Students feel difficult to develop the ideas.

C. Problem Limitation

In this research, the writer limits and focuses on the students' problem in developing the ideas that faced by the students at the tenth grade of SMA Negeri 1 Purbolinggo East Lampung.

D. Problem Formulation

Can the use of Mind Mapping technique improve the students' descriptive text writing ability at the tenth grade of Senior High School 1 Purbolinggo East Lampung?

E. Objectives And Benefits Of The Study

1. Objective Of Study

This research is supposed to:

- a. To find out whether the use of Mind Mapping technique can improve the students writing descriptive text ability at the tenth grade of Senior High School 1 Purbolinggo East Lampung.
- b. To find out whether the use of Mind Mapping technique can improve the students' learning activity at the tenth grade of Senior High School 1 Purbolinggo East Lampung.

2. Benefits of the Study

- a. For the Students

The students can improve their descriptive text writing ability by using mind mapping.

- b. For the Teacher

The writer hopes with this research the teacher in senior high school 1 Purbolinggo gets information dealing with how to use Mind Mapping can be used as an alternative consideration for the teacher of English at senior high school to increase the student's writing ability.

c. For the Researchers

By this classroom action research, the researcher hopes to gives input to the other researcher in order to conduct the research about teach English better in the future.

F. Prior Research

The researcher realizes that this research is not the first or the newest study on Mind Mapping Technique. There have been some researchers who had already conducted their studies on this issue. First of all, Ali Ayed Al-Zyoud, et.al, in their research about "Mind Mapping and Students Writing Perormance", the purpose of this research were to investigate the effects of Mind Mapping Technique on eleventh grade students' writing performance.

This research was using an experimental method in the quantitative form by collecting data from documentation and test.¹

Secondly, Saputro, et.al conducted research "The Application of Mind Mapping Learning Model the Students' Learning Outcomes and Liveliness". This study was to know the effect Mind Mapping Technique against learning results and the liveliness of students. The research adopted a mixed research

¹ Ali Ayed Al-Zyoud, et.al, "Mind Mapping and Students Writing Perormance" in Arab World English Journal (AWEJ), (Jordan: Yarmouk University), Vol 8, No. 4, December 2017, p.280 & 283.

method, comprises pre-test/post-test and observation data collection. The data used in this research is through assessment test.²

In addition, Brett D. Jones, et.al in 2012 entitled “The Effects of Mind Mapping Activities on Students’ Motivation”. The purpose of this research is to examine whether different types of socially mediated mind mapping activities would have different effects on factors related to students’ motivation and effort.³

Based on the prior research above, the writer can find the similarities and differences. the similarity is all the research above concern on the application and benefit of mind mapping in learning process. Then, the difference is about the dependent variable. In this research, the writer focus to apply the mind mapping technique on the descriptive writing. Therefore, this research is entitled “Improving Students Writing Descriptive Text by Using Mind Mapping Technique at The Tenth Grade of Senior High School 1 Purbolinggo East Lampung”.

V

² Allan Renaldi Saputro, et.al, “The Application of Mind Mapping Learning Model the Students’ Learning Outcomes and Liveliness” in *Advances in Social Science, Education and Humanities Research (ASSEHR)*, (Kartasura: Universitas Sebelas Maret), Vol 158, 2017, p.44.

³ Brett D. Jones, et.al, “The Effects of Mind Mapping Activities on Students’ Motivation” in *International Journal for the Scholarship of Teaching and Learning*, (Virginia: Polytechnic Institutuz and State University), Vol 6, No. 1, 2012, p.1-2.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Skill

1. The Concept of Writing

a. The Definition of Writing

According to Hamed, writing is a reflective activity requiring enough time to think about the specific topic and to analyse and classify any background knowledge. Then, in writing, a suitable language to structure these ideas in the form of a coherent discourse is needed.⁴ It means that, writing is the ability to show ideas and to transfer the information for the reader. It is a thought process as a medium of communicating writers' thoughts to them and to others. In addition,

⁴ Abdel Hamid Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives", in *Literacy Information and Computer Education Journal (LICEJ)*, (copyright), Volume 1, Issue 4, December 2010, p.211-212.

Byrne declares that writing is arranging the words to be sentences.⁵ Developing and modifying the ideas are also needed to arrange the words or sentences. It can make the writing result is good. It is same as Nunan and Carter's opinion. They give an opinion that writing is limited to structuring sentences or combining sentences, and the result of which looked like a short piece of discourse.⁶ It is not only combining or arranging the sentences but also requiring concentration to get a good idea.

Moreover, David Lodge states that writing is a peculiar activity, both easy and difficult. The more thinking about how to do it, the more difficult it becomes. Having an idea, then expressing it as a series of words and writing down on a piece of paper. It is a natural and effortless process.⁷ The ideas will proceed well if the writer ignore about grammar, punctuation, and spelling. It will proceed effectively. On the other hand, Gayle and Lawrence states that writing is important for the students. The reason is that the students being able to write well and express their thought.⁸ As we know that, writing has important role in education field. It causes that the students can develop and explore their knowledge.

Based on the explanation above, the writer concludes that writing is an activity to show the information and the ideas by steps and purposes in

⁵ Donn Byrne, *Teaching Writing Skills*, (New York: Longman, 1993), p.1

⁶ Ronald Carter and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, (New York: Cambridge University Press, 2001), p.28

⁷ David Lodge, *How We Write*, (London: Routledge, 1999), p.3

⁸ Gayle Feng & Lawrence, *The Write Start Sentences to Paragraphs (4th Edition)*, (USA: Wadsworth, 2010), p.1

written form. It is also to make the reader understand about the writer's aim.

b. Writing Process

Writing is a creative activity which needs the steps systematically. It is also need specific steps in proces of writing. According to Alice and Ann, there are four steps in writing. There are prewriting, organizing, writing, revising and editing.⁹

1) Prewriting

Prewriting is an essential step in the writing process. It is a way to get the ideas, choose a topic and collect ideas to explain the topic. This step is the process to expand or narrow focus, and identify or organize ideas.

2) Organizing

This step involve the writer in organizing or drafting the ideas into coherent structure. It is also deciding the ideas. Choosing the idea which to talk about first, which to talk about next, and which to talk about last.

3) Writing

The next step is to write a rough draft, using the outline as a guide. Writing the rough draft as quickly as the writer can without stopping to think about grammar, spelling, or punctuation. Just get the ideas down on paper. The errors probably are seen in the rough draft.

⁹ Alice. O and Ann. H, *Introduction to Academic Writing (3rd Ed)*, (New York: Pearson Education, 2007), p.15

However, it is better for the writer that ignoring these errors and revising it at the end.

4) Revising and Editing

The last step are revising and editing. In this step, the writer corrects what have written. This step is also called revising and editing. Correcting is most successful if the writer does it in two steps. First, correcting the content and organization (revising). Then correcting of grammar, punctuation, and mechanics (editing).

Based on the explanation above, the writer can be conclude that many steps needed in writing. The writing process is not always linear. A writer may move back the steps. However, by paying attention process of writing carefully, the writer will get a good result.

c. Types of Writing

Thomas states that there are kinds of writing. There are exposition, description, narration, and persuasion.¹⁰

1) Exposition

Exposition is a type of writing that intended to give information about an issue, subject or idea. In addition, it is also explaining about facts of everyday life, controversial issues laden with feelings, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false,

¹⁰ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), p.6

positive/negative, general/particular. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, and the others.*

2) Description

Description is the writing type that has principle purpose to elaborate the characteristic of the object from the object's appearance that we can look, smell, and taste. It is about sensory experience how something looks, sounds, taste. Mostly it is about visual experience. It deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.

3) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as large part of our everyday social interchange in the form of letters and conversation..

4) Persuasion

Persuasion is a type of non-fiction writing used to convince the reader to agree with the writer about an issue. The writer will rely heavily on facts to express their opinion. When using persuasive writing, the writer should never express their personal opinions, but

instead should use facts to convince the reader to agree with them. In some cases, the writer will present information to the reader about two sides of an argument. This is done to show the reader that they have thought about both sides and helps the writer shut down any counterargument that the reader may have about the issue. This type of writing style is commonly found in argumentative essays, articles, scripts for commercials and political campaigns, just to name a few. It can change readers' think or believe.

2. Concept of Descriptive Text

a. Definition of Descriptive Text

According to Alice and Ann, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good descriptive text can make the readers imagine the object in their mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space.¹¹ In short, descriptive writing is used to create sensory details as a means of enhancing the reading experience. If done effectively, the reader will be able to draw connections through the use of sensory details that include seeing, hearing, smelling, touching, and tasting. From the definition, it can be concluded that descriptive text is a kind of writing that explains the detail characteristics of the object.

b. Skills to Write Descriptive Text

¹¹ *Ibid*, Alice. O and Ann. H, p. 61

In the process to produce the good descriptive writing, Weigle elaborates based on the Jacobs's scoring profile that there are some skills which should be concerned as follows:¹²

1) Content

A content includes the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

Related to this point, students are expected to have some abilities as follows:

- a) Students should be able to write and relate the ideas.
- b) Students should be able to develop the ideas.
- c) Students should be able to use the appropriate description, to explain the topic.

2) Organization

An organization is also important skill which should be mastered to write the descriptive text. Organization means that how the students organize their ideas. The students are expected to have some skills as follows in order to organize the descriptive writing:

¹² Weigle. S. Cushing, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002),p. 116

- a) Students should be able to write an effective introduction.
- b) Students should be able to write an effective description of the topic.
- c) Students should be able to draw the conclusion.

3) Vocabulary

Vocabulary is the most important thing that forms a phrase, sentence, and paragraph. In writing, a writer should use the appropriate vocabulary to express what they want to write. Vocabulary mastery is needed in order to create an understandable descriptive writing. The detail skills about vocabulary to write descriptive writing are mentioned as follows:

- a) Students should be able to mastery the list of noun, adjective, verb, and adverb.
- b) Students should be able to use the plural and singular noun in sentences.

4) Language Use

Language Use refers to the communicative meaning of language. In writing process refers to the rules for making sentences or paragraph grammatically. Grammar is the study of words and the ways word work together to form a sentence. Tenses and structure mastery really important to have paragraph constructed. It is difficult for students to arrange a good paragraph if the students do not understand well about tenses and structure mastery.

They are expected to have abilities about language use as follows:

- a) Students should be able to understand the word order.
- b) Students should be able to mastery the subject-verb agreement.
- c) Students should be able to understand the tenses that used in descriptive writing.

5) Mechanics

Mechanics is also the significant part of writing. The skills which should be comprehended by students about mechanics are mentioned as follows:

- a) Students should be able to write the correct spelling.
- b) Students should be able to use the correct punctuation.
- c) Students should be able to write the neatly.

Therefore, there are many skills which should be comprehended by the students to write descriptive writing. All the skills should be mastered and applied well during the writing process in order to write a good descriptive writing.

B. The Concept of Mind Mapping Technique

1. Definition of Mind Mapping Technique

Rahima and Hanan said that mapping technique is described as the etechnique which presents a general topic at the top of the pge followed by

more specific details and explanations.¹³ From this statement, mind mapping is actually about using our mind to think about what the importance information should be in the writing is. Mind mapping is a technique used in starting the writing. It can be said as a planning of writing.

