

**AN UNDERGRADUATE THESIS**

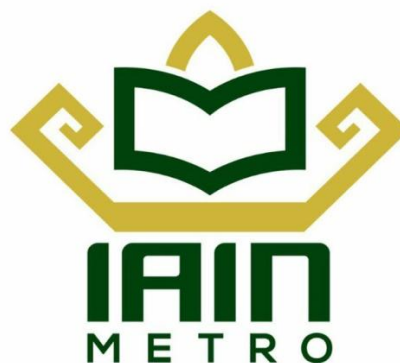
**USING MIND MAPPING TECHNIQUE TO INCREASE THE STUDENTS'  
WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADER  
OF SMP NEGERI 1 METRO KIBANG EAST LAMPUNG IN ACADEMIC  
YEAR 2017/2018**

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ENGLISH EDUCATION DEPARTEMENT**



**STATE INSTITUTE ISLAMIC STUDIES  
METRO LAMPUNG  
1439 H / 2018 M**

**USING MIND MAPPING TECHNIQUE TO INCREASE THE STUDENTS'  
WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADER  
OF SMP NEGERI 1 METRO KIBANG EAST LAMPUNG  
IN ACADEMIC YEAR 2017/2018**

**Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
In English Department**

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

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**RATIFICATION PAGE**

No: *P-0713/In-28-1/D/PP-00-9/02/2018*

An undergraduate thesis entitled: USING MIND MAPPING TECHNIQUE TO INCREASE THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 METRO KIBANG EAST LAMPUNG IN ACADEMIC YEAR 2017/2018

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**USING MIND MAPPING TECHNIQUE TO INCREASE THE STUDENTS'  
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OF SMP NEGERI 1 METRO KIBANG EAST LAMPUNG  
IN ACADEMIC YEAR 2017/2018**

**ABSTRACT**

**By:  
RISKI RISMAWATI**

This research is aimed to find out whether the Mind Mapping technique can improve the students' writing descriptive text skill at the eight graders of SMP Negeri 1 Metro Kibang. This research is classroom action research. In collecting the data, this research used test, observation, documentation to collect the data.

Based on the pre-survey data, the problems which had been identified was the students found difficulties in writing descriptive text because of not having ideas. Which are from Mind Mapping technique the students could find the idea in writing descriptive text. By Mind Mapping technique the students got the information and illustration through their own words.

This classroom action research was conducted by 2 cycles. There are four steps in each cycles, such as : planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatments and two post-tests, the subject of this action research are the eight graders of SMP Negeri 1 Metro Kibang. This research used 30 students as object of research. To prove whether the hyphotesis was accepted or rejected, the researcher used average formula.

The invention of this research shows that there was improving from cycle I to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 54% and post test I 64% and post test from cycle II was gained the average score 72%. The result of cycle II was higher than the result of post-test at cycle I. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can write descriptive text correctly. It means that the use of Mind Mapping technique could improve the students writing skill at the eight graders of SMP Negeri 1Metro Kibang.

*Key Word: Writing Descriptive Text, Mind Mapping Technique.*

**PENGGUNAAN TEKNIK MIND MAPPING  
UNTUK MENINGKATKAN KEMAMPUAN MENULIS TEKS DESKRIPSI  
SISWA KELAS DELAPAN SMP NEGERI 1 KIBANG LAMPUNG TIMUR  
TAHUN AJARAN 2017/2018**

**ABSTRAK**

**Oleh:  
RISKI RISMAWATI**

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah teknik *Mind Mapping* (X) dapat meningkatkan kemampuan menulis deskriptif siswa (Y) pada kelas VIII SMP NEGERI 1 METRO KIBANG. Dalam pengumpulan data, penelitian ini menggunakan tes tertulis, observasi, dan dokumentasi.

Berdasarkan data pra-survey, permasalahan yang ditemukan dapat disimpulkan bahwa para siswa mengalami kesulitan dalam penulisan deskriptif karena tidak mempunyai ide. Melalui teknik *Mind Mapping* siswa dapat menemukan ide dalam penulisan deskriptif. Karena dengan teknik *Mind Mapping* siswa mendapatkan informasi dan ilustrasi melalui tulisan-tulisan atau rangkaian kata yang mereka buat.

Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post test. Penelitian ini dilaksanakan di kelas VIII SMP NEGERI 1 METRO KIBANG. Penelitian ini menggunakan 30 siswa sebagai objek penelitian. Untuk membuktikan hipotesis diterima atau ditolak, penelitian ini menggunakan rumus rata-rata.

Temuan penelitian ini menunjukkan bahwa ada peningkatan dari siklus I ke siklus II. Hasil dari data pada siklus I, mendapatkan nilai rata-rata pre-test adalah 54% dan post test I 64% dan dari siklus II diperoleh nilai rata-rata 72% Hasil siklus II lebih tinggi dari hasil post-test pada siklus I. Kondisi kelas menjadi lebih aktif selama proses pembelajaran dan siswa dapat menulis dengan benar. Ini berarti bahwa penggunaan teknik *Mind Mapping* dapat meningkatkan kemampuan menulis siswa pada kelas VIII SMP Negeri 1 Metro Kibang.

*Kata Kunci: Menulis Teks Deskripsi, Mind Mapping Technique.*

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Metro, January 2018



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018



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## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.

**Al-Baqarah [2:153]**

## **DEDICATION PAGE**

All praise be to Allah SWT, this undergraduated thesis is dedicated to:

1. My beloved parents Mr. Ahmad Muhtar and Mrs. Salem, who have giving their endless love and parenting me since I was born and breathed for the first time in this world, thank you so much for everything.
2. My beloved brother and sisters, Amid Nurachman, Ria Rahmawati, Umar Hasan and, M. Anwar Sidiq thanks for your loving, praying and supporting me.
3. My Almamater State Institute of Islamic Studies of Metro.

## ACKNOWLEDGMENT

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that I can finished this research proposal. I would like to say thanks to lecture who has guided in the process of this research and also for everyone who helps me until this research be complete.

This research Undergraduate Thesis entitles “Using Mind Mapping Technique to Increase Stdents’ Writing Skill in Descriptive Text at the Eight Grade of SMP Negeri 1 Metro Kibang Lampung Timur In academic year 2017/2018”. Realize there is no perfect, the good suggestion and critics are waited to make the good change in the future. Finally, the writers hope that this paper can be useful thing and add the knowledge for the reader.

Metro, January 2018  
The Writer,



**Riski Rismawati**  
**S.t Number. 1293277**

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# CHAPTER I

## INTRODUCTION

### 1) **Background of the Study**

The main objective of teaching English at schools is the students are expected to be able to communicate both in written and spoken form. Writing and speaking are productive skills that are very important for students to learn. There are frequently used to convey the ideas in communicating with others.

Based on educational unit level curriculum, the goal of teaching learning at Junior High School is that the students must be able to develop communicate competence in written form to solve problems in their daily lives.

In this curriculum, the English Material is taught based on text. One of the texts that have to be learnt by the first-year students of Junior High School is descriptive text. The students have to able to understand and create a descriptive text cohesively based on the genetic structure of the text.

In fact, this objective is very hard to achieve. Most of the students' skills are the away from their learning target. The students still cannot understand or create a descriptive text although the teacher has explained it. The students know or have the ideas of what are they are going to write but they do not know how to put them into words. They feel difficult to build a good sentence. There are still found some grammar mistakes or inappropriate vocabulary usage. Furthermore, they are not active during teaching learning

process. They seldom give their opinion or question about the material being taught. Perhaps, it is because the teacher does not use appropriate technique in teaching the material.

Considering to the importance of descriptive text for the students to master. It is very important for teacher, and then to, finds out the best way to make the students aware on the use of the text in their daily lives. The teachers need to employ appropriate technique and maintain the teaching and learning process that build the students awareness a using the knowledge rather than knowing it.

Based on the reason above, the researcher will teach descriptive text by using mind mapping. The researcher uses mind mapping because it is a technique that can help the students succeed in understanding or producing descriptive text writing in a long-range life. Therefore, hopefully by using mind mapping the students' problems in learning descriptive text writing can be overcome. Furthermore, it is also expected to be able to increase their skill in writing descriptive text.

To strengthen the problem more, the researcher has conducted pre-survey at Junior High School 1 Metro Kibang East Lampung and the result is shown in the table below:

**Table 1**  
**The Data of Pre-survey at The Eighth graders of SMP Negeri 1 Metro Kibang**

<b>NO</b>	<b>Students Code</b>	<b>Score</b>	<b>Note</b>
1	AS	85	Complete
2	ASA	70	Incomplete
3	ANP	80	Complete
4	BD	60	Incomplete
5	BS	65	Incomplete
6	BK	65	Incomplete
7	DS	80	Complete
8	DE	60	Incomplete
9	DP	85	Complete
10	DSR	65	Incomplete
11	FE	80	Complete
12	IP	75	Complete
13	LD	65	Incomplete
14	LA	55	Incomplete
15	MS	65	Incomplete
16	MK	55	Incomplete
17	MA	80	Complete
18	NS	60	Incomplete
19	NY	65	Incomplete
20	NL	60	Incomplete
21	NK	45	Incomplete
22	PUS	55	Incomplete
23	RAN	50	Incomplete
24	RS	53	Incomplete
25	RAS	52	Incomplete
26	SAJ	40	Incomplete
27	SM	65	Incomplete
28	TM	60	Incomplete
29	TIM	63	Incomplete
30	TP	50	Incomplete
<b>total</b>		<b>1375</b>	
<b>verage</b>		<b>68.75</b>	
<b>he Highest Score</b>		<b>85</b>	
<b>he Lowest Score</b>		<b>40</b>	

**Source: The teacher's Grade Book of English at the Eighth Class of SMPN Metro Kibang**

Based on the pre-survey data on August, the researcher found that most of second Graders class of SMP Negeri 1 Metro Kibang are categorized into low category. It can be seen from score of 19 the students' less than 70 as the Minimum Mastery Criteria (MMC).

Therefore, to overcome the problem above, the researcher decided to conduct a research focusing on using mind mapping technique to increase the students' writing descriptive text.

According to the explanation above, the researcher assumes that to improve the students' writing descriptive text, the researcher is interested in using mind mapping technique to increase the students' writing descriptive text. The researcher decides to use the mind mapping technique because it is a technique that includes the right and the left brain actively together. So, it can solve learning problems that come from the use of both brain synergistically. Mind mapping is also a technique that generating the ideas by using picture and color that can make the students more interested in writing descriptive text. Thus, the researcher uses this technique in order to encourage students to learn English and also can be more interested. Therefore, the researcher wants to find out whether mind mapping technique gives positive influence on writing descriptive text.

## 2) **Problem Identification**

Regarding to the background of the study, the researcher identifies the problem as follow:

- A. The students find it difficult to learn English because they are understanding the structure and grammar.
- B. The students do not have adequate vocabulary in composing writing descriptive text
- C. The students have low motivation.
- D. The student's writing skill in descriptive text is low.
- E. The techniques which are used in the learning process are boring.

## 3) **Problem Limitation**

Based on the problem identification above, the writer limits the problem, the student's writing skill in descriptive text is low at the Eight Graders of SMP Negeri 1 Metro Kibang

## 4) **Problem Formulation**

Based on the background of study and problems identification above, the researcher formulates the problem in this research is "can mind mapping technique increase the students writing skill in descriptive text at the Eight Graders of SMP Negeri 1 Metro Kibang ?"



## 5) Objectives and Benefit of the Study

### 1. Objectives of The Study

Generally, the objective of this research is to increase students' writing skill in descriptive text at the Eighth graders of SMP N 1 Kibang. Especially, it is to find out whether mind mapping techniques increase the students' writing skill.

### 2. Benefit of the Study

The researcher expects that this study can give positive contribution either for the teacher or the students in teaching and learning English, especially writing skill.

#### a. For the Teacher

- a. As information for the English teacher in order to improve students' writing skill in descriptive text.
- b. As technique in teaching writing especially in writing descriptive text.
- c. As an idea of various ways of teaching writing to students in the classroom.
- d. As motivation to the teacher to help the students in solving the problems of writing descriptive text.

**b. For the Student**

- 1) As information for the students in order to improve their motivation in learning English in writing descriptive text.
- 2) As a way for the students to express their idea and increasing writing skill.
- 3) As motivation to the students' in learning English especially in learning writing descriptive text.

**c. For the Researcher**

1. As a prior research, the researcher can be used as a foundation for the next research.
2. As an experience means knowledge in English instructions.
3. As knowledge who the researcher got in her study.

**d. For the Headmaster**

1. As information to the headmaster to be able to convey to the teachers that they should know the problems of students' in order to reach learning process effectively.
2. As motivation to increase the quality of education especially at SMP Negeri 1 Metro Kibang.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### 1) The Concept of Writing Skill

#### 1) The Concept of Writing

##### a. The Definition of Writing

Celce-Murcia explains that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.<sup>1</sup> It means that the writer needs the consideration of the readers or audiences to read the message that conveyed of the written texts.

Writing as one of the language skills is not an innate natural ability. Therefore, writing is a complex process and it needs practice. For almost everyone, work hard is a key to produce competent writing.

As one of four language skill, Endang said “writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes and the most difficult skill to master for foreign language learner”.<sup>2</sup> Therefore,

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<sup>1</sup> Marianne Celce-Murcia, *Discourse and Context in Language Teaching*, (United States of America : Cambridge University Press, 2000), p. 142

<sup>2</sup> Endang Fauziati, *Teaching of English As A Foreign Language*, (Surakarta: Muhammadiyah University, 2005), p. 147

students have difficulties transferring ideas from their source language (Indonesia) in to the target language (English).

To express the idea, the writer usually uses certain writing types. Larry explained the process of transferring thoughts from mind into paper to share with readers while readily admitting that composing text to communicate their ideas is tough sledding.<sup>3</sup>

#### **b. Teaching Writing**

On teaching, both the mind and the heart must be involved for effective learning and teaching process. Teaching writing is an intentional activity concerned with students learning. It follows that it is sensible to spend some time on thinking and articulating your intentions in teaching a particular topic to a group of students and on checking whether those intentions are realizable and were realized.

One major theme in pedagogical research on writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them

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<sup>3</sup> Kerry Lewin, *Paving the Way in Reading and Writing*, (San Fransisco: Jossey Bass, 2003), p. 6-12

cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.<sup>4</sup>

## 2) The Concept of Writing Skill

### A. Definition of Writing Skill

The term of skill is defined as ability. Concisely, writing ability is the skill to express idea, though, and feeling to other in writing symbol to make other people or readers understand the idea conveyed.

Writing as a skill is defined as a productive written language skill. On the opposite, writing a text is a piece of written information. “Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develop naturally”.<sup>5</sup>

Generally, writing is a way in sending message from the writer to the reader. Similar to Paul Davies defines writing as probably skill that is used by most people in their native language.<sup>6</sup> Writing also is a way the writer think or a way of thinking which is shared to the reader.