According to Brett et.al, mind maps help students learn information by forcing them to organize it and add images and color to it.¹⁴ It can be used to generate ideas, take notes, develop concepts and ideas, and improve memory.

Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

In conclusion, mind map is a graphic way of showing main idea from the center radiates out the related ideas use lines, symbols, key words, color and images. It is helpful for visual learners as they are illustrative tools that assist with managing thought, directing learning, and making connections. Although it was popularized as a note taking technique, mind mapping technique is also very useful in writing. Mind map helps a writer to develop their ideas. Some research shows that mind mapping helps students develop

¹³ Rahima and Hanan, "Does Mind Mapping Enhance Learning?" in International Journal of English Language Teaching, (Kuwait: The English Department, College of Basic Education), Vol 5, No 8, November 2017, p.66.

¹⁴ Brett D. Jones, et.al, "The Effects of Mind Mapping Activities on Students' Motivation" in International Journal for the Scholarship of Teaching and Learning, (Virginia: Polytechnic Institutz and State University), Vol 6, No. 1, 2012, p.2.

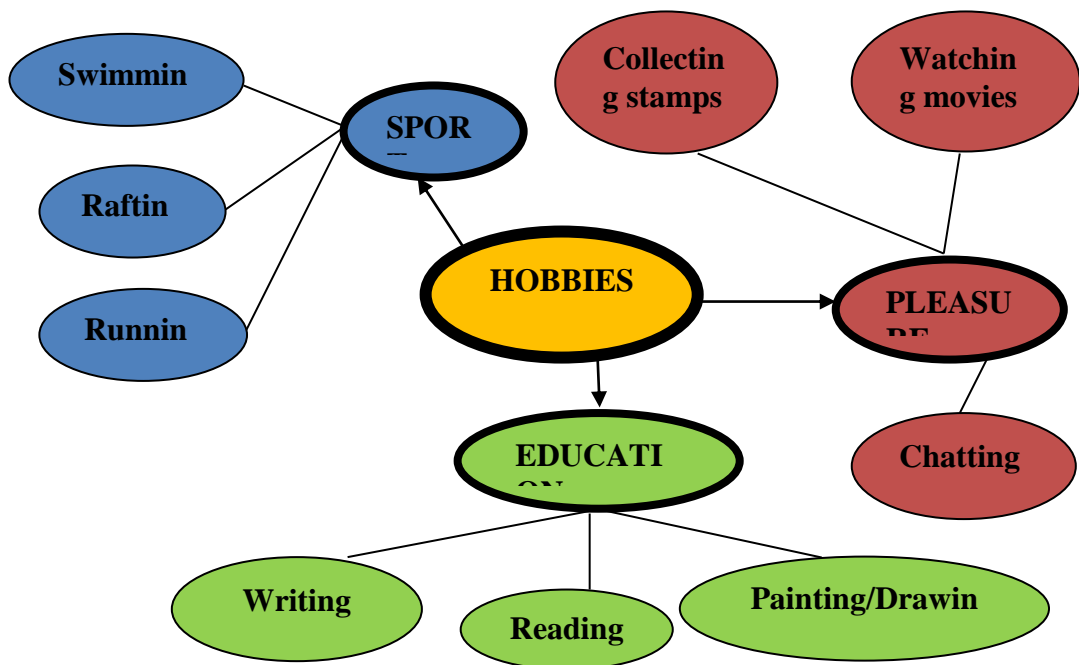
many skills such as dynamic thinking, critical thinking, recall and more coherent writing.

2. The Rules of Mind Mapping Technique

According to Buzan in Fitria There are several steps that should be applied for the teaching of writing descriptive texts by using the Mind Mapping Technique (MMT). First, the students are encouraged to write a key word or phrase on a clean piece of paper. Second, they circle the word or phrase and let the connections flow mentally and verbally. Next, they write down the new words or phrases that come to mind, circle them and connect them together with lines. The teacher needs to encourage the students to keep their hands moving all the time, cluster for a while, and continue adding to the mind map. Finally, the students write a draft without worrying about attaining perfection.¹⁵

¹⁵ Fitria, "Using The Mind Mapping Technique for Better Teaching of Writing in English" in English Education Journal (EEJ), (Banda Aceh: University of Syiah Kuala), Vol 7 No 1, January 2016, P.21

Here is the example of mind mapping technique before writing with the topic about hobbies. The picture is looked like:



3. The Advantages of Mind Mapping Technique

The advantages of using mind mapping technique, as follows:

- a. Most students enjoyed it as it contributed to develop their writing ability as reflected in the scores while being interested way.

- b. Enhancing students' ability did not only help students to organize their ideas in a hierarchal structure, but also helped them to produce linked and better connected essays.
- c. Students' understanding topics is superior as they were able to relate ideas effectively.¹⁶
- d. Identifies gaps in student understanding.
- e. Facilitates prompt feedback.
- f. Respects diverse ways of thinking.
- g. Utilises an active learning technique.¹⁷

4. The Disadvantages of Mind Mapping Technique

Even though the Mind Mapping Technique (MMT) presents a number of advantages, the application of mind mapping in teaching writing may result in some disadvantages. Hofland (2007) in Fitria mentions a number of shortcomings from this technique, as follows:¹⁸

- a. MMT can be quite time-consuming at the beginning since the students have to brainstorm their ideas before writing their compositions.

¹⁶Ali Ayed Al-Zyoud, et.al, "Mind Mapping and Students Writing Perormance" in Arab World English Journal (AWEJ), (Jordan: Yarmouk University), Vol 8, No. 4, December 2017, p. 287

¹⁷ Kenesha Wilson, et.al, "A Preliminary Study on the use of Mind Mapping as a Visual-Learning Strategy in General Education Science classes for Arabic speakers in the United Arab Emirates", in Journal of the Scholarship of Teaching and Learning, (United Arab Emirates), Vol 16 No 1, February 2016, p.34.

¹⁸ Fitria, "Using The Mind Mapping Technique for Better Teaching of Writing in English", in English Education Journal (EEJ), (Banda Aceh: University Of Syiah Kuala), Vol 7 No 1, January 2016, p.21-22.

- b. Mind mapping technique (MMT) is very personal. A mind map made by someone else could confuse others. It may work well if each person makes their own mind-map themselves.
- c. The MMT is less familiar for school students. They may feel uncomfortable or embarrassed using colored pencils or crayons to prepare a mind map while other pupils are writing straight into their notebooks.

The example of descriptive text based on the diagram :

My Hobby

Hello..

Identification

I am Selvi Yuliani, you can call me Selvi. Here I will tell you about my hobby. Do you know my hobby? My hobby is writing.

Description

I like to writing because it's fun activity. Maybe a lot of people thinks that writing was boring, but I don't, because writing can train someone accuracy. By writing, I can pour out of my heart. I usually write about the things I've been through every day. So I can take lesson from the problem I have ever experienced.

I even made my diary book as friends to share stories. Do you know? I also like to dance. But i would prefer to write rather than dance, because dancing is very

tiring. This is my hobby that I can tell you. Now, what's your hobby?

From the picture, it can be gotten the idea about “Hobbies” that sport, pleasure, and education are concluded the topic. Although, another things, that are identified, are also concluded as the parts of part of Hobbies itself. Clearly, the picture tells us about how mind map appeared. Even if the topic is just one word, the part of the topic may be more than a word, like what showed in the picture. By using mind mapping technique before writing, students are expected can apply it of their writing. Mind mapping technique has no significance rule in mentioning the branch of the topic. It just needs some ideas to fill in the box of the branches as the words that will be used in writing. From the branch, students can easily write some sentences using the words in the branch.

C. Action Hypothesis

Based on the frame theories and assumption above, the writer formulates the action hypothesis “By using Mind Mapping Technique can improve Student Writing Descriptive Text skill at the Tenth Grade of Senio High School 1 PURBOLINGGO EAST LAMPUNG”.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition Variable

An operational definition of variables is the instruction to certain formulation, it does not make hesitate and confuse, and a formulation can be measured or observed. Meanwhile, variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.

From the definition above, the operational definitions of variables are as follows:

1. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable in this research is writing descriptive text skill that is kind of writing skill that must be mastered by the students.

To measure descriptive text skill, the researcher use criteria of score in writing descriptive text skill, that is content, organization, vocabulary, language, and mechanic.

The measurement tool in writing descriptive text in this research is written test which is guided from the criteria of the score. In this phase each criterion has standard score to measuring. So the researcher giving score based on the standard of criteria itself.

Then, measurement result of dependent variable in this research if the most of students score minimum of standard mastery (MSC), and there are significant improvements of writing descriptive text and the students become more active in teaching learning process.

2. Independent Variable

Independent variable is the major variable which is expected to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable in this research is using Mind Mapping Technique. Mind Mapping Technique is the technique which is used in starting to write. On the other hand, it can be said as a planning of writing.

The rule of this technique is using our mind to think about what the importance information should be in the writing which are showed a graphic, lines, symbols, key words, color and images. It is helpful for visual learners as they are illustrative tools that assist with managing thought, directing learning, and making connections.

To measure this technique, the student just needs some ideas to fill in the box of the branches as the words that would be used in writing. From the branch, students can easily write some sentences using the words in the branch. the indicators of this variable are the completeness of the ideas in the mind map

B. Research Setting

This research is classroom action research type, and it would be conducted in the Tenth Grade of Senior High School 1 Purbolinggo East Lampung. Action research concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners. That is proved by the pre-survey result. In this research, the researcher would ask the English teacher, Mr. Eri Apriyanto S.Pd as the collaborator.

The subject of this research was 25 students of class X IPS of Senior High School 1 Purbolinggo East Lampung. The students got difficulties in writing especially in writing descriptive text. The classroom action research would conduct based on the students' problem in writing. So, the writer intends to know whether the using of Mind Mapping can increase the students writing skill in descriptive text.

C. Subject of The Study

The subject of this research was Using Mind Mapping Technique to Improve Students Writing in Descriptive Text at the Tenth Grade of Senior High School 1 Purbolinggo East Lampung of class X IPS from 25 students.

D. Research Procedure

The research procedure was the steps or process to investigate the research result in learning process. This research used Classroom Action Research model. Action research is a precision about teaching and learning process in actions that is intentionally done and occurred together in the

classroom. Classroom action research must concern with the effort of teachers in learning process. Here is step of classroom action research design:

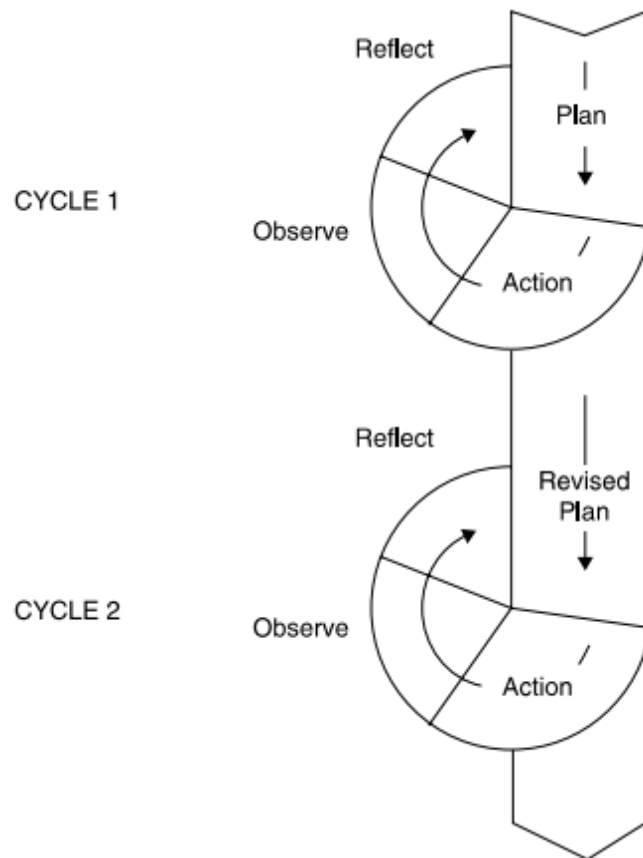


Figure 1. classroom action research Kemmis and Mc Taggart Model¹⁹

Based on the explanation above, it could be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycle, it was done in the class to increase the quality of learning practice.