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<sup>4</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc., 2001), 2<sup>nd</sup> ed., p. 335

<sup>5</sup> H Douglas Brown, *Teaching by Principles*, (San Fransisco: San francisco State University, 2001), p. 335

<sup>6</sup> Paul Davies and Eric Pearse *Success in English Teaching*, (New york: Oxford University Press, 2002), p. 96

Chandra Segaran defines that writing is a mental activity of skilful decision-making, appropriate for the situation.<sup>7</sup> It can be inferred that the decision means that the functions of considering, such as the purpose of the text, the objective of the writer, the purpose of the reader in reading text, the situation and condition taking place.

Furthermore, Barli Bram states that to write means to try to produce or reproduce written messages.<sup>8</sup> It means that in writing process we need strategies to produce or reproduce written texts to convey messages between writers and reader in good communication.

From the opinions above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication.

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<sup>7</sup> Antonia Chandra Segaran, *Intervening to Help in the Writing Process*, (Singapore: Regional Language Center, 2002), p. 1

<sup>8</sup> Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta : Kanisius, 1995), p.7

## B. Concept of Descriptive Text

### 1. Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Diane A. Wilbur said that, descriptive writing is to create a clear picture or impression of person, place or object.<sup>9</sup> Fred D. White also said that descriptive text is drawing in words.<sup>10</sup>

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.<sup>11</sup>

From the opinion about descriptive above, so the writer concludes that the descriptive text is a text which is describes person, place, mood, situation, and etc., it also describes an object that appeal to the sense.

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<sup>9</sup> Diane A. Wilbur, *Composition: Models and Exercises*, (New York: Harcourt, Brace & World, Inc., 1966), p. 41.

<sup>10</sup> Fred D. White, *The Writers Art*, (California : Wadsworth, 1986), p.61.

<sup>11</sup> John E. Warriner, *English Grammar and Composition*, (New York: Harcourt, Brace Jovanovich, Publishers, 1982), p. 327

Besides that, descriptive text has several elements there are some elements of description. They are:

- a. *Concrete details.* A concrete detail is a specific description that supports, reflects, or expands a writer attitude or purpose. Example: The modern math student, using a calculator instead of a slide rule, makes speedy and accurate calculations.
- b. *Images.* An image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell). Example: Lightning crackled and sizzled across the darkened sky. (Sound and sight). The orange calico kitten's bristled tongue scratched its way across my cheek. (sight and touch; concrete details)
- c. *Similes.* A simile is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect. Example: Anger heated up in me like water about to boil. The lecturer was as exciting and informative as stale beer.



### **C. Guides in Writing Descriptive Text**

There are several things which should be known before writing descriptive text. They are:

a) Communicative purpose:

Descriptive is a type of written text, which has the specific function to give description about an object (human or nonhuman).

b) Rhetorical structure:

As explained before, the rhetorical structure of descriptive text is identification and description. Identification is a statement of topic or subject which wants to be described. Description is the details of identification or the object.

c) Grammatical patterns:

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherent devices. The present tense is used dominantly because in the descriptive text includes facts, general accepted-facts, or reality.

After knowing about the explanation above, when a writer wants to write descriptive text, he or she also should know the guides of writing descriptive text. There are some guides to write a descriptive text. According to John J. De Boer, there are six guides for writing description. They are:

1. Observe carefully and record your sense impressions.
2. Select significant details that convey a dominant impression of the subject.
3. Organize your description according to a unifying principle; for example, the order of space for descriptions of places.
4. Choose either stationary or a moving vantage point from which to describe a scene.
5. Use concrete, vivid language. Use figure of speech and connotative language.
6. In characterizing people: Give details of appearance and of actions. Use a person's own words where they serve to reveal character. Describe feelings and attitudes.<sup>12</sup>

#### **D. Purpose of Descriptive Text**

Based on the definition of descriptive text above the purpose of description is to present the reader with a picture of person, subject or setting. Similar to Diane A. Wilbur said that the goal of descriptive writing is to create a clear picture or impression of person, place or object.<sup>13</sup>

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<sup>12</sup> John J. De Boer, *Basic Language Messages and Meanings*, (New York: Harper & Row, Publishers, Inc. 1982), p. 90

<sup>13</sup> Diane A. Wilbur, *Composition: Models and Exercises.*, p. 41.

Meanwhile, Fred D. White said that there are several aims of descriptive text:

- A.** To see means to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
- B.** To explain means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.
- C.** To persuade means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and there by persuade the jury that accused committed burglary.
- D.** To re-create means make a reader making something. For example: the description allows the reader to re-create the experience particularly the sensory pleasures of that experience in their own minds, thereby enhancing their delight in the subject at hand.
- E.** To demonstrate means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the

animated quality of nature and how its processes are more complex can realize.<sup>14</sup>

### E. The Measurement of Writing Skill in Descriptive text

Writing is an important skill for students because of some reasons. First, writing strengthens the students' grammatical structure, idiom, and vocabulary. Second, writing gives a chance to students to apply the language they have learned. Third, writing reinforces students to express their ideas in correct words and sentences, especially in writing descriptive text. There are some criteria of measurement of writing skill in descriptive text:

**Table 2**

**The Measurement of Writing Skill in Descriptive Text**

Writing skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	knowledgeable, substantive development of thesis, relevant assigned topic
	26-22	Good to Average	more knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17	Fair to Poor	limited knowledge of subject, little substance inadequate development of topic.
	16-13	Very Poor	does not show knowledge of subject, no-

<sup>14</sup> Fred D. White, *The Writer's Art*, (California: wadsworth, 1986), p. 61-62.

			substantive, not pertinent, or not enough to evaluate.
Organization	20-18	Excellent to Very Good	uent expressions, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive
	17-14	Good to Average	omewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	on-fluent in idea confused or disconnected, lacks sequencing and development.
	9-7	Very Poor	oes not communicate, no organization or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	pphisticated range, effective word/idiom choice and usage word from mastery, appropriate register.
	17-14	Good to Average	dequate range, occasional errors of word/idiom form, choice, usage, meaning confused or obscured.
	13-10	Fair to Poor	imited range, frequent errors of work/edition form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	irtually no mastery of sentence construction rules, dominated by errors, does not communicate
Language	25-22	Excellent to Very Good	ffective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

	21-18	Good to Average	ffective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	ajor problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, meaning confused, or obscured.
	10-5	Very Poor	aving no mastery in syntax rule, there are many mistakes and uncommunicative.
Mechanic	5	Excellent to Very Good	emonstrates mastery of conventions, few errors of spelling punctuation, capitalization, paragraphing.
	4	Good to Average	ccasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor	requent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor	o mastery of conversations, dominated by errors of spelling, punctuation, capitalization,

			paraphrasing, handwriting, illegible, or not enough to evaluate.
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## 2) The Concept of Mind Mapping Technique

### 1. Definition of Technique

A technique is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom.<sup>15</sup> In the other word, a technique is specific activities in the language classroom to help language learners learn the language.

In the learning and teaching itself, technique means a way of teaching in order to make the process of learning and teaching run well. First states that techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.<sup>16</sup> Then, technique is the way that use by the lecture or the teacher in the classroom to ease the teaching activities.

According to Brown recover the statements from many terms states that technique is any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives.<sup>17</sup> The statement can be implied that to make the process of the teaching run well, the teacher is not only using the method but also she/he uses a suitable technique. By technique, the students will interest in learning

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<sup>15</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 8

<sup>16</sup>H. Douglas Brown, *Teaching by Principles.*, p. 14

<sup>17</sup> Ibid, p.16.

so, the students will think that studying is very nice and interesting moment. If the students enjoy the process of the teaching, the process of transfer knowledge will run efficiently and effectively.

Based on several definitions above, it can be concluded that mind mapping are used to organize brain thinking organization. Technique is a particular way of teaching. It means that mind mapping technique is a particular way of teaching that organizes and ensures the students to use their full potential brain capacity more efficiently and effectively. It helps the students to focus on the topic and help memorizing the structure of the sentence.

Mind mapping technique supplies a framework for organizing conceptual information in the process of defining a word or a sentence. The mind mapping also supports vocabulary to ease the students in making a sentence. Students write the word being studied in the center, and then work outward into other part.

## 2. Definition of Mind Mapping

The word “mapping” etymologically is derived from “map” that can be defined as follows: map is a graphic technique that possibly explores all of our brain skill in order to think and learn.<sup>18</sup> It can be inferred that mind map is a technique that use graphic to explore our brain efficiently. It means that mind map will help the students to

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<sup>18</sup>Sutanto Windura, *Mind Map Langkah Demi Langkah*, (Jakarta: PT Elex Media Komputindo, 2008), p. 16



explore their minds to think more effectively so that the process of teaching will run well.

According to Al-Jarf on Asian EFL Journal states a mind map is a graphic organizer in which the major categories radiate from a central idea and sub-categories are represented as branches of larger branches.<sup>19</sup> It shows that mind map will help the students how to develop the main idea which radiate from the central idea to a wide branch of idea. The students will use their own brain skill to think more. Mind map is whole brain thinking alternative to linear thinking. It reached out in all directions and captures various thoughts from all angles.

In line with the statement above, mind map can be called as an alternative of brain thinking to reach out all of the captures of the brain thinking from many angles. It gets all various designs of the students' thoughts in exploring main idea. Mind mapping is a learning system that will ensure children and be able to use the full potential of their brain capacity more efficiently and effectively.

### **3. Definition of Mind Mapping Technique**

Mind mapping technique is described in Hedge's book entitled Resource Books for Teachers that "Making a mind map is a strategy

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<sup>19</sup> Reima Al-Jarf, "Teaching Spelling Skills With a Mind Mapping Software", *Asian EFL Journal Professional Teaching Articles*, (Riyadh, Saudi Arabia: King Saud University), VOLUME 53 July 2011, p. 4

for note-making before writing.”<sup>20</sup> 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 Buzan, mind mapping has a natural organizational structure that radiates from the center and use lines, symbols, key words, color and images according to simple, brain-friendly concepts.<sup>21</sup> A mind mapping converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain’s natural way of doing things. 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

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<sup>20</sup> Tricia Hedge, *Resource Books for Teachers*, (Oxford: Oxford University Press, 1990), p. 30.

<sup>21</sup> Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.5

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

#### **4. The Rules of Mind Mapping Technique**

Buzan states that there are seven steps in making mind map, they are:

1. Starting from the center of the side length of blank paper lay flat. It means starting of the middle of the freedom brain to spread in all directions and to express idea more freely and naturally.
2. Using pictures or photos to the central idea. Because a picture is worth a thousand meaningful words in order to use imagination. A central picture would be more interesting, keep focused, helps the students to concentrate, and activate their brains.
3. Using colors. Due to the brain, the same color is as interesting as the picture. Colors make the mind map more alive, adding energy to the creative thinking and fun.
4. Connecting main branches to the central image and connecting them and level two and three to level one and two, and so on.

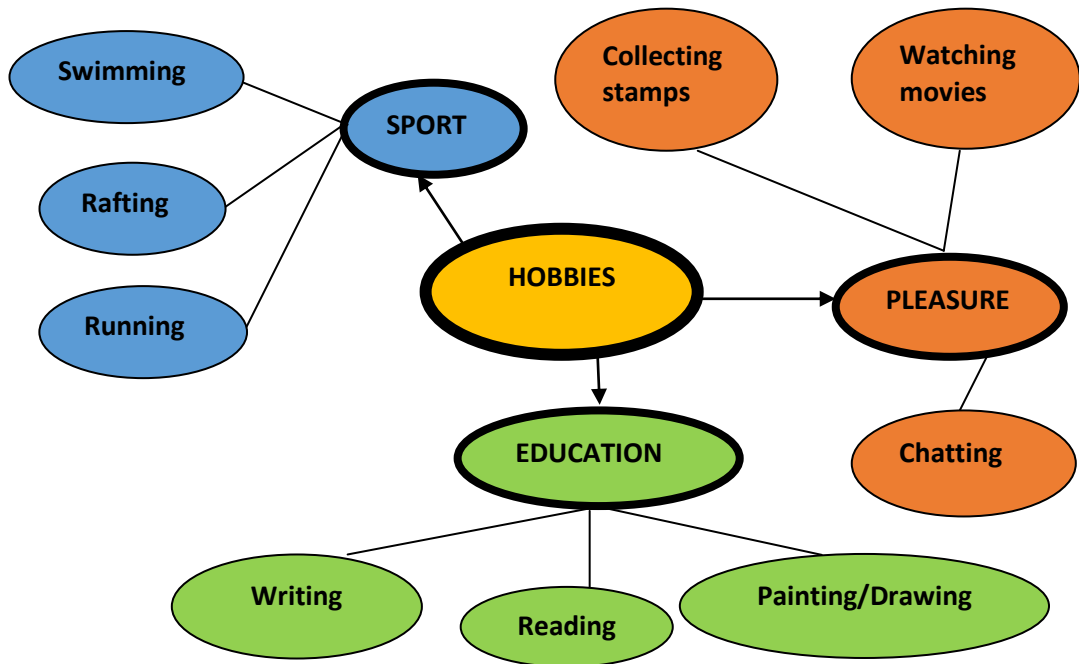
Because the brain works by association. Connecting the main branches will create and set up the basic structure or architecture of minds. It's similar to the way a tree linking branches which spread from the main stem.

5. Drawing a line and connecting the curve, not a straight line. Because straight line will dull the brain. The branches that curved and organic, like the branches of trees, is more appealing to the eyes.
6. Using one keyword for each line. Because a single keyword provide more power and flexibility to the mind map. Every single word or image is like a multiplier, generating a series of associations and the relationship itself.
7. Using pictures. Because a picture is worth a thousand meaningful words. So, if we have ten images in our mind map, meaning that it is equivalent to ten thousand words a note.<sup>22</sup>

Mind mapping can limit the students' idea so that they do not write out of the topic. Besides that, students do not need some ideas that do not use in their writing. For the reason, here is the example of mind mapping technique before writing with the topic about hobbies. The picture is looked like:

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<sup>22</sup> Tony Buzan, *buku pintar mind map*, (Jakarta: PT Gramedia Pustaka,2010), p. 15-16.



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 thinks 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 mapping, the related ideas can be explored and seen how they connect one to another from discovering ideas.<sup>23</sup>

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.

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<sup>23</sup> Betty Mattix Dietsch, *Reasoning and Writing Well*, (New York: Mc.Graw Hill, 2006), Fourth Edition p. 7.

### **3) Action Hypothesis**

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “By using Mind Mapping Technique can increase Student Writing Descriptive Text skill at the Eight Grade of SMP NEGERI 1 METRO KIBANG LAMPUNG TIMUR”.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **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 are 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 is 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 will be used in writing. From the branch, students can easily write some sentences using the words in the branch.

## **B. Research Setting**

This research is classroom action research type, and it will be conducted in the Eighth grader of SMP Negeri 1 Metro Kibang which was located in Metro Kibang, Lampung Timur, in academic year 2017/2018. 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 will ask the English teacher, Mr Suryadi S.Pd as the collaborator.