The research was conducted based on the pre-test and post-test design. The teacher took one class on the eighth grader where the students were given

¹⁹Anne Burns, *“Doing Action Research in English Language Teaching”*. (New York: Routledge, 2010). p. 9

the pre-test before they were given the material about descriptive text, furthermore, they were also given post-test after they were given the treatment.

There are four steps in cycle. They are planning, acting, observing and reflecting. That can be illustrated by like these procedures as follows:

1. Cycle I

a. Planning

- 1) The researcher prepared the lesson plan of writing descriptive text that is arranged from the syllabus.
- 2) The researcher decided descriptive text materials that are suitable for the students.
- 3) The researcher and the collaborator prepared source learning.
- 4) The researcher and collaborator prepared the observation sheet.

b. Action

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

1) Pre Teaching Activities

- (a) The students pray and greet together.
- (b) The researcher and the collaborator checked the attendant list.
- (c) The researcher and the collaborator asked the students condition.
- (d) The researcher and the collaborator choose the appropriate with the material going to be taught.

2) While Teaching Process

- (a) The researcher and the collaborator applies the lesson plan.

- (b) The researcher and the collaborator explained about English Writing Descriptive Text and the formula to make Writing Descriptive Text.
- (c) The researcher and the collaborator gave the example about Writing Descriptive Text.
- (d) The researcher and the collaborator gave the example how to make Writing Descriptive Text.
- (e) The researcher gave chances to the students to read one by one.
- (f) The researcher and the collaborator asked the students are there difficulties to make Writing Descriptive Text.
- (g) The researcher and the collaborator instructed to the students to read one by one in front of the class.
- (h) The researcher and the collaborator gave the scoring to the students.

3) Post Teaching Activities

- (a) The researcher and the collaborator summarized the material of learning.
- (b) The researcher and the collaborator gave motivation to the students.
- (c) The researcher and the collaborator closed the meeting.
- (d) The researcher and the collaborator greet to the students.

c. Observing

Observing is the activity of recording the event and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

d. Reflecting

The reflecting is the fourth steps that writer is done. The writer would try to see and amuse again something that writer has done. It is also knowing whether there is effect to the students' learning process. By reflection, the writer and teacher would know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle

2. Cycle II

a. Planning

Planning is the first step in each activity, without planning the activity that the writer does would not focus. Here is step that the writer can make in planning:

- 1) The researcher and the collaborator prepared the lesson plan.
- 2) The researcher and the collaborator prepared the material.
- 3) The researcher and the collaborator prepared source learning.
- 4) The researcher and the collaborator prepared observation sheet.

b. Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

1) Pre Teaching Activities

- (a) The students pray and greet together.
- (b) The researcher and the collaborator checked the attendant list.
- (c) The researcher and the collaborator asked the students condition.
- (d) The researcher and the collaborator choose the appropriate with the material going to be taught.

2) While Teaching Process

- (a) The researcher and the collaborator applied the lesson plan.
- (b) The researcher and the collaborator gave the example about writing descriptive text correctly.
- (c) The researcher and collaborator gave explanation about the formula of descriptive text correctly.
- (d) The researcher and collaborator explained about mind mapping technique.
- (e) The researcher and collaborator gave example about mind mapping technique.
- (f) The researcher gives chances to the students to read one by one.
- (g) The researcher and the collaborator asks the students are there difficulties writing descriptive text and mind mapping as the technique.

- (h) The researcher and the collaborator instruct to the students to read one by one in front of the class.

3) Post Teaching Activities

- (a) The researcher and the collaborator summarize the material of learning.
- (b) The researcher and the collaborator gives motivation to the students.
- (c) The researcher and the collaborator closed the meeting.
- (d) The researcher and the collaborator greets to the students.

c. Observing

In the third step, the observer would observe the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher would also collect the data from the post-test and the result of student's activity.

d. Reflecting

In this step, the writer would compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

To collect data, the writer used the data collection by using instrument as bellow:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. The pretest would be administered to the students in the first meeting in order to find out students' performance in the beginning before using mind mapping technique. The post test would be given in the last meeting after the treatments in order to find out whether the statements give any contribution to the students' performance after using mind mapping technique.

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research. The test consists of pre-test and post-test. The types of the test are comprehension text. The test was divided into two parts, as follow:

b. Post-test

The post-test was doing in the end of meeting in class. This treatment has done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test. This step would be done after the treatment to know the use of the

mind mapping technique whether it is able to increase the students' writing skill in descriptive text.

2. Observation

The purpose of observation is to describe about situations, events, individual, and the relationship between situations, events, and individual. Observation is done to identify the classroom during the teaching and learning process. It is done while the action is being implemented.

The researcher applies this method to get the students' activities like students' comprehend ing answering the question, students' writing activity, students' participant and proclivity of students' learning English in the class.

3. Documentation

Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The researcher used documentation to obtain the data about state of students, the history, the environment, the state of teachers, staff and organizational structure, and geographical condition of State Senior High School 1 Purbolinggo East Lampung

4. The Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. This is to know students' activities during teaching process. It is done after finishing of teaching learning process.

F. Research Instrument

The research instrument of this research is the researcher uses research instrument are follows:

1. Test

The research instrument of the test is mind mapping work sheet. The researcher used essay test in this research. In order to know the students' ability in writing, especially in descriptive text.

2. Observation

The observation instrument on this research is the activity of students during the learning process was begin.

The Indicators of students' activities that observed are:

1. The students pay attention the teacher explanation.
2. The students asking to the teacher.
3. The students answer the teacher question.
4. The students' active to giving an idea.
5. The students can present their paper (result of discussion) in front of class

3. Documentation

The Documentation instrument in this research is the picture activity of researcher and students as the object during teaching learning process was begin. This picture taken from the first meeting until the end meeting on even of cycle.

4. Field Note

Field note is the last activity after giving treatment during the process. The field note instrument in this phase was given by the collaborator who looked for all activity from the researcher during teaching learning process was begin.

G. Data Analysis Technique

To know the simulation technique can improve Students' Writing Skill in Descriptive Text, the writer administered the pre-test before using reporter simulation technique and post-test after using reporter simulation technique.

To analyze the data, the writer computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:²⁰

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

\bar{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of students

The result of the pre-test and post-test between pre-test and post-test. The result would be matched by the minimum standard in this school at least 70. If in cycle I there are some students not successful, so the researcher would like to conduct in cycle II. The minimum cycle in CAR (Classroom Action Research) was two cycles, if from cycle II all of the students were successful from Minimum Standard Criteria (MSC), the cycle

²⁰ Donald Ary.et.al, "Introduction ton Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), p.108.

able to be stopped until cycle II. The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follows:

$$P = \frac{F}{N} \times 100\%$$

P : Class Percentage

F : Frequency

N : Number of Student

H. Indicator of Success

The research is reputed to be a success if 80 % of 25 students of class X IPS got minimum score at least 70 and there are improvement students learning activity in teaching learning process after using Mind Mapping Technique in teaching learning process. Therefore, the students become more active and enthusiastic in learning English.

CHAPTER III

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To measure this technique, the student just needs some ideas to fill in the box of the branches as the words that would be used in writing. From the branch, students can easily write some sentences using the words in the branch. the indicators of this variable are the completeness of the ideas in the mind map

B. Research Setting

This research is classroom action research type, and it would be conducted in the Tenth Grade of Senior High School 1 Purbolinggo East Lampung. Action research concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners. That is proved by the pre-survey result. In this research, the researcher would ask the English teacher, Mr. Eri Apriyanto S.Pd as the collaborator.

The subject of this research was 25 students of class X IPS of Senior High School 1 Purbolinggo East Lampung. The students got difficulties in writing especially in writing descriptive text. The classroom action research would conduct based on the students' problem in writing. So, the writer intends to know whether the using of Mind Mapping can increase the students writing skill in descriptive text.

C. Subject of The Study

The subject of this research was Using Mind Mapping Technique to Improve Students Writing in Descriptive Text at the Tenth Grade of Senior High School 1 Purbolinggo East Lampung of class X IPS from 25 students.

D. Research Procedure

The research procedure was the steps or process to investigate the research result in learning process. This research used Classroom Action Research model. Action research is a precision about teaching and learning process in actions that is intentionally done and occurred together in the

classroom. Classroom action research must concern with the effort of teachers in learning process. Here is step of classroom action research design:

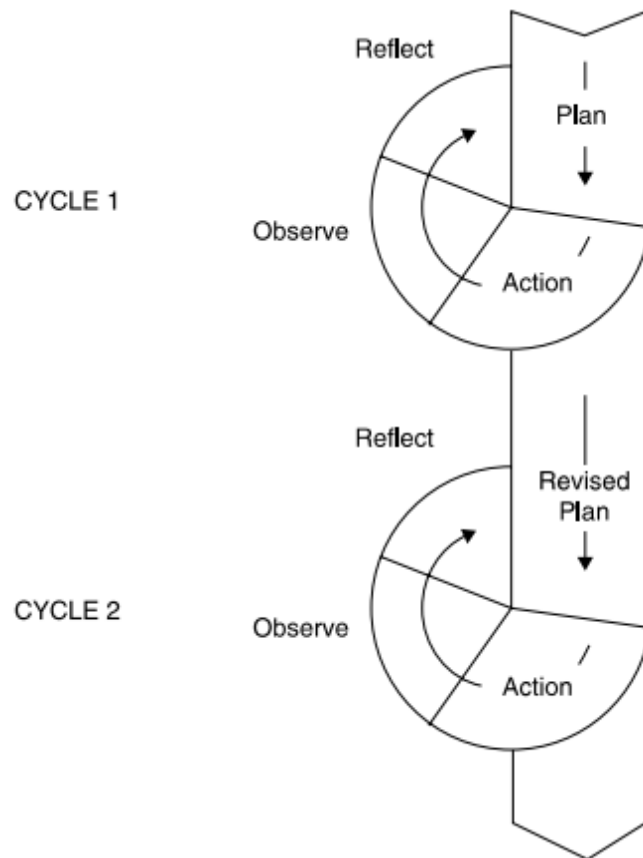


Figure 1. classroom action research Kemmis and Mc Taggart Model²¹

Based on the explanation above, it could be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycle, it was done in the class to increase the quality of learning practice.