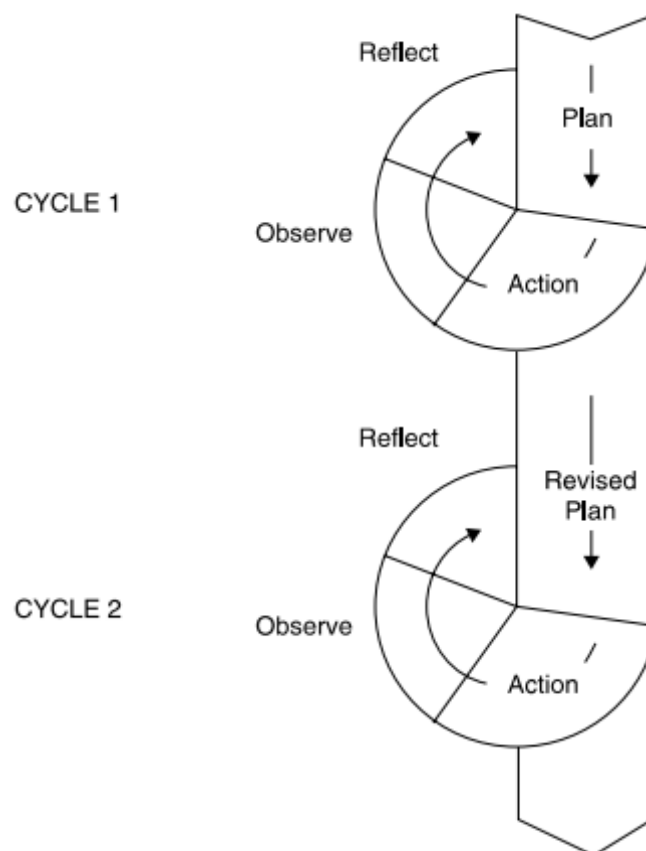
The subject of this research is 30 students of class VIII G SMP Negeri 1 Metro Kibang Lampung Timur. The students got difficulties in writing especially in writing descriptive text. The classroom action research will conduct based on the problem in teaching writing. So, the writer intends to know whether the using of Mind Mapping can increase the students writing skill in descriptive text.

## **C. Subject of The Study**

The subject of this research is Using Mind Mapping Technique to Increase Students Writing Skill in Descriptive Text at the Eight Grade of SMP Negeri 1 Metro Kibang Lampung Timur in Academic Year 2017/2018 of class VIII G from 30 students.

#### D. Research Procedure

The research procedure is the steps or process to investigate the research result in learning process. This research use 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. McNiff said that action research is a name given to particular way of researching us own learning.<sup>24</sup> It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teachers in learning process. Here is step of classroom action research design:



<sup>24</sup>Jean McNiff, Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Taylor and Francis e-Library, 2002), Second Edition, P. 15

Figure 1. classroom action research Kemmis and Mc Taggart Model<sup>25</sup>

Based on the explanation above, it can 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 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**

- a. The researcher prepares the lesson plan of writing descriptive text that is arranged from the syllabus.
- b. The researcher decides descriptive text materials that are suitable for the students.
- c. The researcher and the collaborator prepare source learning.
- d. The researcher and collaborator prepare the observation sheet.

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<sup>25</sup> Anne Burns, *“Doing Action Research in English Language Teaching”*. (New York: Routledge, 2010). P. 9

**e. 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:

**f. Pre Teaching Activities**

- i. The students pray and greet together.
- ii. The researcher and the collaborator check the attendant list.
- iii. The researcher and the collaborator asks the students condition.
- iv. The researcher and the collaborator choose the appropriate with the material going to be taught.

**g. While Teaching Process**

- i. The researcher and the collaborator applies the lesson plan.
- ii. The researcher and the collaborator explain about English Writing Descriptive Text and the formula to make Writing Descriptive Text.
- iii. The researcher and the collaborator gives the example about Writing Descriptive Text.
- iv. The researcher and the collaborator gives the example how to make Writing Descriptive Text.
- v. The researcher gives chances to the students to read one by one.
- vi. The researcher and the collaborator asks the students are there difficulties to make Writing Descriptive Text.

- vii. The researcher and the collaborator instruct to the students to read one by one in front of the class.
- viii. The researcher and the collaborator giving the scoring to the students.

#### **h. Post Teaching Activities**

- i. The researcher and the collaborator summarize the material of learning.
- ii. The researcher and the collaborator gives motivation to the students.
- iii. The researcher and the collaborator close the meeting.
- iv. The researcher and the collaborator greets to the students.

#### **v. Observing**

Observing is the activity of recording the even 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.

#### **vi. Reflecting**

The reflecting is the fourth steps that writer is done. The writer will 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 will 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

## **i.Cycle II**

### **i.Planning**

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

- i. The researcher and the collaborator prepare the lesson plan.
- ii. The researcher and the collaborator prepare the material.
- iii. The researcher and the collaborator prepare source learning.
- iv. The researcher and the collaborator prepare observation sheet.

### **ii. 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:

#### **i.Pre Teaching Activities**

- vii. The students pray and greet together.
- viii. The researcher and the collaborator check the attendant list.
- ix. The researcher and the collaborator asks the students condition.
- x. The researcher and the collaborator choose the appropriate with the material going to be taught.

#### **i. While Teaching Process**

- i.** The researcher and the collaborator applies the lesson plan.
- ii.** The researcher and the collaborator gives the example about writing descriptive text correctly.
- iii.** The researcher and collaborator gives explanation about the formula of descriptive text correctly.
- iv.** The researcher and collaborator explain about mind mapping technique.
- v.** The researcher and collaborator gives example about mind mapping technique.
- vi.** The researcher gives chances to the students to read one by one.
- vii.** The researcher and the collaborator asks the students are there difficulties writing descriptive text and mind mapping as the technique.
- viii.** The researcher and the collaborator instruct to the students to read one by one in front of the class.

**j. Post Teaching Activities**

- i.** The researcher and the collaborator summarize the material of learning.
- ii.** The researcher and the collaborator gives motivation to the students.
- iii.** The researcher and the collaborator close the meeting.



iv. The researcher and the collaborator greets to the students.

### **iii. Observing**

In the third step, the observer will 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 will also collect the data from the post-test and the result of student's activity.

### **iv. Reflecting**

In this step, the writer will 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.

## **i. 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 will 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 will 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.

**i. Pre-test**

The pre-test is give 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:

**ii. Post-test**

The post-test is 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 will 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.

**iii. Observation**

The purpose of observation is to describe about situations, events, individual, and the relationship between situations, events, and

individual.<sup>26</sup> 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 in answering the question, students' writing activity, students' participant and proclivity of students' learning English in the class.

#### **iv. Documentation**

Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.<sup>27</sup> The researcher used documentation to obtain the data about state of students, the history of SMP Negeri 1 Metro Kibang Lampung Timur state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

#### **v. 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.

### **ii. Research Instrument**

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<sup>26</sup> Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.285

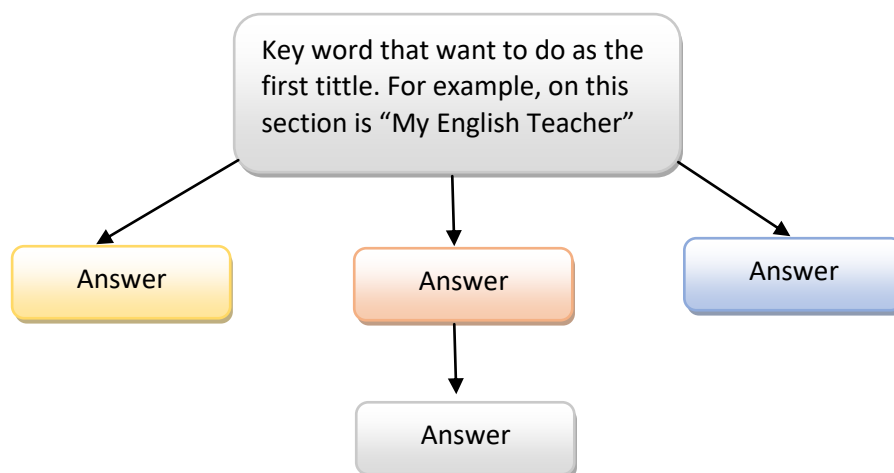
<sup>27</sup> Anne Burns, "*Collaborative Action Research for English Language Teachers*", (New York: Routledge, 1999), Page 140.

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 explanation of mind mapping instrument are follows:



Note:

Please write down of writing descriptive text based on the title above. You have to write the answer on the empty box available.

### 2. Observation

The observation instrument on this research is the activity of students during the learning process was begin. Then, the example of student observation will explain as follow:

No	Name	Indicators of Activity					Total
		1	2	3	4	5	
1							
2							

3							
4							
5							

Note:

Tick (  $\checkmark$  ) for activity students.

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. Observation

The Observation 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 was the last activity after giving treatment during the process. The field note instrument in this phase was giving by the collaborator who looking for all activity from the researcher during teaching learning process was begin. The model of field note instrument can be seen as follow:

Date and Time	Meeting	Note

### 1. Data Analysis Technique

To know the simulation technique can increase 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:<sup>28</sup>

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

$\bar{X}$  : Mean of average score       $N$  : Total number of student  
 $\sum X$  : Number of students score

Then, to know the result the writer will compare between pre-test and post-test. The result will 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.<sup>29</sup> 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 able to be stopped until cycle II. The formula to know the

<sup>28</sup> Donald Ary.et.al, "Introduction ton Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), Page 108.

<sup>29</sup> Daniel R. Tomal, "Action research for Educator. Second edition", (United Kingdom: Rowman & Littlefield Publishers.Inch, 2010), Page 109.

percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:<sup>30</sup>

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

***P*** : Class Percentage

***F*** : Frequency

***N*** : Number of Student

## **2. Indicator of Success**

The research reputed to be a success if 80 % of students 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.

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<sup>30</sup> Timothy C. Urdan, “*Statistics in Plain English*”, (London: Lawrence Erlbaum Associate Publishers, 2015), Page 10.

## **CHAPTER IV**

### **RESEARCH RESULT AND INTERPRETATION**

#### **A. Research Result**

In this chapter the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMP Negeri 1 Kibang Lampung Timur especially for the Eight grade of student in class VIII G SMP Negeri 1 Kibang Lampung Timur in academic year 2018/2019.

##### **1. The Profile of the School**

##### **1. The Brief Story of SMP Negeri 1 Kibang Lampung Timur**

SMP Negeri 1 Kibang Lampung Timur is one of the State Junior High School in East Lampung which is found under the Department Education Decision. It is located on the Harapan Street, Margototo District which was accredited B by BSNP (National Standardization of Education Board).

After knowing that Margototo village headman and society's figure of Margototo (Supardi, Zainal, Kamto) when to the province purposing a proposal in order SMP Negeri 1 Kibang Lampung Timur founded in Margototo. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, because of the restricted area, so the school was canceled to be founded.



For the sake of the reaching of the building of SMP so the village headman and society figure of Margototo purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing SMP Negeri 1 Kibang was agreed.

SMP Negeri 1 Kibang was founded in 1985 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Negeri 1 Kibang began the new year of education in 2003-2004.in 2003-2004 SMP Negeri 1 Kibang is led by Drs Junaidi. Now the headmaster SMP Negeri 1 Kibang is Sri Suhartini,S.Pd.,M.M.

Besides that, SMP Negeri 1 Kibang Lampung Timur for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh grade, eighth grade, and ninth grade.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

## **2. Vision and Mission of SMP Negeri 1 Kibang Lampung Timur**

### **1. Vision**

1. Having Quality
2. Religious
3. Populist

### **2. Mission**

1. Building Harmonious Relationship and Democratize
2. Improvement Insight
3. Optimal of Utilization
4. Improvement of Learning Process

### **3. Objective**

Creating a good graduation of SMP Negeri 1 Kibang Lampung Timur who have good quality of skill in religion and competent.

### **4. Strategy**

1. Make a discussion with another party's.
2. Intensive development to the teacher and all of employee
3. Added and utilization of infrastructure
4. Guided course in intra or extra
5. Continue and control to student's activity

### 3. The Condition of Teacher and Officer

SMP Negeri 1 Kibang Lampung Timur has 36 teachers. Two of them are English teachers. The data of the teachers and the staff of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen through this table as follow:

Table 3  
The Teacher Data of SMP Negeri 1 Kibang Lampung Timur

No	Name	Sex	Position
1	Sri Suhartini, S.Pd.M.M	Female	Headmaster
2	Imam Safingi S.Pd	Male	Islamic teacher
3	Hasan Basri S.Pd	Male	Islamic teacher
4	Ngadiono S.Pd	Male	Civic Education teacher
5	Sri Murni S.Pd	Female	Civic education teacher
6	Rumiyati S.Pd	Female	Indonesian teacher
7	Siswaniatun S.Pd	Female	Indonesian teacher
8	Boyatno S.Pd	Male	Indonesian teacher
9	Solmawati S.Pd	Female	Indonesian teacher
10	Susi Sumastri S.Pd	Female	Indonesian teacher
11	Sulistiorini S.Pd	Female	Mathematics teacher
12	Agus Priono S.Pd	Male	Mathematics teacher
13	Musirahwati S.Pd	Female	Mathematics teacher
14	Wiji Utami S.Pd	Female	Matematics teacher
15	Sri Hartati S.Pd	Female	Science teacher

16	Titik Sumiyati S.Pd	Female	Science teacher
17	T. Mulatsih,H S.Pd	Female	Science teacher
18	Ngatino S.Pd	Male	Science teacher
19	Yudi S.Pd	Male	Science teacher
20	Ambar Astaty S.Pd	Female	Social teacher
21	Solecha S.Pd	Female	Social teacher
22	Defi yulia S.Pd	Female	Social teacher
23	Sugiyanti S.Pd	Female	Social teacher
24	Sumarti S.Pd	Female	Social teacher
25	Sumanto S.Pd	Male	Culture art teacher
26	Sungkowo S.Pd	Male	Culture art teacher
27	A.Suwardi S.Pd	Male	English teacher
28	Sri Mujiyati S.Pd	Female	English teacher
29	Suryadi S.Pd	Male	English teacher
30	Netti S.Pd	Female	English teacher
31	Hendra Buana S.Pd	Male	Mulok
32	A.Henri c S.Pd	Male	Mulok
33	Ayunda S.Pd	Female	Mulok
34	Samsul Arifin, S.sos	Male	Administration staff
35	Amelia S.pd.I	Female	Administration staff
36	Supirah	Female	Administration staff
37	Supami	Female	Administration staff

38	A.Manurung	Male	Administration staff
39	Mulyata	Male	Administration staff

*Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.*

#### 4. Number of the Students at SMP Negeri 1 Kibang Lampung Timur

Number of students of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen on the following table:

Table 5  
Number of Students of SMP Negeri 1 Kibang Lampung Timur in Academic Year 2018/2019