The research was conducted based on the pre-test and post-test design. The teacher took one class on the eighth grader where the students were given

²¹Anne Burns, *Doing Action Research in English Language Teaching*. (New York: Routledge, 2010). p. 9

the pre-test before they were given the material about descriptive text, furthermore, they were also given post-test after they were given the treatment.

There are four steps in cycle. They are planning, acting, observing and reflecting. That can be illustrated by like these procedures as follows:

3. Cycle I

e. Planning

- 1) The researcher prepared the lesson plan of writing descriptive text that is arranged from the syllabus.
- 2) The researcher decided descriptive text materials that are suitable for the students.
- 3) The researcher and the collaborator prepared source learning.
- 4) The researcher and collaborator prepared the observation sheet.

f. Action

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

1) Pre Teaching Activities

- (a) The students pray and greet together.
- (b) The researcher and the collaborator checked the attendant list.
- (c) The researcher and the collaborator asked the students condition.
- (d) The researcher and the collaborator choose the appropriate with the material going to be taught.

2) While Teaching Process

- (a) The researcher and the collaborator applies the lesson plan.

- (b) The researcher and the collaborator explained about English Writing Descriptive Text and the formula to make Writing Descriptive Text.
- (c) The researcher and the collaborator gave the example about Writing Descriptive Text.
- (d) The researcher and the collaborator gave the example how to make Writing Descriptive Text.
- (e) The researcher gave chances to the students to read one by one.
- (f) The researcher and the collaborator asked the students are there difficulties to make Writing Descriptive Text.
- (g) The researcher and the collaborator instructed to the students to read one by one in front of the class.
- (h) The researcher and the collaborator gave the scoring to the students.

3) Post Teaching Activities

- (a) The researcher and the collaborator summarized the material of learning.
- (b) The researcher and the collaborator gave motivation to the students.
- (c) The researcher and the collaborator closed the meeting.
- (d) The researcher and the collaborator greet to the students.

g. Observing

Observing is the activity of recording the event and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

h. Reflecting

The reflecting is the fourth steps that writer is done. The writer would try to see and amuse again something that writer has done. It is also knowing whether there is effect to the students' learning process. By reflection, the writer and teacher would know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle

4. Cycle II

e. Planning

Planning is the first step in each activity, without planning the activity that the writer does would not focus. Here is step that the writer can make in planning:

- 5) The researcher and the collaborator prepared the lesson plan.
- 6) The researcher and the collaborator prepared the material.
- 7) The researcher and the collaborator prepared source learning.
- 8) The researcher and the collaborator prepared observation sheet.

f. Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

2) Pre Teaching Activities

- (a) The students pray and greet together.
- (b) The researcher and the collaborator checked the attendant list.
- (c) The researcher and the collaborator asked the students condition.
- (d) The researcher and the collaborator choose the appropriate with the material going to be taught.

2) While Teaching Process

- (a) The researcher and the collaborator applied the lesson plan.
- (b) The researcher and the collaborator gave the example about writing descriptive text correctly.
- (c) The researcher and collaborator gave explanation about the formula of descriptive text correctly.
- (d) The researcher and collaborator explained about mind mapping technique.
- (e) The researcher and collaborator gave example about mind mapping technique.
- (f) The researcher gives chances to the students to read one by one.
- (g) The researcher and the collaborator asks the students are there difficulties writing descriptive text and mind mapping as the technique.

- (h) The researcher and the collaborator instruct to the students to read one by one in front of the class.

3) Post Teaching Activities

- (a) The researcher and the collaborator summarize the material of learning.
- (b) The researcher and the collaborator gives motivation to the students.
- (c) The researcher and the collaborator closed the meeting.
- (d) The researcher and the collaborator greets to the students.

g. Observing

In the third step, the observer would observe the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher would also collect the data from the post-test and the result of student's activity.

h. Reflecting

In this step, the writer would compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

To collect data, the writer used the data collection by using instrument as bellow:

2. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. The pretest would be administered to the students in the first meeting in order to find out students' performance in the beginning before using mind mapping technique. The post test would be given in the last meeting after the treatments in order to find out whether the statements give any contribution to the students' performance after using mind mapping technique.

b. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research. The test consists of pre-test and post-test. The types of the test are comprehension text. The test was divided into two parts, as follow:

c. Post-test

The post-test was doing in the end of meeting in class. This treatment has done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test. This step would be done after the treatment to know the use of the

mind mapping technique whether it is able to increase the students' writing skill in descriptive text.

5. Observation

The purpose of observation is to describe about situations, events, individual, and the relationship between situations, events, and individual. Observation is done to identify the classroom during the teaching and learning process. It is done while the action is being implemented.

The researcher applies this method to get the students' activities like students' comprehend ing answering the question, students' writing activity, students' participant and proclivity of students' learning English in the class.

6. Documentation

Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The researcher used documentation to obtain the data about state of students, the history, the environment, the state of teachers, staff and organizational structure, and geographical condition of State Senior High School 1 Purbolinggo East Lampung

7. The Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. This is to know students' activities during teaching process. It is done after finishing of teaching learning process.

F. Research Instrument

The research instrument of this research is the researcher uses research instrument are follows:

1. Test

The research instrument of the test is mind mapping work sheet. The researcher used essay test in this research. In order to know the students' ability in writing, especially in descriptive text.

2. Observation

The observation instrument on this research is the activity of students during the learning process was begin.

The Indicators of students' activities that observed are:

6. The students pay attention the teacher explanation.
7. The students asking to the teacher.
8. The students answer the teacher question.
9. The students' active to giving an idea.
10. The students can present their paper (result of discussion) in front of class

3. Documentation

The Documentation instrument in this research is the picture activity of researcher and students as the object during teaching learning process was begin. This picture taken from the first meeting until the end meeting on even of cycle.

4. Field Note

Field note is the last activity after giving treatment during the process. The field note instrument in this phase was given by the collaborator who was looking for all activity from the researcher during the teaching learning process that began.

G. Data Analysis Technique

To know the simulation technique can improve Students' Writing Skill in Descriptive Text, the writer administered the pre-test before using the reporter simulation technique and post-test after using the reporter simulation technique.

To analyze the data, the writer computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using the formula as follows:²²

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

\bar{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of students

The difference between pre-test and post-test. The result would be matched by the minimum standard in this school at least 70. If in cycle I there are some students not successful, so the researcher would like to conduct in cycle II. The minimum cycle in CAR (Classroom Action Research) was two cycles, if from cycle II all of the students were successful from Minimum Standard Criteria (MSC), the cycle

²² Donald Ary et al., "Introduction to Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), p.108.

able to be stopped until cycle II. The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follows:

$$P = \frac{F}{N} \times 100\%$$

P : Class Percentage

F : Frequency

N : Number of Student

H. Indicator of Success

The research is reputed to be a success if 80 % of 25 students of class X IPS got minimum score at least 70 and there are improvement students learning activity in teaching learning process after using Mind Mapping Technique in teaching learning process. Therefore, the students become more active and enthusiastic in learning English.

CHAPTER IV RESULT OF THE RESEARCH

A. Result of The Research

1. Description of Research Location

The general description that was assessed is as the complementary data. It is concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

a. Vision and Mission of State Senior High School 1 Purbolinggo

1) Vision of School

Academic and achievements based on faith and taqwa.

2) Mission of School

- a) Growing respect and observance of religious teaching. raising the national test scores of each subject.
- b) It encourages an intense academic and non-academic spirit of students and teachers.
- c) To lead and train science, sport and art to make a brilliant complement of regional, provincial, and national level.
- d) implementing a completely realistic management information system, transparent and accountable.
- e) it involves the role of parents, communities, business and industry in improved education.
- f) Improving tools and infrastructure, book references, and library management to use as learning resources.
- g) Cultivating attitudes of discipline, honesty, kindness, decency, through breeding and cultural processes.

b. The Condition of Teachers and Official Employers at State Senior High School 1 Purbolinggo

Condition of teachers and official employers in State Senior High School 1 Purbolinggo, the numbers of teachers and official employers could be identified as follows:

Table 2
The Condition of Teachers and the Official Employers at the State Senior High School 1 Purbolinggo

No	Name	Sex	NIP	Employment	Qualification	Teacher
1	Suparwan, S.Pd, M.Pd	L	197004201999031004	Principal	S2	Physics
2	Drs. Wiryantoro	L	196410271990031003	Vice Principal of Curriculum	S1	Sports
3	Drs. Sutrisno	L	196404261991031003	Treasure	S1	History
4	Drs. Suheru	L	196606011991031016	Head of Administration	S1	Counseling
5	Titik Suharyati, S.Pd	P	196503121987032008	Teacher	S1	Chemistry
6	Dra. Sujiyanti	P	196312311991032042	Teacher	S1	Sociology
7	Drs. Slamet Pujiono	L	196011011991021002	Vice Principal of Student	S1	Islamic education
8	Dra. Supriyati	P	196304231992032004	Teacher	S1	Economy
9	Dra. Wiwik Sumarningsih	P	196806201993032003	Teacher	S1	Indonesian
10	Drs. Bambang Udara	L	196403281992031004	Teacher	S1	English
11	Drs. M. Nurdin, M.Pd	L	196608101993031009	Teacher	S2	Math
12	Dra. Daryah	P	196806201993032003	Teacher	S1	Islamic education
13	Dra Sri Martuti	P	196407181993032002	Teacher	S1	Economy
14	Kuwatno, S.Pd	L	196703161991031006	Teacher	S1	Math
15	Ery Hadiyanto, S.Pd	L	196810061992031008	Teacher	S1	English
16	Unggul Wahyudi, S.Pd	L	196603101992031008	Teacher	S1	Economy
17	Tuyarto	L	196303071989021003	Teacher	D3	Math
18	Sri Ekowati, S.Pd	P	196810061992012002	Teacher	S1	Biology
19	Irmarita, S.Pd	P	197010211993012001	Teacher	S1	Biology
20	Mujio, S.Pd	L	196601091993031006	Teacher	S1	Indonesian
21	Dra. Dewi Asiah	P	196610011998022005	Teacher	S1	English
22	Tohari Wahid, S.Pd	L	197201232003121004	Teacher	S1	Physics
23	Peni Guniarto, S.Pd. Kor. MM	L	198005062005011009	Teacher	S2	Sports
24	Dra Siti Afsah RS	P	196412032007012000	Teacher	S1	Math
25	Drs. Maman	L	196601302007011013	Teacher	S1	Indonesian
26	Eko Purwanto, S.Pd	L	19740503 200212 002	Teacher	S1	Physics
27	Sugiyati, S.Sos	P	197207062006042020	Teacher	S1	Sociology
28	Bambang R, S.Pd.MM	L	197311092006041007	Teacher	S2	Geografy
29	Suminar, S.Pd	L	197509022006041011	Teacher	S1	Biology
30	Erkham Khabibi, S.Pd	L	197707032006041009	Teacher	S1	Chemistry
31	Yulianti, S.Pd	P	197707242006042016	Teacher	S1	Chemistry
32	Sulastri, S.Pd	P	197307122006042011	Teacher	S1	Indonesian
33	Drs. Supriyanto	L	196408202007011023	Teacher	S1	Sosiology
34	Eko Supriyanto, S.Pd	L	196804252007011006	Teacher	S1	Citizenship
35	Dra. Ety Setyawati	P	197004082007012024	Teacher	S1	Biology