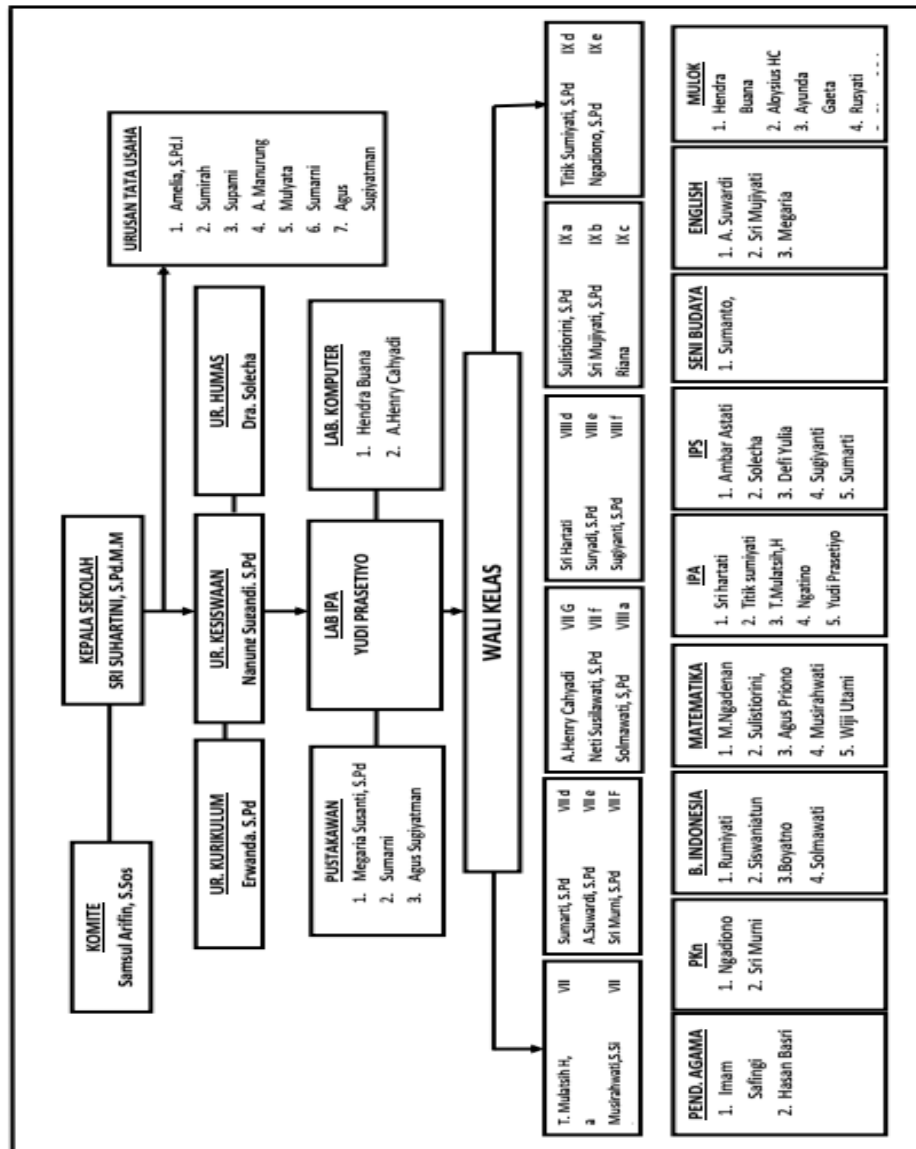
No	Class	Sex		Total
		Male	Female	
1	VII	93	118	211
2	VIII	69	104	173
3	IX	88	102	190
<b>Total</b>		<b>250</b>	<b>324</b>	<b>574</b>

*Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.*

#### 5. Organization Structure of SMP Negeri 1 Kibang Lampung Timur

Organization Structure of SMP Negeri 1 Kibang Lampung Timur can be seen as follow:

Figure 2  
Organization Structure of SMP Negeri 1 Kibang Lampung Timur



Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

## 6. The Infrastructure Situation of SMP Negeri 1 Kibang Lampung Timur

The infrastructure condition of SMP Negeri 1 Kibang have a good condition all of item, but some building is god enough or broken piece.

These building and facilities can be seen on the following table:

Table 6  
List of Infrastructure of SMP Negeri 1 Kibang Lampung Timur

No	Name of Bulding	Total	Explanation
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good
25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

## 7. The Site Sketch of SMP Negeri 1 Kibang Lampung Timur

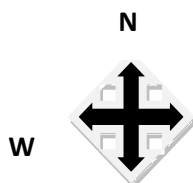
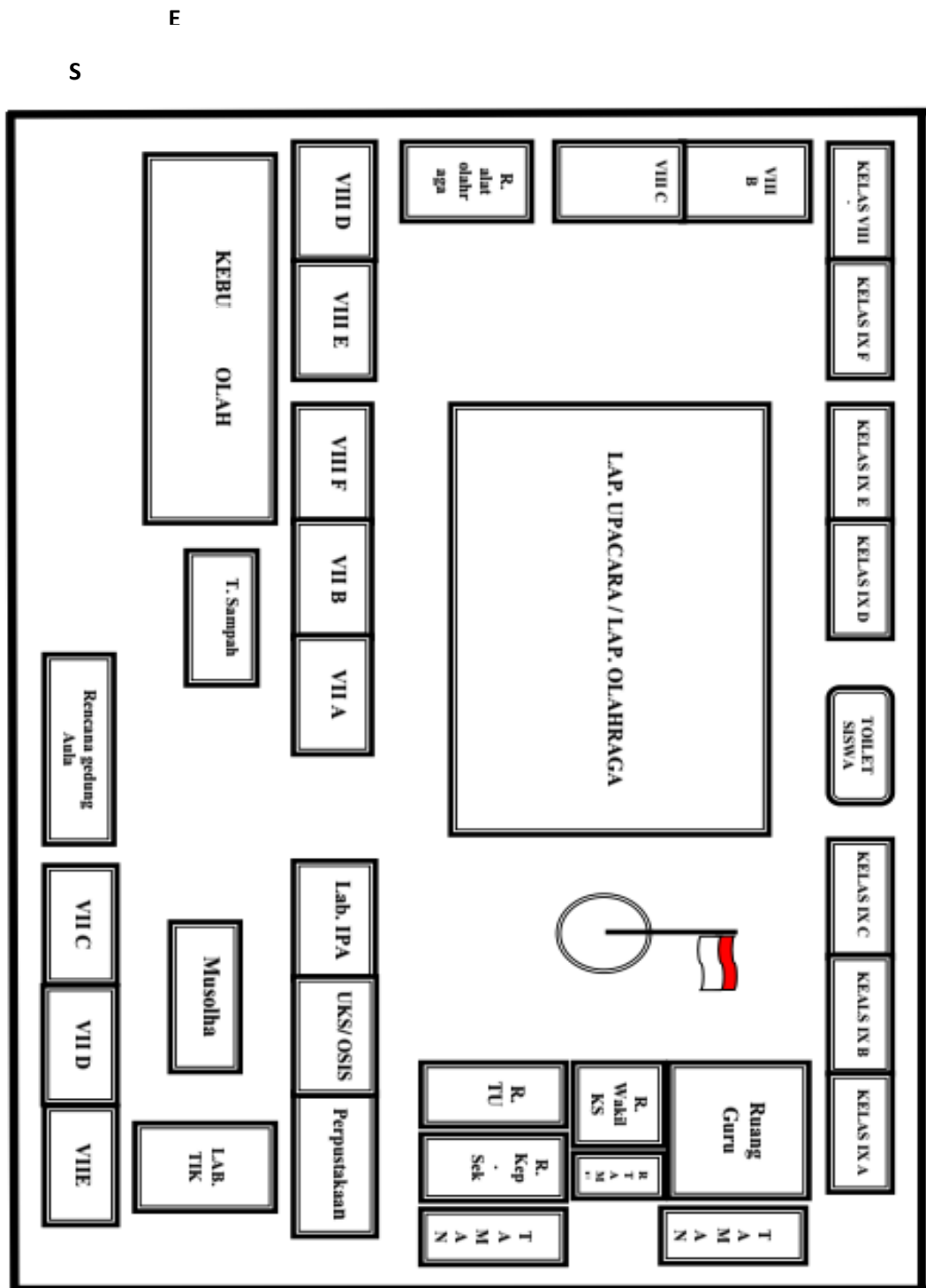


Figure 3  
The Sketch of SMP Negeri 1 Kibang Lampung Timur



Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

### 1. The Description of Research Result



This research was classroom action research, and it was conducted at the Eight Grade of SMP Negeri 1 Kibang Lampung Timur in academic year 2018/2019, which was located in Margototo Street Metro Kibang Lampung Timur. 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 text 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 students' learning activities.

#### **1. Pre-Test**

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Monday January 08<sup>th</sup> 2018 at 07.30 A.M until 09.00 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about descriptive text for 40 minutes by using mind mapping technique. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay 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 7  
The Score of Pre-Test Students Writing Descriptive Text

NO	NAME	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AS	17	7	13	11	2	50	Incomplete
2	ANS	17	8	12	13	3	53	Incomplete
3	ANP	16	10	13	13	2	54	Incomplete
4	BD	21	17	15	15	3	71	Complete
5	BS	14	10	15	11	2	52	Incomplete
6	BK	21	14	18	18	3	74	Complete
7	DSN	14	9	10	8	2	43	Incomplete
8	DE	13	8	11	12	2	46	Incomplete
9	APR	13	8	9	11	2	43	Incomplete
10	DSR	13	9	8	6	2	38	Incomplete
11	FE	22	17	17	11	3	70	Complete
12	IP	18	15	14	13	3	63	Incomplete
13	LDD	13	7	9	11	2	42	Incomplete
14	LUA	23	18	15	18	3	77	Complete
15	MS	13	7	8	6	5	39	Incomplete
16	MKH	15	13	8	10	3	49	Incomplete
17	MAL	14	10	14	11	2	51	Incomplete
18	NS	13	13	10	15	3	54	Incomplete
19	NV	14	10	17	14	3	58	Incomplete
20	NIK	23	10	10	8	2	53	Incomplete
21	NKH	15	14	11	12	2	54	Incomplete
22	PSI	17	14	16	11	2	60	Incomplete
23	RNI	14	13	15	11	3	56	Incomplete
24	RSL	13	12	11	8	2	46	Incomplete
25	RAS	13	9	10	12	3	47	Incomplete
26	SA	18	15	17	18	3	71	Complete
27	SM	15	17	10	15	2	59	Incomplete
28	TA	15	13	17	12	3	60	Incomplete
29	TM	13	7	7	8	2	37	Incomplete
30	TP	15	7	9	10	2	43	Incomplete
<b>TOTAL</b>							<b>1613</b>	

<b>HIGEST</b>	<b>77</b>
<b>LOWE</b>	<b>37</b>
<b>AVERAGE</b>	<b>54</b>

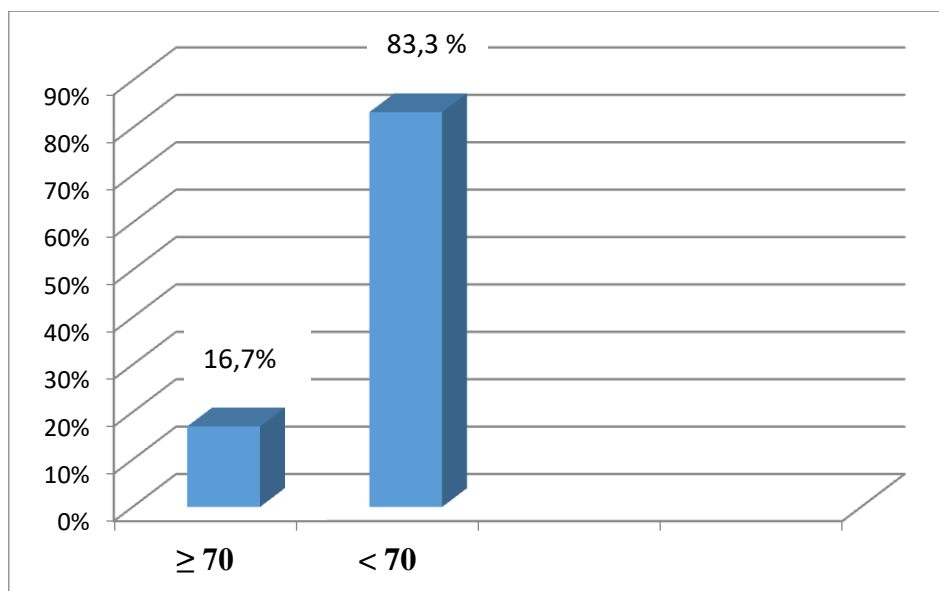
To know the interval of class students who passed the score the researcher uses the formula  $1+3,3 \times \log N$ , which will be sowing by the table below:

Table 8  
Percentage of Students Writing Descriptive Text Pre-Test Score

Interval	Frequency	Percentage	Explanation
$\geq 70$	5	16,7 %	Complete
$< 70$	25	83,3 %	Incomplete
<b>Total</b>	<b>30</b>	<b>100%</b>	

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

Graph 1  
Percentage of Students Writing Descriptive Text Pre-Test Score



Based on the result of student's writing descriptive text pre-test score, it can be inferred that only 16,7% or 5 students for the score among the interval of 69-84 and who passed the Minimum Standard Criteria

(MSC) at least 70, while 83,3 % or 25 students for the score among the interval of 37-69 did not pass the Minimum Standard Criteria (MSC) or less than 70. It indicated that the result of students writing descriptive text was still low. It was the reason why the writer used Mind Mapping Technique to increase students writing descriptive text. 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.

### **1. Cycle 1**

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the researcher conducted pre-test as comparison with post-test. The sequence of those steps as follows:

#### **1. Planning**

Planning was the first step which had to be carried out by the researcher at the very first cycle in conducting the research. In this section the researcher and the collaborator prepared some plans for the action based upon the problems that faced by the students. Some plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

## **2. Action**

The action in the cycle one consisted of 2 meetings. It was carried out on Wednesday, January 10<sup>th</sup>, 2018 at 07.30-09.10 A.M, Friday, January 12<sup>th</sup>, 2018 at 09.00 A.M – 11.00 A.M.

### **1. First Meeting**

The first meeting was conducted on Wednesday, January 10<sup>th</sup>, 2018 at 07.30-09.10 A.M and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Suryadi, S.Pd was the collaborator as well as an observer.

This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave learning material about the definition of writing descriptive text to the students. Afterwards the researcher divided the students into five small groups for discussion. Each group consisted of four until five students which led by the leader to represent the group in the post session to conclude the result of their discussion.

### **2. Second Meeting**

The second meeting was held on Thursday, August 31<sup>th</sup>, 2017 at 13.00 A.M – 14.30 P.M and it took about 2x45 minutes or 90 minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Then, the researcher gave learning material about the

generic structure of writing descriptive text to the students. Afterwards the researcher divided the students into five small groups for discussion same as the previous meeting.

The teacher reviews the lesson which had been taught in the previous session. The researcher gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully take by students. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the text.