36	Rohmawati, S.Ag	P	197609142006042014	Teacher	S1	Citizenship
37	Rubiatun, S.Pd	P	197704192006042013	Teacher	S1	English
38	Mita Oktaviana, S.Pd	P	198610222009032001	Teacher	S1	Physics
39	Komsiati, S.Pd	P	198107232009022003	Teacher	S1	Biology
40	Hermansyah, S.Sn	L	198305262010011007	Teacher	S1	Art
41	I Nyoman S, S.Pd. MM	L	197604052010011010	Teacher	S2	Physics
42	P. Yeni Damayanti, S.Pd	P	197812162009032001	Teacher	S1	Geografy
43	Jumiati, S.Pd	P	197607082014072004	Teacher	S1	Art
44	Richatun, S.Pd. Ing	P	197710302014072002	Teacher	S1	Practice
45	Widyaningsih, S.Pd	P		GTT	S1	History
46	Budi Setiono, S.Pd	L		GTT	S1	Math
47	Deva Eriani, S.Pd.I	P		GTT	S1	Islamic Education
48	Dwi Puspitasari, S.Pd	P		GTT	S1	Counseling
49	Novi Susanti, S.Pd	P		GTT	S1	Sport
50	Desti Ayu Riyani, S.Pd	P		GTT	S1	Math
51	Febrinia Astuti, S.Pd	P		GTT	S1	History
52	Yotam Satu Hati D, S.Th	L		GTT	S1	History
53	Tati Suryanti, S.Pd	P		GTT	S1	Lampung language
54	Umrotun Niswah, S.Pd	P		GTT	S1	History
55	Agus Sai, S.Pd	L		Laboran	S1	Biology
56	Nurhidayah Rasyid, S.Pd	L		GTT	S1	Geografy
57	Rio Antoro, S.Pd.I	L		GTT	S1	Islamic Education

Source: Documentation in State Senior High School 1 Purbolinggo Academic year 2019/2020

c. The Quantity Students at State Senior High School 1 Purbolinggo

There are 872 students of State Senior High School 1 Purbolinggo.

The tenth grade consists of 323 students, the eleventh grade consists of 281 students, and the twelfth grade consists of 268 students. The Quantities of the students at State Senior High School 1 Purbolinggo could is as follows:

Table 3

The Students Quantity of State Senior High School 1 Purbolinggo

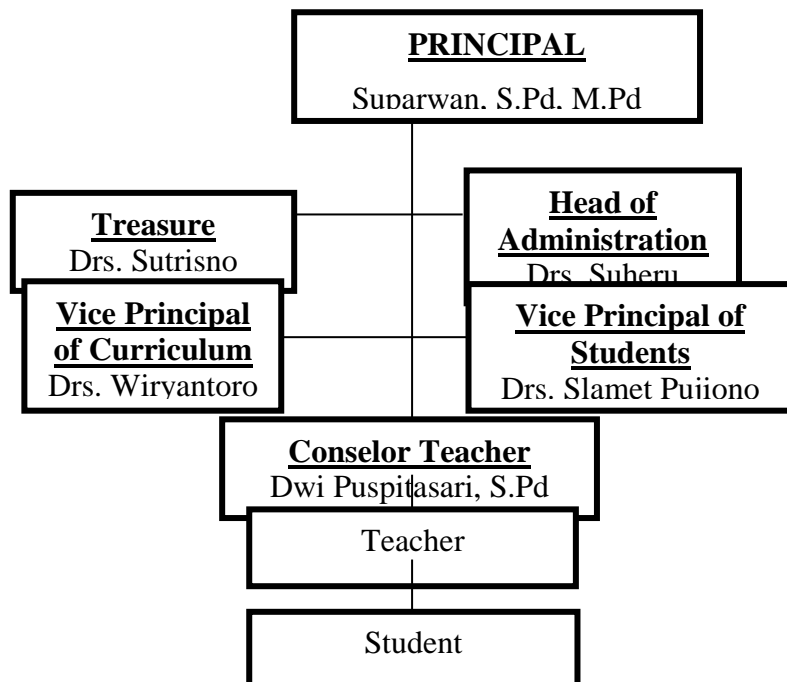
No.	Class	Sex		Amount
		Male	Female	
1.	X	130	193	323
2.	XI	103	178	281
3.	XII	89	179	268
				872

Source: Documentation of State Senior High School 1 Purbolinggo academic year 2019/2020.

d. The Organization Structure of State Senior High School 1 Purbolingo

The organization Structure of State Senior High School 1 Purbolingo in the Academic Year of 2019/2020 could be shown in the figure as follows:

Figure 2
The Organization Structure of State Senior High School 1 Purbolingo



Source: Documentation of State Senior High School 1 Purbolingo academic year 2019/2020.

e. Building Condition and The Sketch of State Senior High School 1 Purbolingo

To support teaching and learning process, State Senior High School 1 Purbolingo has many buildings and other supporting facilities. These buildings and facilities can be seen on the following table:

Table 4
Facilities in State Senior High School 1 Purbolingo in academic year 2019/2020

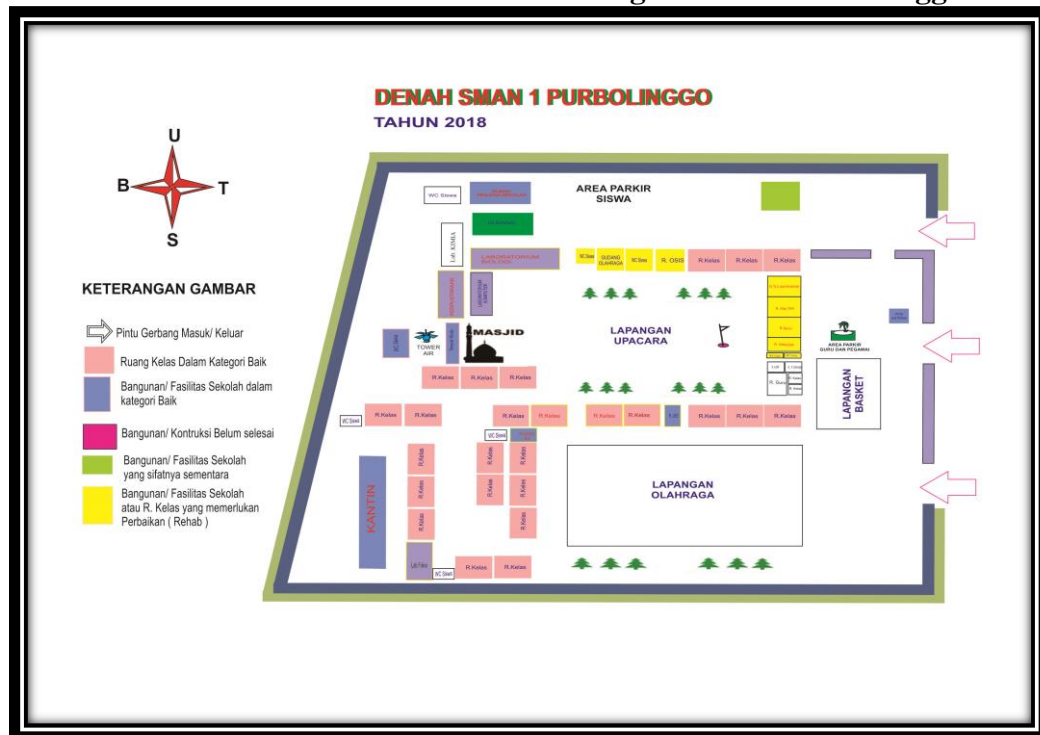
No.	Name of Room	Number of Unit
1.	Classroom	29
2.	Science Laboratory	3
3.	Library	1
4.	Language Laboratory	1
5.	Computer Laboratory	1
6.	School Medical Center	1
7.	OSIS Room	1
8.	Mosque	1
10.	Teacher Room	1
11.	Administration Room	1
12.	Headmaster Room	1
13.	Vice Room	1
14.	Rest Room	13
15.	Guidance and Counseling Room	1
16.	Warehouse	1
17.	Parking Area	2
18.	Canteen	1

19.	Field	1
20.	Garden	1
21.	Coop	1
22.	Security	1
23.	Kitchen	1

Source: Documentation of State Senior High School 1 Purbolinggo in the academic year 2019/2020 on December 19th 2019.

The Sketch Location of State Senior High School 1 Purbolinggo was illustrated as follow:

Figure 3
The Sketch Location of State Senior High School 1 Purbolinggo



Source: Documentation of State Senior High School 1 Purbolinggo in the academic year 2019/2020 on December, 19th 2019.

2. Description of The Research

This research was classroom action research, and it was conducted at the Tenth grade of State Senior High School 1 Purbolinggo. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing Descriptive writing was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

a. Pre Test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on January, Tuesday 7th 2020 at 10.30-12.00 a.m and it took about 90 minutes. In this meeting the resarcher was being an observer and the collaborator was being a teacher.

Firstly, the collabolator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collabolator gave the explanation to the students about Descriptive writing for 40 minutes. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used essay test which consisted of four topics which had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below :

Table 5
The Result of Pre-Test Score of Descriptive Writing

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	TA	6	4	4	3	3	50	Incomplete
2	ZC	6	4	4	3	3	50	Incomplete
3	DA	6	4	4	3	4,5	54	Incomplete
4	RD	6	4	6	4,5	3	58	Incomplete
5	SR	6	6	6	3	3	60	Incomplete
6	MA	6	4	4	3	3	50	Incomplete
7	DR	9	6	6	4.5	3	71	Complete
8	AD	9	6	6	3	4.5	71	Complete
9	MN	6	4	4	3	3	50	Incomplete
10	AH	6	4	4	3	3	50	Incomplete
11	MF	6	6	4	3	4.5	54	Incomplete
12	FB	6	4	4	3	3	50	Incomplete
13	AR	6	4	4	3	3	50	Incomplete
14	FN	6	4	6	3	4.5	59	Incomplete
15	AF	9	6	6	4.5	4.5	75	Complete
16	VM	9	6	4	4.5	3	66	Incomplete
17	NA	6	4	4	3	3	50	Incomplete
18	WN	9	4	4	3	3	57	Incomplete
19	NS	6	4	6	4.5	3	54	Incomplete
20	RF	6	4	4	3	3	50	Incomplete

21	SI	9	6	6	3	4.5	71	Complete
22	RW	6	4	4	3	3	50	Incomplete
23	RI	6	4	4	3	3	50	Incomplete
24	SD	9	6	8	3	3	72	Complete
25	FR	9	6	4	3	4.5	66	Incomplete
High Score							75	
Lowest Score							50	
Average							57,88	

Note :

Cont : Content

Org : Organization

Gram : Grammar

Voc : Vocabulary

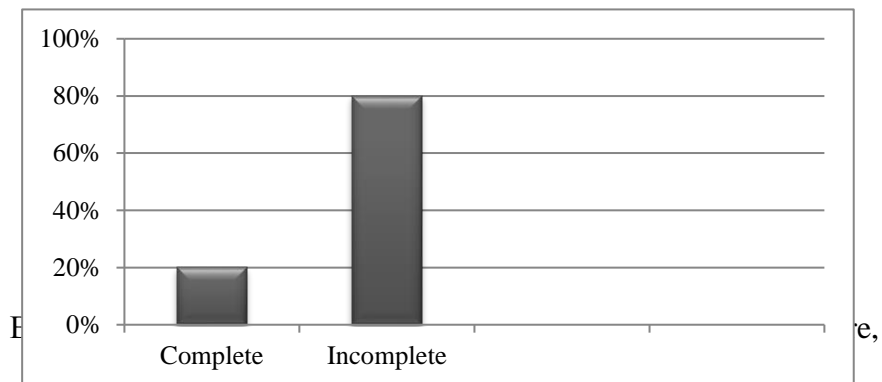
Mech : Mechanic

Table 6
Percentage of Students Writing Descriptive writing
Pre-Test Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	5	20%	Complete
≤ 70	20	80%	Incomplete
Total	25	100%	

Then the graph of percentage students Descriptive writing pre-test score could be seen as follow:

Figure 4
Percentage of The Students' Descriptive Writing Pre-Test Score in Cycle I



it can be inferred that there was only 20% or 5 students for the score among the interval of ≥ 70 who Complete the Minimum Standart Criteria (MSC) at least 70 while 80% or 20 students for the score among the interval of ≤ 70 did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicates that the result of students Descriptive writing was still low. It was the realson why the researcher used Mind mapping Technique to improve the students Descriptive writing ability. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Cycle I

Cycle 1 is divided into planning, acting, observing and reflecting

1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was Descriptive writing. The material included the definition, the generic structure, the language features and the example of Descriptive writing. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 7
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Thursday, 9 th 2019	10.30 – 12.00 a.m

The first cycle was conducted Thursday, 9th 2019 and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. H. Eri Hadiyanto, S.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the researcher greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about Text?” Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language.