Then, the researcher gave post-test to measure their skill. The kinds of the test are Essay which has same indicators as the previous test. Then the result of post-test one could be seen on the table below:

Table 9  
The Result of Students Writing Descriptive Text Post-Test I Score

NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AS	15	10	13	13	2	53	Incomplete
2	ANS	17	10	11	11	2	51	Incomplete
3	ANP	17	11	12	13	2	55	Incomplete
NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	Note
		CONT	ORG	VOC	LENG	MECH		
4	BD	23	18	18	16	4	79	Complete
5	BS	22	17	17	18	3	77	Complete
6	BK	21	14	18	18	3	74	Complete
7	DSN	16	13	17	17	3	66	Incomplete
8	DE	16	9	10	10	2	47	Incomplete
9	APR	16	11	13	12	3	55	Incomplete
10	DSR	17	13	9	9	2	50	Incomplete
11	FE	22	19	17	15	3	76	Complete

12	IP	19	16	14	13	3	65	Incomplete
13	LDD	22	13	10	14	3	62	Incomplete
14	LUA	22	17	15	14	3	71	Complete
15	MS	18	13	10	12	2	55	Incomplete
16	MKH	15	13	10	10	2	50	Incomplete
17	MAL	23	18	19	18	4	82	Complete
18	NS	13	14	13	13	2	55	Incomplete
19	NV	17	12	17	15	3	64	Incomplete
20	NIK	20	12	14	12	3	61	Incomplete
21	NKH	20	17	18	17	3	75	Complete
22	PSI	23	17	15	17	4	76	Complete
23	RNI	16	12	15	11	2	56	Incomplete
24	RSL	20	16	11	10	3	60	Incomplete
25	RAS	21	14	13	13	3	64	Incomplete
26	SA	22	15	13	11	3	64	Incomplete
27	SM	23	17	19	18	4	81	Complete
28	TA	22	17	17	18	3	77	Complete
29	TM	14	9	7	8	2	40	Incomplete
30	TP	21	15	18	15	2	71	Complete
<b>TOTAL</b>							<b>1912</b>	
<b>HIGHEST</b>							<b>82</b>	
<b>LOWEST</b>							<b>40</b>	
<b>AVERAGE</b>							<b>64</b>	

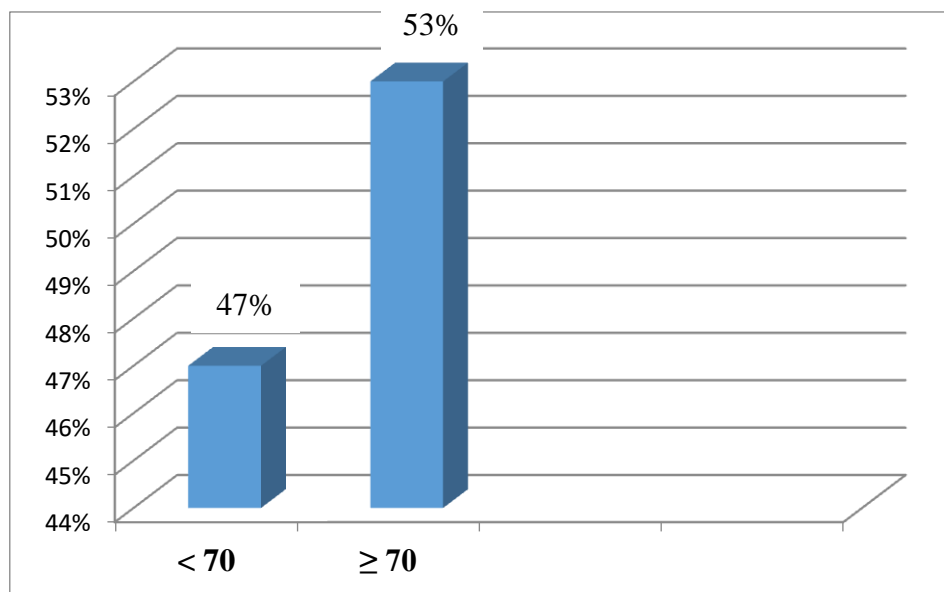
To know the interval of class students who passed the score the researcher used the formula  $1+3,3 \times \log N$ , that could be seen by the table below:

Table 10  
Percentage of Students Writing Descriptive Text Post-Test I Score

Interval	Frequency	Percentage	Explanation
$\geq 70$	16	53%	Complete
$< 70$	14	47%	Incomplete
<b>Total</b>	<b>30</b>	<b>100%</b>	

Then, the graph of percentage students writing descriptive text post-test 1 score could be seen as follow:

Graph 2  
Percentage of Students Writing Descriptive Text Post-Test 1 Score



Based on the result of student's writing descriptive text post-test 1 score above, it can be concluded that there were only 47% or 14 students for the score among the interval of 40-63 did not passed the Minimum Standard Criteria (MSC) at least 70 while 53 % or 16 students for the score among the interval of 64-87 passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of Post-Test 1 was 64. It indicated that the result of students writing descriptive text was improved that the pre-test score was 10, but viewed from the indicator of success of this research that 80% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I was unsuccessful based on the indicator of success.



### 3. Observation

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 student activities as follows:

1. The students pay attention the teacher explanation.
2. The students ask to the teacher about the material.
3. The students give an idea in teaching learning process.
4. The students respond the teacher questions.
5. The students can present their paper (result of discussion) in front of class.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 11  
Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AS	√			√	√	3
2	ANS		√				1
3	ANP	√	√	√	√	√	5
4	BD	√			√	√	3
5	BS			√	√		2
6	BK	√	√		√	√	4
7	DSN		√				1
8	DE		√		√		2
9	APR	√	√		√	√	4

10	DSR	√					1
11	FE		√				1
12	IP	√	√	√	√	√	5
13	LDD	√			√		2
14	LUA			√		√	2
15	MS	√		√	√	√	4
16	MKH			√			1
17	MAL			√	√		2
18	NS	√		√	√	√	4
19	NV		√				1
20	NIK	√	√	√	√	√	5
21	NKH			√	√		2
22	PSI			√	√		2
23	RNI	√	√			√	3
24	RSL	√	√	√	√		4
25	RAS				√		1
26	SA	√	√	√	√	√	5
27	SM		√		√		2
28	TA	√			√	√	3
29	TM	√		√	√		3
30	TP				√	√	2
<b>Total</b>		<b>16</b>	<b>13</b>	<b>12</b>	<b>23</b>	<b>13</b>	<b>77</b>
<b>Percentage</b>		<b>53%</b>	<b>43%</b>	<b>40%</b>	<b>77%</b>	<b>43%</b>	

Note :

< 50% : **Not Active**

≥ 50% : **Active**

Table 12  
Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AS	√			√	√	3
2	ANS		√	√			2
3	ANP	√	√	√	√	√	5
4	BD	√			√	√	3

5	BS	√		√	√		3
6	BK	√	√		√	√	4
7	DSN		√				1
8	DE	√	√		√		3
9	APR	√	√		√	√	4
10	DSR	√		√			2
11	FE		√			√	2
12	IP	√	√	√	√	√	5
13	LDD	√	√		√	√	4
14	LUA			√		√	2
15	MS	√		√	√	√	4
16	MKH			√			1
17	MAL		√	√	√		3
18	NS	√		√	√	√	4
19	NV		√				1
20	NIK	√	√	√	√	√	5
21	NKH	√		√	√		3
22	PSI			√	√		2
23	RNI	√	√	√		√	4
24	RSL	√	√	√	√		4
25	RAS				√		1
26	SA	√	√	√	√	√	5
27	SM	√		√			2
28	TA	√		√	√		3
29	TM			√	√	√	3
30	TP	√	√			√	3
<b>Total</b>		<b>19</b>	<b>16</b>	<b>17</b>	<b>22</b>	<b>15</b>	<b>89</b>
<b>Percentage</b>		<b>63%</b>	<b>53%</b>	<b>57%</b>	<b>73%</b>	<b>50%</b>	

Note :

< 50% : **Not Active**

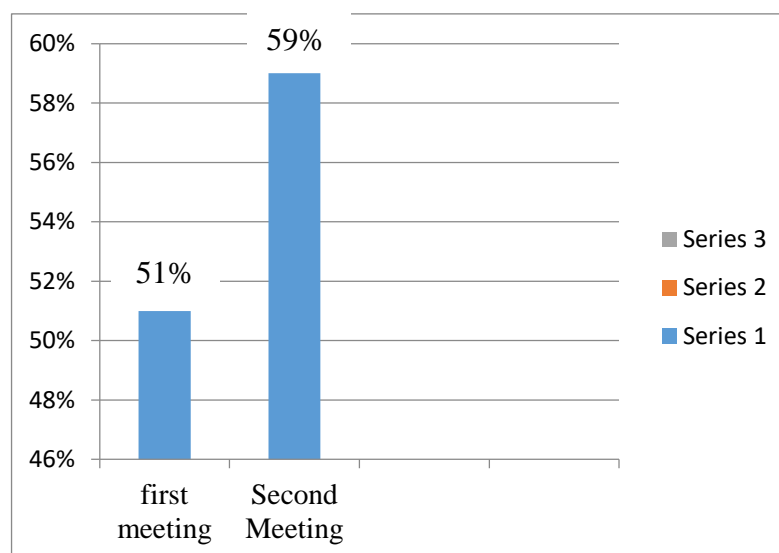
≥ 50% : **Active**

Table 13  
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Paying Attention from Teacher's	53%	63%	10

	Explanation			
2	Asking question to the teacher	43%	53%	10
3	Answering teacher's question	40%	57%	17
4	Giving an idea	77%	73%	4
5	Present their result discussion	43%	50%	7
<b>Total</b>		<b>256%</b>	<b>296%</b>	<b>48</b>
<b>Average</b>		<b>51%</b>	<b>59%</b>	

Graph 3  
The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 51 and second meeting was 59. Based on the result above, it could be concluding that the learning process was not successful related with the indicator of success at least 80 % passed the criteria.

#### 4. Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used mind mapping technique. Most of students still seemed confused in the class, most of students who difficulty 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 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 14  
The Comparison between Pre-Test and Post Test-Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AS	50	53	3	Increase
2	ANS	53	51	-2	Decrease
3	ANP	54	55	1	Increase
4	BD	71	79	8	Increase
5	BS	52	77	25	Increase
6	BK	74	74	0	Constant

7	DSN	43	66	23	Increase
8	DE	46	47	1	Increase
9	APR	43	55	12	Increase
10	DSR	38	50	12	Increase
11	FE	70	76	6	Increase
12	IP	63	65	2	Increase
13	LDD	42	62	20	Increase
14	LUA	77	71	-6	Decrease
15	MS	39	55	16	Increase
16	MKH	49	50	1	Increase
17	MAL	51	82	31	Increase
18	NS	54	55	1	Increase
19	NV	58	64	6	Increase
20	NIK	53	61	8	Increase
21	NKH	54	75	21	Increase
22	PSI	60	76	16	Increase
23	RNI	56	56	0	Constant
24	RSL	46	60	14	Increase
25	RAS	47	64	17	Increase
26	SA	71	64	-7	Decrease
27	SM	59	81	22	Increase
28	TA	60	77	17	Increase
29	TM	37	40	3	Increase
30	TP	43	71	28	Increase
<b>Total</b>		<b>1613</b>	<b>1912</b>	<b>239</b>	
<b>Average</b>		<b>54</b>	<b>64</b>		
<b>Mean</b>		<b>54</b>	<b>64</b>		

The table and the graphic above showed that the mean score of pre-test score was 54 and average score of post-test I was 64 and the mean improvement score was 10 points. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be

achieved yet that was 80% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

## **2. Cycle 2**

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

### **1. Planning**

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repare the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing descriptive text. In this phase the researcher and collaborator made the planning that

would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

## **2. Action**

The action of cycle II consisted of two meeting that was conducted on Wednesday, January, 17<sup>th</sup>, 2018 at 07.30 A.M - 09.00 A.M, Friday, January 19<sup>th</sup>, 2018 at 09.00 P.M - 11.00 A.M.

### **1. First Meeting**

The first meeting was held on Wednesday, January, 17<sup>th</sup>, 2018 at 07.30 A.M - 09.00 A.M and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mr.Suryadi, 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. Afterwards, the researcher gave the students the learning material about writing descriptive text. In section the researcher as the teacher also explained the used of simple present tense as the requirement of formula to make writing descriptive text well.

After explanation was done, the teacher ask to the students about the material, is the students are understanding or not. In this meeting condition of the class was effective. Most of



student was pay attention about the teacher explanation. Then for the next section the teacher order to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the recount text in post session. To strengthen their result discussion, the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

## **2. Second Meeting**

The second meeting was conducted on Friday, January 19<sup>th</sup>, 2018 at 09.00 P.M - 11.00 A.M and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mr. Suryadi, S.Pd as the collaborator as well as an observer. The process of this meeting is quite similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session.