The researcher explained about the definition, generic structure, and language features of Descriptive writing. After that, the explanation was continued to the topic about past tense and adverb of time. The researcher also gave the example of Descriptive writing. Then, the researcher explained about mind mapping. The researcher guided the students to make mind mapping that was consisted of some boxes connected by arrow and they filled it with the ideas based on the topic which was given. The students were also guided to transfer and enhance the ideas into complete sentences. The last, the researcher guided the students to check and correct the errors in their Descriptive writing result.

While the learning process, the studnets were given opportunities to ask about the material and the researcher answered to give feedback to the students.

Then, the researcher allowed the students to ask about the material and the researcher gave explanation to answer the students' questions. Afterward, the researcher gave the post-test. The students had to write a Descriptive writing based on the themes given in 40 minutes. The students did it seriously. The score of post-test in cycle 1 can be seen on the table below:

Table 8
The Result of Students Descriptive Writing Post-Test I
Score in Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	TA	9	8	4	3	4.5	71	Complete
2	ZC	9	6	4	3	4.5	66	Incomplete
3	DA	6	6	6	3	6	67	Incomplete
4	RD	9	6	6	3	4.5	71	Complete
5	SR	6	6	6	3	4.5	64	Incomplete
6	MA	9	6	6	4.5	3	71	Complete
7	DR	9	6	6	4.5	4.5	75	Complete
8	AD	9	6	6	4.5	4.5	75	Complete
9	MN	9	6	4	3	3	62	Incomplete
10	AH	6	6	6	4.5	3	64	Incomplete
11	MF	9	6	4	3	3	62	Incomplete
12	FB	9	6	6	3	4.5	71	Complete
13	AR	9	8	6	3	3	72	Complete

14	FN	6	6	4	3	4.5	59	Incomplete
15	AF	9	6	8	3	6	80	Complete
16	VM	6	8	6	3	4.5	69	Incomplete
17	NA	6	6	4	4.5	3	59	Incomplete
18	WN	9	6	4	3	4.5	66	Incomplete
19	NS	9	6	6	4.5	3	71	Complete
20	RF	9	6	6	3	3	67	Incomplete
21	SI	9	8	6	3	6	72	Complete
22	RW	6	8	6	3	6	72	Complete
23	RI	9	6	6	3	3	67	Incomplete
24	SD	9	6	6	4.5	4.5	75	Complete
25	FR	9	6	6	3	3	67	Incomplete
High Score							80	
Lowest Score							59	
Average							68,60	

Note :

Cont : Content

Org : Organization

Gram : Grammar

Voc : Vocabulary

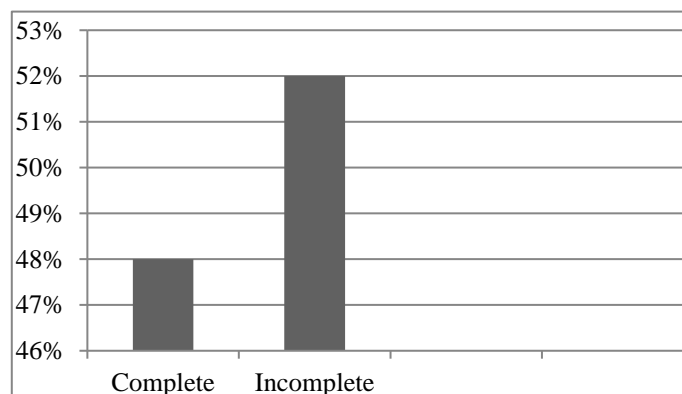
Mech : Mechanic

Table 9
Percentage of Students Descriptive Writing Post-Test I Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	12	48%	Complete
≤ 70	13	52%	Incomplete
Total	25	100%	

Then, the graph of percentage students writing Descriptive writing post-test score could be seen as follow:

Figure 5
Percentage of Students Descriptive Writing Post-Test I Score in Cycle I



Based on the result of students' writing Descriptive writing post-test I score, it can be concluded that there is 52% or 13 students for the score among the interval ≤ 70 did not Complete the Minimum Standard Criteria (MSC) at least while 48% or 12 students for the score among the interval of ≥ 70 Complete the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 68,60. It indicates that the result of students Descriptive

writing is increase that the pre-test score was 57,88 but viewed from the indicator of success of this research that 75% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I is unsuccessful based on the indicator of success.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially Descriptive writing by using mind mapping technique. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students paid attention to the teacher explanation.
- b) The students answered the question from the teacher.
- c) The students were able to do the task.
- d) The students were active in the class.

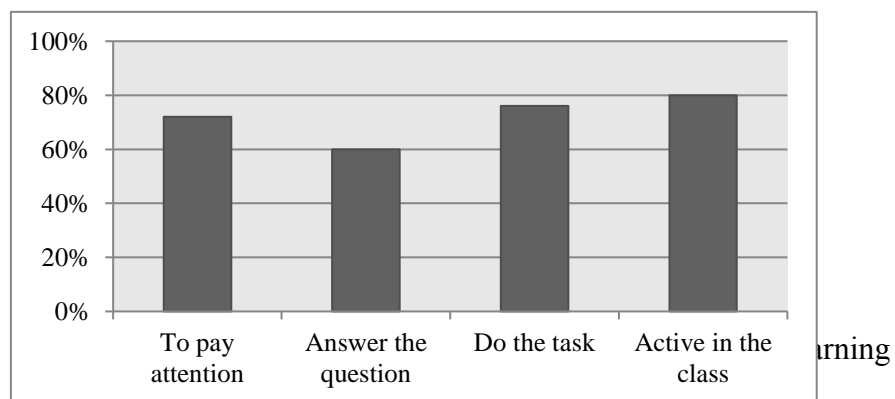
The result of the students' learning activities could be seen as follow:

Table 10
The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention to the teacher explanation	18	72%
2	The students' ask/answer question	15	60%
3	The students able do the task	19	76%
4	The students are active in the class	20	80%
Total Students		25	

Then the graph of students' activities percentage in cycle I as follow:

Figure 6
Percentage of Students Activities in Cycle I



learning process. There are 18 students (72%) who give attention to the teacher's explanation, 15 students (60%) who understand the materials, 19 students (76%) who are active in the class, and 20 students (80%) are able to do the task.

4) Field Note

At this stage, the researcher made a note of students' activities. Based on the observation on cycle I, before the researcher used mind mapping technique most of students still seemed confused in the class, most of students felt difficult to do

the test was given, and most of students were not active in learning process.

5) Reflection

From the result observation in learning process in cycle I, it can be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzes and calculates all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score is as follow:

Table 11
The Comparison between Pre-Test and Post-Test I Score in Cycle I

NO	Students Code	Pre-test Score	Post-test 1 Score	Increasing Score	Note
1	TA	50	71	21	Increase
2	ZC	50	66	16	Increase
3	DA	54	67	13	Increase
4	RD	58	71	13	Increase
5	SR	60	64	4	Increase
6	MA	50	71	21	Increase
7	DR	71	75	4	Increase
8	AD	71	75	4	Increase
9	MN	50	62	12	Increase
10	AH	50	64	14	Increase
11	MF	54	62	8	Increase

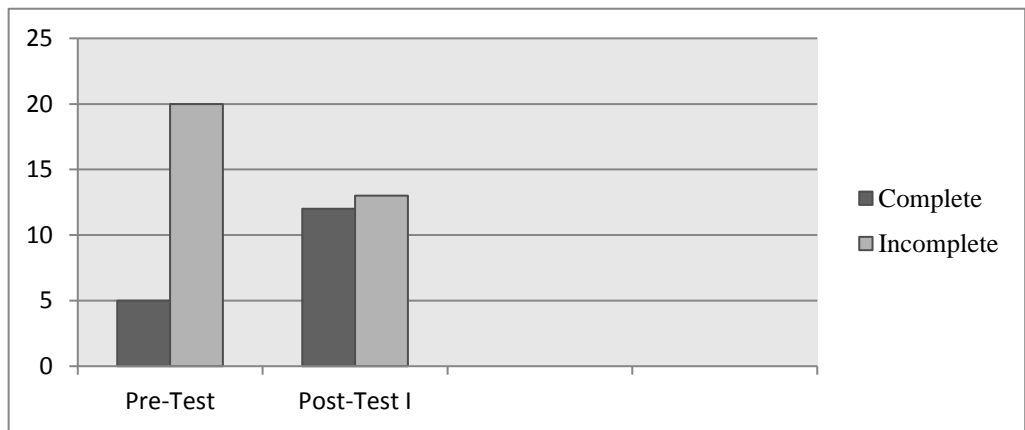
12	FB	50	71	21	Increase
13	AR	50	72	22	Increase
14	FN	59	59	0	Constant
15	AF	75	80	5	Increase
16	VM	66	69	3	Increase
17	NA	50	59	9	Increase
18	WN	57	66	9	Increase
19	NS	54	71	17	Increase
20	RF	50	67	17	Increase
21	SI	71	72	1	Increase
22	RW	50	72	22	Increase
23	RI	50	67	17	Increase
24	SD	72	75	3	Increase
25	FR	66	67	1	Increase
Total		1447	1715	277	
Average		57,88	68,60		
High Score		75	80		
Low Score		50	59		

Table 12
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	5	12	Complete
≤ 70	20	13	Incomplete
Total	25	25	

Then, the graph of comparison of the students' Descriptive writing pre-test and post-test I score in cycle I can be seen as follow:

Figure 7
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I



that total from 25 students, it could be concluded that 20% or 5 students among the interval ≥ 70 students, they completed the minimum standard criteria. Then, the students who were incomplete the minimum standard criteria were 80% or 20 students among the interval ≤ 70 . In post-test I, it can be concluded that 48% or 12 students among the interval ≥ 70 students, they completed the minimum standard criteria. Then, who are incomplete the minimum standard criteria are 52% or 13 students among interval ≤ 70 . Average score of pre-test is 57,88 and average score of post-test I is 68,60 and the mean improvement score is 10,72 point. There is improvement between pre-test and post-test I but it does not fulfill the indicator of success. It can be concluded that the result is unsuccessful,

because of the indicator of success can not be achieved yet that is 75% of the total students must complete the criteria.