It was not only the teacher dominated in the process but also the students took the responsibility by speaking out and

sharing about the text independently. Then, before the time was out the researcher give a motivation and feedback to strengthen the students understanding. In this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave post test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 16  
The Result of Students Writing Descriptive Text Post-Test II Score

NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AS	21	12	11	13	2	59	incomplete
2	ANS	23	12	18	14	3	70	complete
3	ANP	25	14	17	15	3	74	complete
4	BD	25	18	18	17	4	82	Complete
NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LENG	MECH		
5	BS	24	19	18	18	4	83	Complete
6	BK	22	17	16	15	3	73	Complete
7	DSN	23	13	18	14	4	72	Complete
8	DE	16	8	8	9	2	43	Incomplete
9	APR	24	15	17	15	4	75	Complete
10	DSR	20	14	13	11	2	60	Incomplete
11	FE	23	18	17	18	4	80	Complete
12	IP	22	16	18	14	4	74	Complete
13	LDD	22	13	13	15	4	67	Incomplete
14	LUA	21	17	17	12	3	70	Complete
15	MS	22	19	17	18	3	79	Complete
16	MKH	23	15	18	15	4	75	Complete
17	MAL	23	18	21	20	4	86	Complete
18	NS	22	17	17	15	3	74	Complete
19	NV	23	18	17	16	3	77	Complete
20	NIK	21	16	18	22	4	81	Complete
21	NKH	24	18	17	17	4	80	Complete
22	PSI	23	17	15	17	3	75	Complete

23	RNI	20	11	13	11	2	57	Incomplete
24	RSL	21	15	15	17	3	71	Complete
25	RAS	21	14	14	12	2	63	Incomplete
26	SA	22	15	15	16	3	71	Complete
27	SM	25	19	19	18	4	85	Complete
28	TA	25	16	19	17	3	80	Complete
29	TM	14	9	8	8	2	41	Incomplete
30	TP	22	15	18	16	3	74	Complete
<b>TOTAL</b>							<b>2151</b>	
<b>HIGHEST</b>							<b>86</b>	
<b>LOWEST</b>							<b>41</b>	
<b>AVERAGE</b>							<b>72</b>	

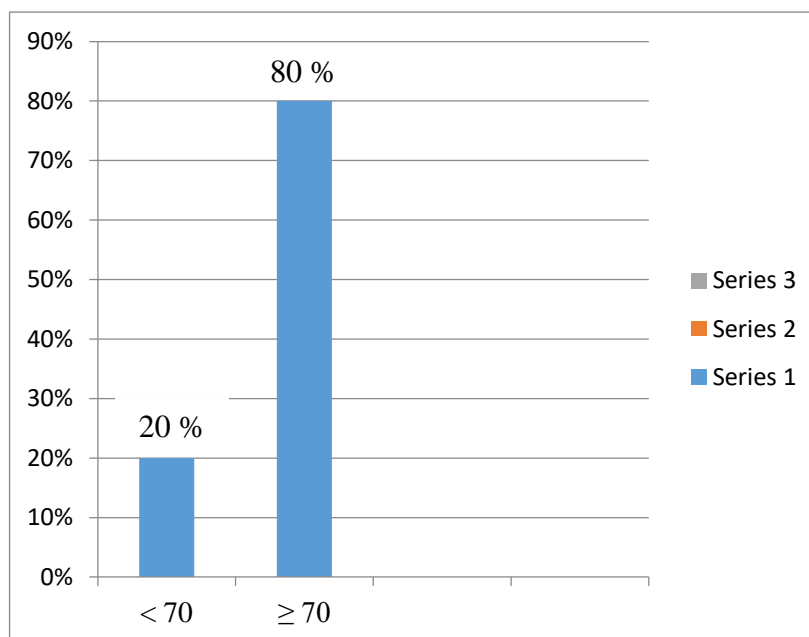
To know the interval of class students who passed the score the researcher used the formula  $1+3,3 \times \log N$ , that could be seen by the table below:

Table 17  
Percentage of Students Writing Descriptive Text Post – Test II  
Score

Interval	Frequency	Percentage	Explanation
$\geq 70$	24	80%	Complete
$< 70$	6	20%	Incomplete
<b>Total</b>	<b>30</b>	<b>100%</b>	

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

Graph 5  
Percentage of Students Writing Descriptive Text Post-Test II  
Score



Based on the table above, it can be seen that total from 30 students who get score among the interval 80-88 was 17%, students who get interval 73-80 was 47%, interval 65-72 was 17%. Then the students who did not pass the minimum standard criteria were 20% among the interval 41-64. It could

be concluding that 80% among the interval 65-88 students was passed the minimum standard criteria.

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

### **3. Observation**

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

The observation results of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 18

Observation Result of Students Learning Activity of First Meeting  
at Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AS	√		√	√	√	4
2	ANS		√	√			2
3	ANP	√	√	√	√	√	5
4	BD	√		√	√	√	4
5	BS	√		√	√		3
6	BK	√	√		√	√	4
7	DSN		√	√			2
8	DE	√	√		√	√	4
9	APR	√	√		√	√	4
10	DSR	√		√			2
11	FE	√	√	√		√	4
12	IP	√	√	√	√	√	5
13	LDD	√	√		√	√	4
14	LUA	√	√	√		√	4
15	MS	√		√	√	√	4
16	MKH		√		√		2
17	MAL	√	√	√	√		4
18	NS	√		√	√	√	4
19	NV		√				1
20	NIK	√	√	√	√	√	5
21	NKH	√		√	√		3
22	PSI	√		√	√		3
23	RNI	√	√	√	√	√	5
24	RSL	√	√	√	√		4
25	RAS		√		√		2
26	SA	√	√	√	√	√	5
27	SM	√		√	√		3
28	TA	√	√	√	√		4
29	TM			√	√	√	3
30	TP	√	√			√	3
<b>Total</b>		<b>23</b>	<b>19</b>	<b>23</b>	<b>22</b>	<b>18</b>	<b>105</b>
<b>Percentage</b>		<b>77%</b>	<b>63%</b>	<b>77%</b>	<b>73%</b>	<b>60%</b>	

Table 19  
Observation Result of Students Learning Activity at Second Meeting in Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AS	√		√	√	√	4
2	ANS	√	√	√		√	4
3	ANP	√	√	√	√	√	5
4	BD	√	√	√	√	√	5
5	BS	√		√	√	√	4
6	BK	√	√	√	√	√	5
7	DSN		√		√		2
8	DE	√	√	√	√	√	5
9	APR	√	√		√	√	5
10	DSR	√		√		√	3
11	FE	√	√	√		√	4
12	IP	√	√	√	√	√	5
13	LDD	√	√		√	√	4
14	LUA		√	√	√	√	4
15	MS	√		√	√	√	4
16	MKH	√		√	√		3
17	MAL	√	√	√	√		4
18	NS	√	√	√	√	√	5
19	NV		√				1
20	NIK	√	√	√	√	√	5
21	NKH	√	√	√	√	√	5
22	PSI	√		√	√		3
23	RNI	√	√	√	√	√	5
24	RSL	√	√	√	√	√	5
25	RAS	√		√	√		3
26	SA	√	√	√	√	√	5
27	SM	√		√	√	√	4
28	TA	√	√	√	√	√	5
29	TM	√	√	√	√	√	5
30	TP	√	√		√	√	4
<b>Total</b>		<b>27</b>	<b>24</b>	<b>24</b>	<b>28</b>	<b>25</b>	<b>128</b>
<b>Percentage</b>		<b>90%</b>	<b>80%</b>	<b>80%</b>	<b>93%</b>	<b>83%</b>	

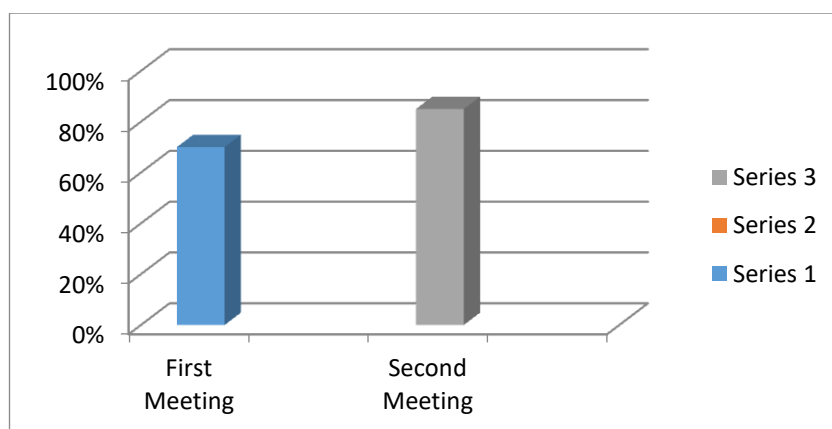
Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 20  
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin
		Meeting 1	Meeting 2	
1	Paying Attention from Teacher's Explanation	77%	90%	13
2	Asking question to the teacher	63%	80%	17
3	Answering teacher's question	77%	80%	3
4	Giving an idea	73%	93%	20
5	Present their result discussion	60%	83%	23
<b>Total</b>		<b>350%</b>	<b>426%</b>	<b>76</b>
<b>Average</b>		<b>79</b>	<b>85</b>	

Then, to know the graphic of students learning activity between meeting I and meeting II at cycle II will be sowed bellow:

Graph 6  
The Comparison between First Meeting and Second Meeting of Students Learning Activity at Cycle II





The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 70%, in second meeting the mean percentage was 85% and the mean score both meeting was 77% with the improvement percentage was 48%. It could be concluding that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

#### **4. Field Note**

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

#### **5. Reflection**

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

Table 21  
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Post-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AS	53	59	6	Increase
2	ANS	51	70	19	Increase
3	ANP	55	74	19	Increase
4	BD	79	82	3	Increase
5	BS	77	83	6	Increase
6	BK	74	73	-1	Decrease
7	DSN	66	72	6	Increase
8	DE	47	43	-4	Decrease
9	APR	55	75	20	Increase
10	DSR	50	60	10	Increase
11	FE	76	80	4	Increase
12	IP	65	74	9	Increase
13	LDD	62	67	5	Increase
14	LUA	71	70	-1	Decrease
15	MS	55	79	24	Increase
16	MKH	50	75	25	Increase
17	MAL	82	86	4	Increase
18	NS	55	74	19	Increase
19	NV	64	77	13	Increase
20	NIK	61	81	20	Increase
21	NKH	75	80	5	Increase
22	PSI	76	75	-1	Decrease
23	RNI	56	57	1	Increase
24	RSL	60	71	11	Increase
25	RAS	64	63	-1	Decrease
26	SA	64	71	7	Increase
27	SM	81	85	4	Increase
28	TA	77	80	3	Increase
29	TM	40	41	1	Increase
30	TP	71	74	3	Increase
<b>Total</b>		<b>1912</b>	<b>2151</b>	<b>239</b>	
<b>Average</b>		<b>64</b>	<b>72</b>	<b>Mean (6)</b>	
<b>High Score</b>		<b>82</b>	<b>86</b>		
<b>Low Score</b>		<b>40</b>	<b>41</b>		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 86 and the lowest score is 41. The average score of post-test II was 72. Besides, the percentage of students' successfulness of post-test II score was 80% or 27 students of the total students passed the minimum standard criteria and 20% or 7 students did not pass the minimum standard criteria (MSC) at least 70. It means that the indicator of success of this research had been achieved that was  $\geq$  70% students was gotten score 70. It indicated that the students' writing descriptive text was Increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that using Jigsaw Technique could increase students writing descriptive text.

## **2. Discussion**

Writing descriptive text would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

Based on the result of pre-test, post-test I and post-test II score from cycle I to cycle II, it was found out that there was a significant improvement of the students' score of teaching writing by using Mind Mapping Technique. It could be showed by the mean score from 54 in pre-test to 64 in post-test I became 72 in post-test II. Therefore, the writer concluded that the research was stopped at cycle 2 and assumed that the research was successful because the indicator of success in this research had been significantly achieved.

The researcher assumes that teaching by using Mind Mapping Technique can increase students writing descriptive text. By using group work the students learn writing descriptive easier because the students could be asking and discuss with the partner in the group. So, it has proved that Mind Mapping Technique could be one the interesting method to teaching writing descriptive text.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post-test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

## **1. Result of Students Learning**

### **1. Result of Students Pre-Test Score**

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through test in the form of essay which completed for 90 minutes. It was done on Monday, January 08<sup>th</sup> 2018. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 9 the students' average score was 54, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 5 students out of 30 students passed of the minimum standard criteria.

### **2. Result of Students Post-Test I Score**

In this research, to know the students' writing descriptive text mastery after implementing the treatment the researcher conducted the post-test I. It was done on Wednesday, January, 10<sup>th</sup>, 2018. Based on the table 11 the students' average was 64. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 10 students out of 30 students passed of the minimum standard criteria. It can be concluding that most of the students failed in achieving the material.

### 3. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post-test 1 in cycle I did not fulfilled the minimum mastery criteria yet that was only 54% passed the minimum standard criteria. The researcher presented the post-test II to measure the student's skill after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Friday 19<sup>th</sup>, 2018 at 09.00 A.M – 11.00 A.M. Based on the table 16 the students' average was 72, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 24 students out of 30 or 81% students passed of the minimum standard criteria and the research was successful.

### 4. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 22  
The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

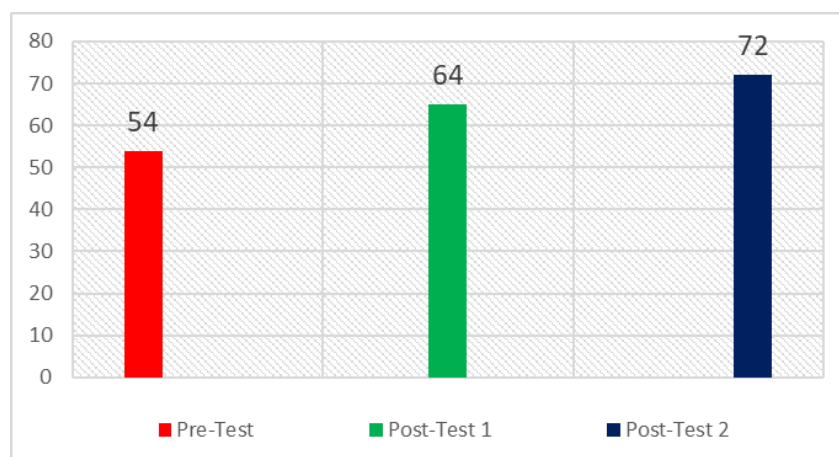
No	Name Initial	Score		
		Pre-Test	Post-Test I	Post-Test II
1	AS	50	53	59
2	ANS	53	51	70
3	ANP	54	55	74
4	BD	71	79	82
5	BS	52	77	83
6	BK	74	74	73

No	Name Initial	Score		
		Pre-Test	Post-Test I	Post-Test II
7	DSN	43	66	72
8	DE	46	47	43
9	APR	43	55	75
10	DSR	38	50	60
11	FE	70	76	80
12	IP	63	65	74
13	LDD	42	62	67
14	LUA	77	71	70
15	MS	39	55	79
16	MKH	49	50	75
17	MAL	51	82	86
18	NS	54	55	74
19	NV	58	64	77
20	NIK	53	61	81
21	NKH	54	75	80
22	PSI	60	76	75
23	RNI	56	56	57
24	RSL	46	60	71
25	RAS	47	64	63
26	SA	71	64	71
27	SM	59	81	85
28	TA	60	77	80
29	TM	37	40	41
30	TP	43	71	74
<b>Total</b>		<b>1613</b>	<b>1912</b>	<b>2151</b>
<b>Average</b>		<b>54</b>	<b>64</b>	<b>72</b>

Based on the table above, it can be describing in the graph as

follow:Graph 8

The Average Score of Students Writing Descriptive Text in Pre-Test, Post-Test I, and Post-Test II



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 54 to 64. There is increasing about 10 points. Then from the cycle II have progress average score from 64 to 74, there is increasing about 7 points.

## 2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

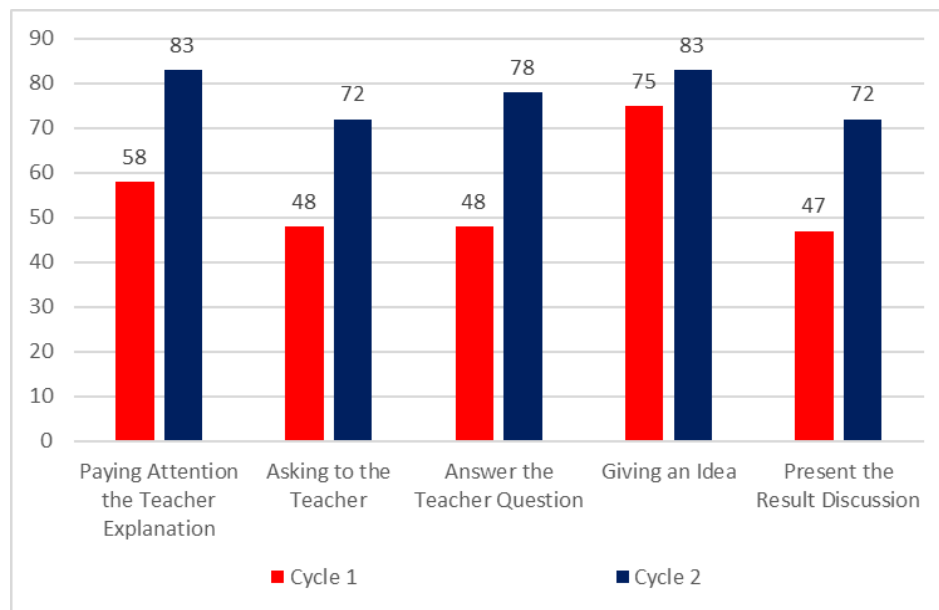


Table 23  
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	Cycle I	Cycle II	Increase
1	Paying Attention from Teacher's Explanation	58%	83%	26
2	Asking question to the teacher	48%	72%	24
3	Answering teacher's question	48%	78%	32
4	Giving an idea	75%	83%	8
5	Present their result discussion	47%	72%	25
<b>Total</b>		<b>276</b>	<b>388</b>	<b>112</b>
<b>Average</b>		<b>55</b>	<b>78</b>	<b>23</b>

Graph 9

Percentage of Students Activities at Cycle I and Cycle II



Based on the table above it could be seen that from the cycle I up to cycle II have significant increasing with the average score of students' activities at cycle I was 54% become 77% at cycle II. The students' activity to pay attention towards teacher's explanation from

cycle I to cycle II improved by the percentage at least 58 % in cycle I become 83% in cycle II and the increase percentage was 25%.

Then the students' participation to ask the teacher increase from the cycle I up to cycle II. The percentage of this activity in cycle I was 48% and in cycle II 72% by the improvement percentage was 24%. The percentage of students' answer the teacher questions in cycle I was 48% and in cycle II was 78% by the increase percentage was 30%. It would be concluding that this activity was improved also.

After that the student's participation to give their idea during the discussion improved significantly. The percentage of this activity in cycle I was 75 % and at cycle II was 83% by the improvement percentage was 8%. In the students' present their result discussion also improved. It could be seen in cycle I in which the percentage of this activity was 47% and in cycle II was 72% by the improvement percentage was 25%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant increase by applying Mind Mapping Technique to teach writing descriptive text from cycle I to cycle II by the mean percentage consecutively from 54% to 77% in which the mean percentage was 23%.

Based on the above discussion, it can be concluded that the Mind Mapping Technique can increase the students' writing descriptive text at the eighth grader of SMP Negeri 1 Kibang Lampung Timur in

academic year 2017/2018 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 80% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 1. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusions as follow:

1. Mind Mapping Technique can be effective Technique to increase writing descriptive text skill. The process in this Technique made the students become more active and enthusiastic during teaching learning process. In order word made the students easier to comprehend the learning material so it could improve students writing descriptive text skill.
2. Then, there was significant improvement of student's writing skill in descriptive text from pre-test up to post-test II. It could be seen in pre-test in which the average score was 54 by the percentage of success was 16%, in post-test I the average score was 64 by the percentage of success was 42% and in post-test II the average score was 72 by the percentage of success was 80%.
3. This Classroom Action Research was successful viewed from indicator of success because of 80% or 30 of the total students already passed the criteria by the minimum standard criteria (MSC) score at least 70. As a result, the cycle could not be conducted in the next cycle.

## **2. Suggestion**

Regarding on the research finding and conclusion in the previous chapter, the researcher would like to deliver some suggestions as follows:

### **1. For Students**

The writer expects that the result of this research to the students to improve their writing skill, especially to make writing descriptive text skill by using mind mapping technique to comprehend the learning material so it could improve students writing descriptive text skill.

### **2. For English Teacher**

As the learning model in teaching English specially to improve student's writing skill and can give more motivation to the students by using mind mapping technique in descriptive text to be more active in teaching and learning process. The English teacher can create fun and easy way in English learning by using mind mapping technique in order to the students feel enjoy in teaching and learning process.

### **3. For Headmaster**

The result of this research as a positive contribution to headmaster to increase the quality of the teacher in the school and for English Instruction by using mind mapping technique in descriptive text especially to make research about writing.

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# APPENDICES





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2781/ln.28.1/J/TL.00/11/2017  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

24 November 2017

Kepada Yth:

1. Drs. Kuryani Utih, M.Pd.
  2. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi  
 Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Riski Rismawati  
 NPM : 1293277  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

197506102008011014



**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SMP NEGERI 1 KIBANG**



Alamat: Jl. Harapan Margototo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telp: 0725 7853123 email : smpn1kibanglantim@gmail.com

Nomor : 420/342/11/SMP.1/2016

Lamp. : -

Hal : Izin Pelaksanaan PRA SURVEY

Kepada

Yth : Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro

Di

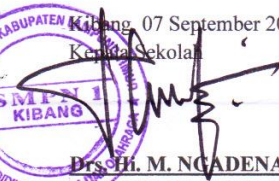
Tempat

Berdasarkan surat yang kami terima bernomor Sti.06/JST/PP.00.9/1671/2016 tertanggal 25 Agustus 2016 tentang Izin Pelaksanaan Pra Survei Program Study Bahasa Inggris , kami selaku pihak SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama : **RISKI RISMAWATI**  
 NPM : 1293277  
 Judul Skripsi : **‘USING MIND MAPPING TO INCREASE THE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHT GRADERS OF SMPN 1 KIBANG ACEDEMIC YEAR 2016 / 2017’**

Waktu Pelaksanaan : *05 September 2016*

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kibang, 07 September 2016  
 Kepala Sekolah  
  
**Drs. H. M. N. ADENAN, M.MPd**  
 NIP.19620602 199103 1 003



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBİYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Sti.06/JST/PP.00.9/1671/2016 Metro, 25 Agustus 2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

**Kepada Yth.,**  
Kepala Sekolah SMPN 1 Kibang  
Di –  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Riski Rismawati  
NPM : 1293277  
Jurusan : Tarbiyah  
Prodi : TBI  
Judul : Using Mind Mapping To Increase The Students' Writing Skill  
in Descriptive Text At The Eight Graders Of SMPN 1 Kibang  
Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMPN 1 Kibang.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan,

Dr. Hj. Akla, M.Pd  
NIP. 19691008 200003 2005/4



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2892/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : RISKI RISMAWATI  
NPM : 1293277  
Semester : 11 (Sebejas)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 1 METRO KIBANG LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MIND MAPPING TECHNIQUE TO INCREASE THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 METRO KIBANG LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 29 November 2017

Mengetahui,  
Pejabat Setempat

\_\_\_\_\_





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-2893/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 1 METRO  
KIBANG LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2892/In.28/D.1/TL.01/11/2017,  
tanggal 29 November 2017 atas nama saudara:

Nama : **RISKI RISMAWATI**  
NPM : 1293277  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 METRO KIBANG LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MIND MAPPING TECHNIQUE TO INCREASE THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 METRO KIBANG LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

29 November 2017  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NID 19670531 199303 2 009





**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA**  
**SMP NEGERI 1 KIBANG**

Alamat: Jl. Harapan Margototo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email: smpn1kibanglantim@gmail.com

**SURAT KETERANGAN**

No: 800/198/11/SMP.1/2018

Yang bertanda tangan di bawah ini :

Nama : **SRI SUHARTINI, S.Pd.,M.M.**  
 NIP : 19640915 199203 2 006  
 Jabatan : Kepala Sekolah  
 Pangkat/Gol : Pembina Tk.1/ IV b  
 Unit Kerja : SMP Negeri 1 Kibang

Menerangkan bahwa :

Nama : **RISKI RISMAWATI**  
 NPM : 1293277  
 Program Study : Pendidikan Bahasa Inggris

Telah melaksanakan Observasi/Survey di SMP Negeri 1 Kibang Kab. Lampung Timur pada :

Hari dan tanggal : 10 januari 2018 sampai 19 januari 2018  
 Tempat : SMP Negeri 1 Kibang Kab. Lampung Timur  
 Judul : **“USING MIND MAPPING TECHNIQUE TO INCREASE THE  
 STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT AT THE  
 EIGHTH GRADERS OF SMP NEGERI 1 METRO KIBANG  
 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018”**

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Metro Kibang, 19 januari 2018

Kepala Sekolah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.ain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-716/tn.23/S/OT.01/06/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RISKI RISMAWATI  
NPM : 1293277  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 1293277.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2017  
Kepala Perpustakaan

Drs. Mokhtadi Sudin, M.Pd.  
NIP. 195805311981031001

**SURAT KETERANGAN**

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : *Riski Rismawati*

NPM : *1253277*

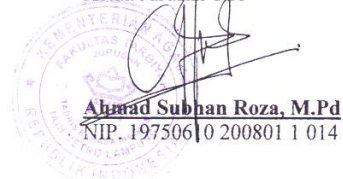
Fakultas : *Tarbiyah dan Ilmu Keguruan*

Jurusan : *TBI*

Angkatan : *2012*

Telah menyerahkan buku berjudul *Speaking for Yourself*

Metro, 2017  
Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



## SYLLABUS PEMBELAJARAN

Sekolah : .....  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 1 (Satu)  
 Aspek/Skill : Menulis (writing)  
 Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Lokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	Teks fungsional pendek berupa : <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> Tata Bahasa <ul style="list-style-type: none"> <li>• Kalimat sederhana mengundang</li> </ul>	4. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 5. Penguatan kembali kosakata dan tata bahasa terkait jenis	4. Melengkapi rumpang teks fungsional pendek 5. Meyusun kata menjadi teks fungsional yang bermakna 6. Menulis teks	tes tulis	Melengkapi rumpang  Menyusun kata acak  essay	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the word into good sentences.</i> 3. <i>Write simple sen-</i>	40 Menit	Buku KS siswa yg relevan, contoh undangan, pesan SMS  Gambar yg relevan

<p>berinteraksi dengan lingkungan sekitar</p> <p>7.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan</p>	<p>mengumumkan menyampaikan pesan</p> <p>Kosa kata</p> <p>Kata terkait tema</p> <p>an jenis teks</p> <p>Tanda baca</p> <p>Spelling</p> <p>1. Teks rumpang</p> <p>berbentuk <i>descriptive</i></p> <p><i>recount</i></p> <p>Tata bahasa kalimat sederhana</p> <p>Simpel present tense</p> <p>Simpel past tense</p> <p>past cont tense</p> <p>Kosa kata kata terkait tema dan</p>	<p>teks fungsional</p> <p>6. Menulis kalimat sederhana terkait jenis teks</p> <p>7. Menulis teks fungsional pendek berdasarkan konteks</p> <p>9. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i>.</p> <p>10. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/real</p>	<p>fungsional pendek</p> <p>3. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></p> <p>4. Menyusun kalimat menjadi teks yang bermakna dalam bentuk</p>	<p>es tulis</p> <p>es tulis</p> <p>es tulis</p>	<p><i>Completion</i></p> <p><i>Jumbled sentences</i></p>	<p><i>tences based on the situation given</i></p> <p>4. Write an invitation/ an announcement / message based on the situation given.</p> <p>Complete the paragraph using the suitable words.</p> <p>Rearrange the following sentences correctly.</p>		<p>uku KS siswa yg relvan</p> <p>ambar terkait tema/topik</p>
--	---	--	--	---	--	--	--	---

<p>lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>nis teks kata penghubung and, then, after that, before dsb Tanda Baca, Spelling</p>	<p>ia. 11. Melengkapi rumpang dalam teks deskriptif dan recount dengan kata yang tepat. 12. Menyusun kalimat acak menjadi teks deskriptif dan recount yang terpadu. 13. Membuat draft teks <i>descriptive</i> dan <i>recount</i> secara mandiri. 14. Mengekspos teks <i>descriptive</i> dan <i>recount</i> yang ditulis di kelas.</p>	<p><i>descriptive</i> dan <i>recount</i>. 5. Menulis teks esai dalam bentuk a. <i>descriptive</i> dan <i>recount</i>.</p>		<p><i>Essay</i></p>	<p><i>Write an essay describing something or a certain place.</i> <i>Telling what you did last Sunday</i></p>		<p>enda-benda dilinngkungan sekitar  uku KS siswa</p>
--	--	---	---	--	---------------------	---	--	---

<b>arakter Siswa yang diharapkan: Dapat dipercaya, Rasa Hormat, Perhatian dan Tekun</b>		
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**Mengetahui;**  
**Kepala Sekolah .....**

( ..... )  
**NIP / NIK : ; .....**


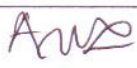


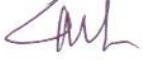






....., .....**20.....**  
**Guru Mapel Bahasa Inggris,**





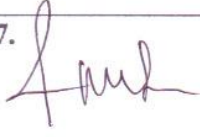



( ..... )  
**NIP / NIK : ; .....**

### ATTENDANCE LIST OF POST-TEST I

Class :

Date :

NO	STUDENTS NAME	SIGNATURE	
1.	Anang Stiawan	1. 	2. 
2.	Andri Setiawan		
3.	Anggun Nadila putri	3. 	
4.	Bagas Dwi A		4. 
5.	Bagas Saputra	5. 	
6.	Beni Kurniawan		6. 
7.	Dadang Suryanto	7. 	
8.	Dea Erviana		8. 
9.	Dicki Pratama	9. 	
10.	Dio Sapta R		10. 
11.	Fera	11. 	
12.	Indra Purnama		12. 
13.	Lidya Dwi D	13. 	
14.	Lulu Agustina		14. 
15.	Miftahus Surur	15. 	
16.	Muhamad Kohar		16. 
17.	Muhammad Alfarizilatif	17. 	
18.	Nabela S		18. 
19.	Nabila Vebriyanti	19. 	
20.	Nanda Ilham K		20. 
21.	Nurkholis	21. 	
22.	Puspita Sari		22. 

23.	Rani	23.		24.	
24.	Ranova Salsabella				
25.	Rika Adi Sanjaya	25.		26.	
26.	Selvia Anjelika				
27.	Seto Murdiantoro	27.		28.	
28.	Thomas Ardika				
29.	Tika Maharani	29.		30.	
30.	Tomy Prasetyo				

### ATTENDANCE LIST OF TREATMENT I

**Class** :

**Date** :

NO	STUDENTS NAME	SIGNATURE	
1.	nanang Stiawan		
2.	ndri Setiawan		
3.	nggun Nadila putri		
4.	agas Dwi A		
5.	agas Saputra		
6.	eni Kurniawan		
7.	adang Suryanto		
8.	ea Erviana		
9.	icki Pratama		
10.	io Sapta R		
11.	era	1.	2.
12.	dra Purnama		
13.	dya Dwi D	3.	4.
14.	ulu Agustina		
15.	iftahus Surur	5.	5.
16.	uhamad Kohar		
17.	uhammad Alfarizilatif	7.	3.
18.	abela S		
19.	abila Vebriyanti	9.	0.
20.	anda Ilham K		
21.	urkholis	1.	2.
22.	uspita Sari		
23.	ani	3.	4.
24.	anova Salsabella		
25.	ika Adi Sanjaya	5.	5.
26.	elvia Anjelika		
27.	eto Murdiantoro	7.	