Regarding to the result of students' post-test I score and the observation of student's activities in cycle I the material was not run well, so some students cannot understand the material clearly. Some students are not satisfied because most of the students do not pay attention toward the teacher's explanation and they do not get difficulties to answer the question and some students get failure in test of cycle I. So, the researcher has to continue to cycle II which consists of planning, acting, observing, and reflecting.

c. Cycle II

In order to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I is not successful. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II can be explained on the following sequences:

1) Planning

In the planning of cycle 2, the researcher and collaborator discuss about some of problems that found in cycle 1. Therefore, in this step the researcher will prepare the lesson plan, material and media that will be used in teaching learning process. The material is Descriptive writing. The material includes the definition, the generic structure, the language

features and the example of Descriptive writing. Then, the researcher also explains the application of Mind mapping in Descriptive writing. Moreover, the researcher make an observation sheet that consists of list of students' name and list of the students' activities that will be observed during the teaching learning process.

2) Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 13

The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1 st	Saturday, January 11 ^{sh} 2019	10.30 – 12.00 a.m

The second cycle was held on Saturday, January 11^{sh} 2019 at 10.30-12.00 a.m and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mr. H. Eri Hadiyanto, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. The researcher explained more about the generic structure of Descriptive writing, past tense, and discourse marker. The researcher also gave the example of Descriptive writing.

Then, the researcher explained about mind mapping. The researcher guided the students to make mind mapping that was consisted of some boxes connected by arrow and they filled it with the ideas based on the topic which was given. The students were also guided to transfer and enhance the ideas into complete sentences based on the sequence of event in the mind mapping. The last, the researcher guided the students to check and correct the errors in their Descriptive writing result.

Later on, the researcher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the researcher gave motivation to the students and reminded to study hard at home.

Then, the researcher explained the the students should arrange their ideas based on one of the topics given. Then, they should transfer and enhance the ideas into complete sentences based on the sequence of the event in the story. Most of the students could answer well. Then, the result of post-test II could be seen as follow:

Table 14
The Result of Students Writing Descriptive writing
Post-Test II Score in Cycle II

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	TA	9	8	4	4.5	4.5	75	Complete
2	ZC	9	8	4	3	3	67	Incomplete
3	DA	9	8	6	4.5	6	84	Complete
4	RD	9	8	6	4.5	6	84	Complete
5	SR	9	6	6	3	3	67	Incomplete
6	MA	9	8	4	3	4.5	71	Complete
7	DR	9	8	6	4.5	6	84	Complete
8	AD	9	8	4	4.5	6	79	Complete
9	MN	9	8	6	3	4.5	76	Complete
10	AH	9	6	6	4.5	4.5	75	Complete
11	MF	6	8	4	4.5	4.5	68	Incomplete
12	FB	9	8	6	3	4.5	76	Complete
13	AR	9	6	6	4.5	4.5	75	Complete
14	FN	9	6	6	3	3	67	Incomplete
15	AF	9	8	8	4.5	6	89	Complete
16	VM	9	6	6	4.5	4.5	75	Complete
17	NA	9	8	6	3	4.5	76	Complete
18	WN	9	8	6	4.5	4.5	80	Complete
19	NS	6	8	6	4.5	4.5	73	Complete

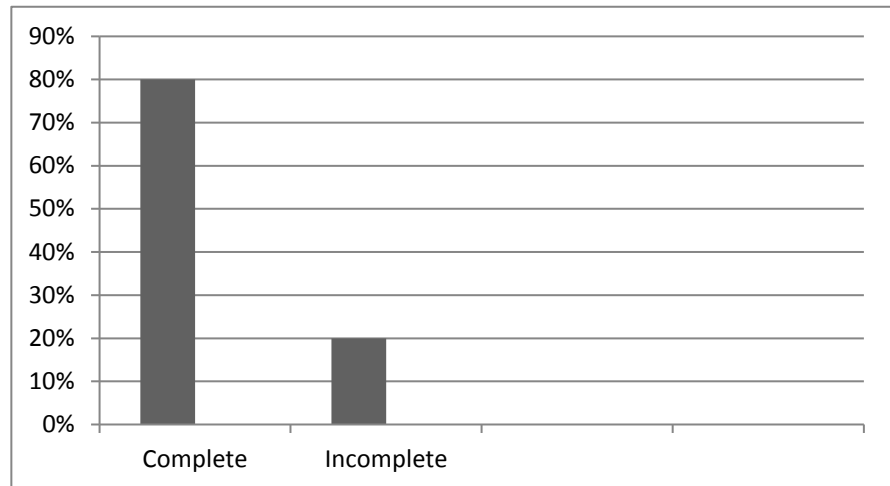
20	RF	9	6	6	3	3	67	Incomplete
21	SI	9	8	6	4.5	6	84	Complete
22	RW	9	8	6	4.5	4.5	80	Complete
23	RI	9	6	6	4.5	4.5	75	Complete
24	SD	9	8	6	4.5	4.5	80	Complete
25	FR	9	6	6	4.5	4.5	75	Complete
High Score							89	
Lowest Score							67	
Average							76,08	

Table 15
Percentage of Students' Descriptive writing
Post-Test II Score in Cycle II

Interval	Frequency	Percentage	Explanation
≥ 70	20	80%	Complete
≤ 70	5	20%	Incomplete
Total	25	100%	

Then, the comparison graph of the students' Descriptive writing pre-test and post-test I score in cycle I can be seen as follow:

Figure 7
Percentage of Students Writing Descriptive writing
Post-Test II Score in Cycle II



test II, it can be inferred that there is 80% or 20 students for the score among the interval of ≥ 70 who complete the Minimum Standard Criteria (MSC) at least 70, while 20% or students for the score among the interval ≤ 70 who do not complete the Minimum Standard Criteria (MSC) at least 70.

Based on the explanation above, it can be inferred that indicator of success is achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the cycle II was successful.

3) Observing

In observation of the researcher action, the collaborator observes the students' activities. In learning process, there are also four indicators used to know the students' activities like in learning process previously.

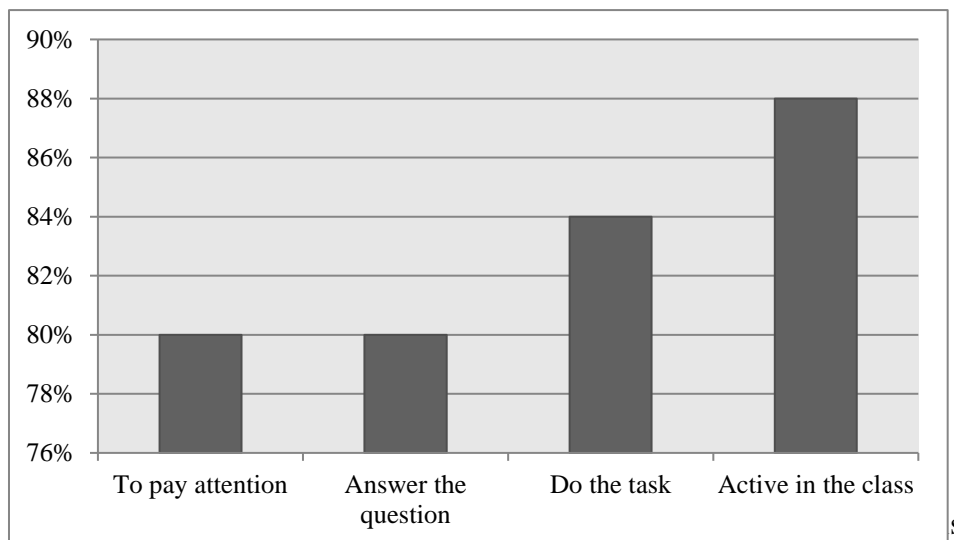
Based on the result of the observation sheet in cycle II, the researcher indicates that learning process in cycle II is successful. The result score of students' learning activities observation, as follow:

Table 16
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	20	80%
2	The students' ask/answer question	20	80%
3	The students able do the task	21	84%
4	The students active in the class	22	88%
Total Students		25	

Then, the graph of students' activities percentage in cycle II is as follow:

Figure 8
Percentage of Students Activities in Cycle II



increase. The students' activities that have high percentage are the students able do the task 84%, the percentage of students who pay

attention of the teacher explanation was 80% and the students active in the class 88%, and the last the students ask/answer the question from the teacher 80%. Based on the result above, the researcher indicates that learning process in cycle II is successful because the students' activity got percentage $\geq 75\%$.

4) Field Note

From the observation on cycle II, most of the students are interested to follow the lesson, most of the students can practice well and correctly, most of the students are active during the teaching learning process.

5) Reflection

At the end of this cycle, the researcher and the collaborator analyze and calculate all the processes like student's post-test II score and observation of student's learning activities. The comparison between students' post-test I score and post-test II score can be compared on the following table:

Table 17
The Comparison between Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

NO	Students Code	Post-test I Score	Post-test II Score	Increasing Score	Note
1	TA	71	75	4	Increase
2	ZC	66	67	1	Increase
3	DA	67	84	17	Increase
4	RD	71	84	13	Increase
5	SR	64	67	3	Increase
6	MA	71	71	0	Constant

7	DR	75	84	9	Increase
8	AD	75	79	4	Increase
9	MN	62	76	14	Increase
10	AH	64	75	11	Increase
11	MF	62	68	6	Increase
12	FB	71	76	5	Increase
13	AR	72	75	3	Increase
14	FN	59	67	8	Increase
15	AF	80	89	9	Increase
16	VM	69	75	6	Increase
17	NA	59	76	17	Increase
18	WN	66	80	14	Increase
19	NS	71	73	2	Increase
20	RF	67	67	0	Constant
21	SI	72	84	12	Increase
22	RW	72	80	8	Increase
23	RI	67	75	8	Increase
24	SD	75	80	5	Increase
25	FB	67	75	8	Increase
Total		1715	1902	187	
Average		68,60	76,08	7,48	
High Score		80	89		
Low Score		59	67		

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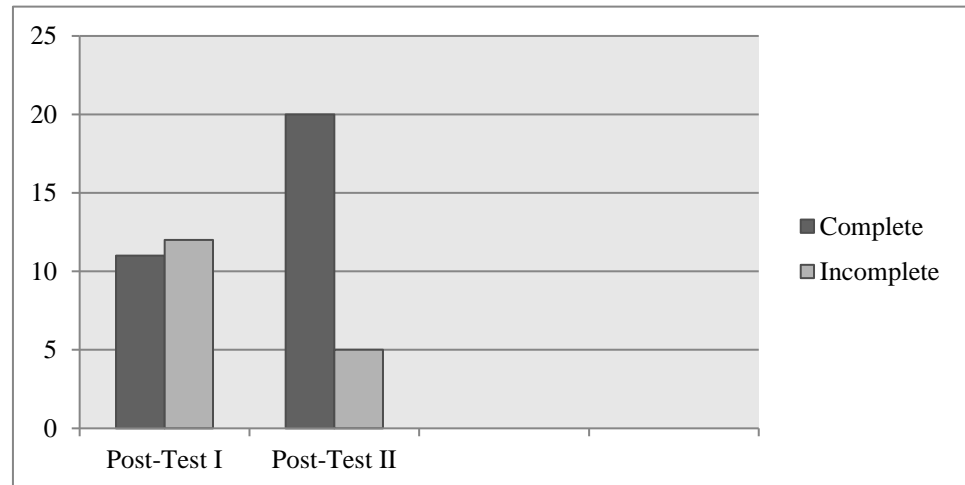
The Comparison of Students' Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	11	20	Complete
≤ 70	12	5	Incomplete
Total	25	25	

hen, the graph of comparison students writing Descriptive writing post-test I and post-test II score in cycle II can be seen as follow:

Figure 9

**The Comparison of Students Writing Descriptive writing
Post-Test I Score and Post-Test II Score in Cycle II**



From the table above, it can be seen that the score of the students in post-test II was various. The highest score is 89 and the lowest score is 67. The average score of post-test II is 76,08. Besides, the percentages of students' success in post-test II score is 80% or 20 students of the total students complete the minimum standard criteria and 20% or 5 students do not pass the minimum standard criteria at least 70. It means that the indicator of success of this research has been achieved that is $\geq 75\%$ students was gotten score 70. It indicates that the students' writing Descriptive writing was increased.

Regarding to the result above, it can be inferred that this Classroom Action Research (CAR) is successful and it will not be continued in the next cycle because of the learning process and the product of learning entirely complete the indicators of success and it

means that mind mapping technique can increase the students' Descriptive writing ability.

B. Interpretation

Descriptive writing will be easier to be understood when it was supported by the right technique, because the lesson will take more concrete for students and the students has complete understanding. During the research, the researcher observed that the students were enthusiastic to pay attention to the teacher explanation in learning process.

The researcher assumes that teaching writing by using mind mapping technique can improve the students' Descriptive writing ability. Mind mapping is kind of figure, scheme, or graphic which can help the students to organize the information and get deep understanding about the material. When Mind mapping is done correctly, students are encouraged to arrange develop their ideas and information about the material. So, it has proved that Mind mapping technique can be one the interesting techniques to teach Descriptive writing.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 90 minutes. It was done on Thursday, July 19th 2019. The result of pre- test shows that most of the students got difficult for doing the test. Based on the table 7 the students average is 57,88 , it showed that most of the

students had not completed yet in achieving the Minimum Standar Criteria at least 70. In this phase, only 5 students of 25 students complete the the minimum standars criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students writing descriptive test mastery after implementing the treatment the researcher conducted the post- test I. It was done on Thursday, Januay, 9th, 2020. Based on the table 9 the students average is 68,60 it shows that most of the students had not completed yest in achieved the minimum standard criteria at least 70. In this stage there are 12 students of 25 students completed of the minimum standard criteria. It can be concluded that most of the students were incomplete in comprehending the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that is only 48% of students who completed the minimum standard criteria. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data trough test in the from of essay which completed for 90 minutes. It was done on Saturday, January 11th, 2020. Based on the table 15, the students' average is 76,08. It showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 70. In this

phase, 20 students of 25 students of 80% students completed of the minimum standard criteria and the research is successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process is successful in cycle I but the students' average score is low. While, the score of the students in post-test I is higher than pre-test. Moreover, in cycle II, the students' average score is higher than cycle I. the following is the table of illustration score in cycle I and cycle II.

Table 19
The Comparison of Writing Descriptive writing of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	50	71	75
2.	50	66	67
3.	54	67	84
4.	58	71	84
5.	60	64	67
6.	50	71	71
7.	71	75	84
8.	71	75	79
9.	50	62	76
10.	50	64	75

11.	54	62	68
12.	50	71	76
13.	50	72	75
14.	59	59	67
15.	75	80	89
16.	66	69	75
17.	50	59	76
18.	57	66	80
19.	54	71	73
20.	50	67	67
21.	71	72	84
22.	50	72	80
23.	50	67	75
24.	72	75	80
25.	66	67	75
Total	1447	1715	1902
Average	57,88	68,60	76,08
Complete	5	12	20

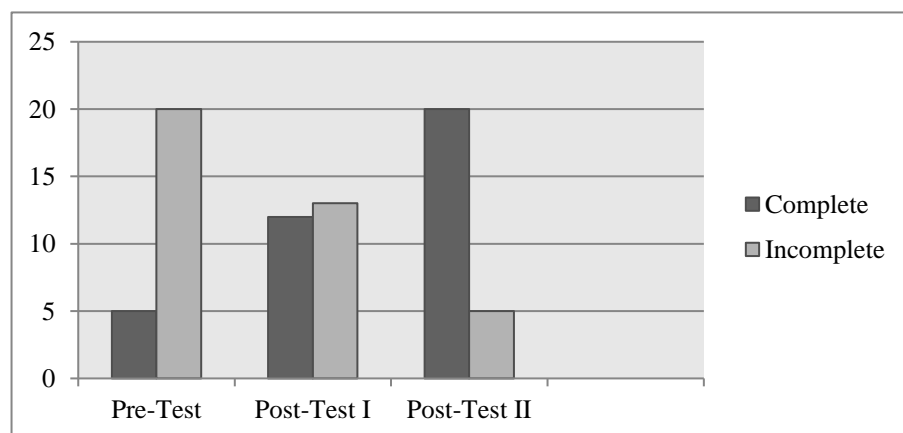
Table 20
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	5	12	20	Complete
≤ 70	20	13	5	Incomplete
Total	25	25	25	

Based on the result of the pre-test, post-test I and post-test II, it is known that there is a positive significant increasing of the students' score. It can be seen from the students' score. Therefore, the researcher concludes that the research is successful because the indicator of success in this research has been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10
The Comparison Score of Students Writing Descriptive writing
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graph above, it can be inferred that mind mapping technique can increase the students' Descriptive writing ability. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

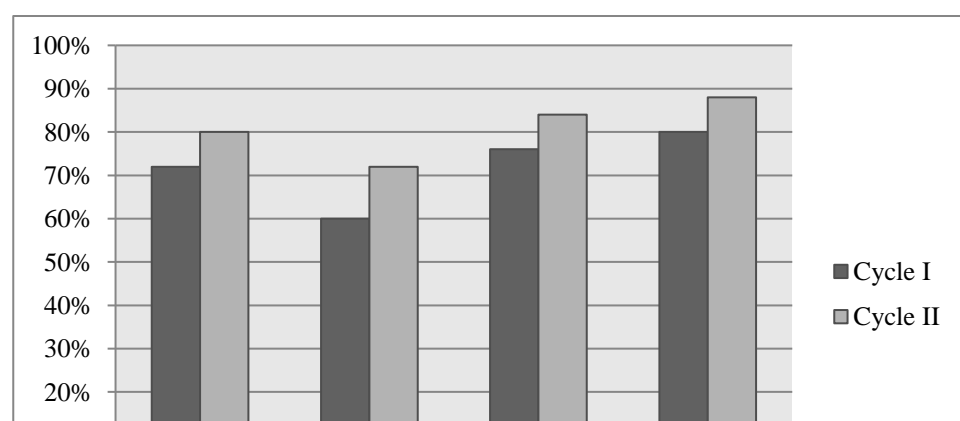
3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 21
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	18	72%	20	80%	8%
2	The students' ask/answer question	15	60%	18	72%	12%
3	The students able do the task	19	76%	21	84%	8%
4	The students active in the class	20	80%	22	88%	8%

Figure 11
The Students' Result of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I is only 72% and in cycle II 80%, it improves 8%

b) The students ask/answer question from the teacher

The students who ask/answered question to the teacher ae increase from the first meeting to next meeting. It shows when the teacher gave the question to the students they were brave to answer although not all the question could be answered well. This activity is increased 12%, from cycle I 60% and cycle II 72%.

c) The students able do the task

The students who had done the task are increased. It can be seen on the cycle I 76% and cycle II 84%, it increases 8%.

d) The students active in the class

The active students in class are increased. It could be seen on the cycle I 80% and cycle II 88%, it increased 8%. Based on the data above, it can be concluded that the students feel comfort and active in the learning process because most of the students shows good increasing in learning activities when mind mapping technique was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it can be inferred that the use of mind mapping technique increased the students' Descriptive writing ability. There is progress average score from 57,88 to 68,60 and to 76,08.

From the graph 10, it can be seen that there is an increasing on the average score and total of the students who complete the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test is 57,88 and only 5 students or 20% complete the test.

Moreover, in the post-test I and II there is 12 students or 48% students get score ≥ 70 with average 68,60, 20 students or 80% who complete indicator ≥ 70 with average 76,08. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got score 70 is reached.

C. Discussion

In teaching writing in the State Senior High School 1 Purbolinggo especially on students of XA2 class, based on the pre survey some students feel difficult to express and organize their ideas in writing. The researcher chooses Mind mappings technique to improve the students' Descriptive writing ability.

The researcher uses this technique to organize the students' ideas and make students more active in writing especially Descriptive text in learning English. There is positive increasing about students learning activities using

mind mapping technique. Therefore, mind mapping technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be inferred that the use of mind mapping technique can improve the students' Descriptive writing ability. There is progress that can be seen from the students' writing result. The standard criteria is 70 in this research, in the post-test I there are 12 students or 48% who complete the test with the average 68,60 and in the post-test II there are 20 students or 80% who complete the test with average 76,08. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success that is 75% of students got score ≥ 70 is reached.

The result of the students' activities in cycle I and cycle II is increase. Pay attention of the teacher's explanation from 72% become 80%, the students ask/answer question from 60% become 72%, the students able do the task from 76% become 84%, and the students active in the class from 80% become 88%. The result of students' activities in cycle I and cycle II, there is increase on the students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' Descriptive writing ability could be increased through Mind mapping technique. This technique can be used as an alternative way in learning process of writing. The students' activities in the implementation of cycle I and II are very active. It means that mind mapping technique can improve the students' activeness. The average of students' activities in cycle I is 80%, then increase to be 88% in cycle II. Mind Mapping Technique helps the students to understand the Descriptive writing ability. While, Mind mapping technique is also able to develop the Descriptive writing score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 57,88 and in cycle I is 68,60 while in cycle II is 76,08.

Based on the table above, it can be inferred that mind mapping technique can improve the students' Descriptive writing ability. It can be seen that there was an increasing score of the students' Descriptive writing.

B. Suggestion

Based on the result of the research, the researcher would like to give constructive suggestions as follows:

1. It is suggested to the teacher to use mind mapping as the teaching learning technique because it can improve the students' writing ability.
2. It is suggested to the English teacher to include mind mapping technique in teaching process. The teachers should be creatively used mind mapping technique in teaching, especially writing class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

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DOCUMENTATION IN CYCLE I





DOCUMENTATION IN CYCLE II





CURRICULUM VITAE



The name of the writer is Nindi. She was born in Sekampung, East Lampung on April 14th 1996. She is the only child from happy couple namely Mr. Agus Makmun and Mrs. Titin Sulisttiani

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