28.	Thomas Ardika		).
29.	ka Maharani	).	).
30.	omy Prasetyo		



### ATTENDANCE LIST OF POST-TEST I

**Class** :

**Date** :

NO	STUDENTS NAME	SIGNATURE
	Anggi Stiwani	
	Andri Setiawan	
	Anggun Nadila putri	
	Agas Dwi A	
	Agas Saputra	
	Eni Kurniawan	
	Adang Suryanto	
	Aea Erviana	
	Aicki Pratama	
1.	Ario Sapta R	
2.	Aera	
3.	Ara Purnama	
4.	Arya Dwi D	
5.	Ayulu Agustina	
6.	Ayifthus Surur	
7.	Ayuhamad Kohar	
8.	Ayuhammad Alfarizilatif	
9.	Ayabela S	
10.	Ayabila Vebriyanti	
11.	Ayanda Ilham K	
12.	Ayurkholis	
13.	Ayuspita Sari	
14.	Ayani	
15.	Ayanova Salsabella	
16.	Ayika Adi Sanjaya	
17.	Ayelvia Anjelika	
18.	Ayeto Murdiantoro	

3.	Thomas Ardika		3.
4.	ka Maharani	4.	
5.	omy Prasetyo		5.

### ATTENDANCE LIST OF TREATMENT II

**Class** :

**Date** :

NO	STUDENTS NAME	SIGNATURE	
	Anggi Stawan		
	Andri Setiawan		
	Anggun Nadila putri		
	Agas Dwi A		
	Agas Saputra		
	Eni Kurniawan		
	Adang Suryanto		
	Dea Erviana		
	Dicki Pratama		
1.	Dio Sapta R		
1.	Era	1.	
2.	Dra Purnama		2.
3.	Dya Dwi D	3.	
4.	Dulu Agustina		4.
5.	Diftahus Surur	5.	
6.	Duhamad Kohar		6.
7.	Duhammad Alfarizilatif	7.	
8.	Dabela S		8.
9.	Dabila Vebriyanti	9.	
10.	Danda Ilham K		10.
11.	Durkholis	11.	
12.	Duspita Sari		12.
13.	Dani	13.	
14.	Danova Salsabella		14.
15.	Dika Adi Sanjaya	15.	
16.	Delvia Anjelika		16.
17.	Deto Murdiantoro	17.	

3.	Thomas Ardika		3.
4.	ka Maharani	4.	
5.	omy Prasetyo		5.

**ATTENDANCE LIST OF POST-TEST II**

Class : \_\_\_\_\_

Date : \_\_\_\_\_

NO	STUDENTS NAME	SIGNATURE	
		1.	2.
1.	nanang Stiawan	1.	2.
2.	ndri Setiawan		
3.	nggun Nadila putri	3.	4.
4.	agas Dwi A		
5.	agas Saputra	5.	6.
6.	eni Kurniawan		
7.	adang Suryanto	7.	8.
8.	ea Erviana		
9.	icki Pratama	9.	10.
10.	io Sapta R		
11.	era	11.	12.
12.	dra Purnama		
13.	dya Dwi D	13.	14.
14.	ulu Agustina		
15.	iftahus Surur	15.	16.
16.	uhammad Kohar		
17.	uhammad Alfarizilatif	17.	18.
18.	abela S		
19.	abila Vebriyanti	19.	20.
20.	anda Ilham K		
21.	urkholis	21.	22.
22.	uspita Sari		
23.	ani	23.	24.
24.	anova Salsabella		
25.	ika Adi Sanjaya	25.	26.
26.	elvia Anjelika		
27.	eto Murdiantoro	27.	

<b>28.</b>	Thomas Ardika		<b>28.</b>
<b>29.</b>	Ika Maharani	<b>29.</b>	<b>30.</b>
<b>30.</b>	omy Prasetyo		

**ATTENDANCE LIST Class :****Date :**

<b>NO</b>	<b>STUDENTS NAME</b>	<b>SIGNATURE</b>	
1.	Ang Stawan	1.	2.
2.	Andri Setiawan		
3.	Anggun Nadila putri	3.	4.
4.	Agas Dwi A		
5.	Agas Saputra	5.	6.
6.	Eni Kurniawan		
7.	Adang Suryanto	7.	8.
8.	Dea Erviana		
9.	Adicki Pratama	9.	10.
10.	Adio Sapta R		
11.	Aera	11.	12.
12.	Adra Purnama		
13.	Adya Dwi D	13.	14.
14.	Aulu Agustina		
15.	Aiftahus Surur	15.	16.
16.	Auhamad Kohar		
17.	Auhammad Alfarizilatif	17.	18.
18.	Aabela S		
19.	Aabila Vebriyanti	19.	20.
20.	Aanda Ilham K		
21.	Aurkholis	21.	22.
22.	Auspita Sari		
23.	Aani	23.	24.
24.	Anova Salsabella		
25.	Aika Adi Sanjaya	25.	26.
26.	Aelvia Anjelika		
27.	Aeto Murdiantoro	27.	

<b>28.</b>	Thomas Ardika		<b>28.</b>
<b>29.</b>	Ika Maharani	<b>29.</b>	<b>30.</b>
<b>30.</b>	omy Prasetyo		



NO	NAME	The Students' Activity					Total Score
		a	b	c	D	e	
1	Anang Stiawan	✓			✓		3
2	Andri Setiawan		✓				2
3	Anggun Nadila putri	✓	✓		✓		5
4	Bagas Dwi A	✓		✓	✓		3
5	Bagas Saputra	✓		✓	✓		3
6	Beni Kurniawan	✓	✓		✓		4
7	Dadang Suryanto		✓				1
8	Dea Erviana	✓	✓		✓		3
9	Dicki Pratama	✓	✓		✓		4
10	Dio Sapia R	✓		✓			2
11	Fera		✓				2
12	Indra Purnama	✓	✓		✓		5
13	Lidya Dwi D	✓	✓		✓		4
14	Lulu Agustina			✓		✓	2
15	Miftahus Surur	✓		✓	✓		3
16	Muhamad Kohar			✓			1
17	Muhammad Alfarizilatif		✓		✓		3
18	Nabela S	✓		✓	✓		4
19	Nabila Vebriyanti		✓				1
20	Nanda Ilham K	✓	✓	✓	✓		5
21	Nurkholis	✓		✓	✓		3

22	Puspita Sari							✓		✓				✓		2
23	Rani		✓			✓									✓	3
24	Ranova Salsabella		✓			✓		✓								4
25	Rika Adi Sanjaya															1
26	Selvia Anjelika		✓					✓							✓	5
27	Seto Murdiantoro							✓								2
28	Thomas Ardika		✓					✓							✓	3
29	Tika Maharani		✓												✓	3
30	Tomy Prasetyo							✓							✓	2

English Teacher



**Suryadi, S.Pd**  
NIP. 19630717 199903 1 002

Metro, January 2017  
Researcher



**Riski Rismawati**  
St. Id 1293277

## LESSON PLAN

School	: SMP Negeri 1 Metro Kibang
Subject	: English
Class	: VIII
Skill	: Writing
Time Allocation	: 2 x 45 minutes
Topic	: Descriptive Text

### I. Core Competence

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

### II. Basic Competence

- 3.4 Analyzing text structure and linguistic elements to carry out the purpose, and social function of the simple descriptive text about people, place, and famous historical building, according to the context of its use.
- 4.7 Composing the simple descriptive text contextual meaning related to purpose, social function, text structures and linguistic elements about people, place, and famous historical building, according to the context of its use.

### III. Indicators

1. Identify short structure of descriptive text.
2. Understanding the important information from descriptive text.

3. Finding detailed information related to function and purpose of the descriptive text.

#### **IV. Learning Aims**

Improving students writing descriptive text skill by using Mind Mapping Technique at the end this learning activity, the students are able to:

7. The students can organize their idea.
8. The students can identify the contextual meaning and the function of the text.
9. The students can understand the meaning of the text, can make sentences that is suitable with the topic and content in relation to descriptive text.

#### **V. Teaching Method**

1. *Method : Building Knowledge of Field, Scientific Approach and Discussion*
2. *Technique : Mind Mapping*

#### **VI. Media**

17. Laptop, White Board, Board marker, and Paper

#### **VII. Sources of Material**

1. Text book
2. Internet

#### **VIII. Teaching Material**

##### **Descriptive Text**

##### **Definition :**

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced.

##### **Generic Structure :**

- 1) Identification : identifies the phenomenon to be described.
- 2) Description : describes features in order of importance:
  - a) Parts/ things (physical appearance)
  - b) Qualities (degree of beauty, excellence, or worth/ value)

- c) Other characteristics (prominent aspects that are unique).

**Generic features :**

- 1) Verb in the present tense.
- 2) Adjective to describe the features of the subject.
- 3) Topic sentences to begin paragraphs and organize the various aspects of the description.

**Language features :**

- 1) The use of adjectives and compound adjectives.

Examples :

- a) A five hundred seated football stadium.
- b) A beautiful ancient Roman opera house.

- 2) The use of linking verbs and action verbs.

Examples :

- a) The temple is so magnificent.
- b) The temple consists of five terraces.

- 3) The use of simple present tense.

Examples :

- a) The museum houses hundreds of Greek statues.
- b) The hotel provides 450 rooms and a large swimming pool.

- 4) The use of degree of comparison.

Examples :

- a) The weather in Jakarta is hotter than Bandung.
- b) Bogor has the same weather as Ungaran.

**IX. Learning Activities**

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance list. d. Students receive information competence,	10 minutes

	<p>material, purpose, benefits, and lessons that will be implemented.</p> <p>e. Teacher asking to their student with the question related to the topic.</p>	
Core-Activity	<p>a. Observing</p> <ol style="list-style-type: none"> <li>1. Students read carefully the text</li> <li>2. With teacher guidance, students try to understand the meaning of a text.</li> </ol> <p>b. Questioning</p> <ol style="list-style-type: none"> <li>1. Teacher gives chance to students to ask questions if they still confuse from the text in relation to the specific information.</li> </ol> <p>c. Exploring</p> <ol style="list-style-type: none"> <li>1. Students try to identify the function, purpose and idea from the descriptive text by themselves.</li> <li>2. The student learn by using students's worksheet and catch the specific information.</li> </ol> <p>d. Associating</p> <p>Teacher ask the students to interpret the text,</p> <p>e. Communicating</p> <ol style="list-style-type: none"> <li>1. Each Student try to answer the questions that given by teacher.</li> <li>2. Teacher asks the students about the understanding of the material.</li> </ol>	30 minutes
Post-Activity	<ol style="list-style-type: none"> <li>a. Students with teacher conclude the learning.</li> <li>b. Students reflect on the activities that have been carried out</li> <li>c. Students answer the questions given by the teacher</li> </ol>	5 minutes

**X. Test**

Answer the question below.

**1. Write the descriptive text!**

**OBSERVATION SHEET OF  
WRITING DESCRIPTIVE TEXT SKILL**

NO	NAME	Indicators					Total Score
		1	2	3	4	5	

**Direction :**

- Give a tick (√) for the active students
- Let it empty for unactive students

**Note :**

1. An inaccurate and incomplete response
2. Some information is accurate and some is inaccurate; the response is sketchy.
3. Information is generally accurate and complete, but not well developed.
4. Response is accurate and complete.
5. Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

**Metro, January 2018**

**Collaborator (English Teacher)**



**Suryadi, S.Pd.**  
**NIP : 19630717 199903 1 002**

**Researcher**



**Riski Rismawati**  
**St. ID1293277**



## LESSON PLAN II

School	: SMP Negeri 1 Metro Kibang
Subject	: English
Class	: VIII
Skill	: Writing
Time Allocation	: 2 x 45 minutes
Topic	: Descriptive Text

### I. Core Competence

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- 4.7 Composing the simple descriptive text contextual meaning related to purpose, social function, text structures and linguistic elements about people, place, and famous historical building, according to the context of its use.

### III. Indicators

1. Identify short structure of descriptive text.
2. Understanding the important information from descriptive text.
3. Finding detailed information related to function and purpose of the descriptive text.

#### IV. Learning Aims

Improving students writing descriptive text skill by using Mind Mapping Technique at the end this learning activity, the students are able to:

1. The students can organize their idea.
2. The students can identify the contextual meaning and the function of the text.
3. The students can understand the meaning of the text, can make sentences that is suitable with the topic and content in relation to descriptive text.

#### V. Teaching Method

1. *Method* : *Building Knowledge of Field, Scientific Approach and Discussion*

2. *Technique* : *Mind Mapping*

#### VI. Media

1. Laptop, White Board, Board marker, and Paper

#### VII. Sources of Material

1. Text book
2. Internet

#### VIII. Teaching Material

### Descriptive Text

#### Definition :

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced.

#### Generic Structure :

- 1) Identification : identifies the phenomenon to be described.
- 2) Description : describes features in order of importance:
  - a) Parts/ things (physical appearance)
  - b) Qualities (degree of beauty, excellence, or worth/ value)
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- b) The temple consists of five terraces.

- 3) The use of simple present tense.

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Examples :

- a) The weather in Jakarta is hotter than Bandung.
- b) Bogor has the same weather as Ungaran.

**IX. Learning Activities**

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	f. Teacher greets the students using English in order to create English Environment. g. Teachers and students pray together h. Teacher checks the student's attendance list. i. Students receive information competence, material, purpose, benefits, and lessons that will be implemented.	10 minutes

	j. Teacher asking to their student with the question related to the topic.	
Core- Activity	<p>f. Observing</p> <ol style="list-style-type: none"> <li>3. Students read carefully the text</li> <li>4. With teacher guidance, students try to understand the meaning of a text.</li> </ol> <p>g. Questioning</p> <ol style="list-style-type: none"> <li>2. Teacher gives chance to students to ask questions if they still confuse from the text in relation to the specific information.</li> </ol> <p>h. Exploring</p> <ol style="list-style-type: none"> <li>1. Teacher put the student into the group based on the placement test and doing following activities based on the procedure of Mind Mapping.</li> <li>2. Students try to identify the function, purpose and idea from the descriptive text by themselves.</li> <li>2. The student discuss the topic, learn by using students's worksheet and catch the specific information.</li> </ol> <p>i. Associating</p> <p>Teacher ask the students to interpret the text, So the Team score are taking.</p> <p>j. Communicating</p> <ol style="list-style-type: none"> <li>3. Each Student try to answer the questions that given by teacher.</li> <li>4. Teacher asks the students about the understanding of the material.</li> </ol>	30 minutes
Post- Activity	<p>d. Students with teacher conclude the learning.</p> <p>e. Students reflect on the activities that have been carried out</p> <p>f. Students answer the questions given by the</p>	5 minutes

	teacher	
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**X. Test**

Answer the question below.

1. Write the descriptive text!

**OBSERVATION SHEET OF  
WRITING DESCRIPTIVE TEXT SKILL**

NO	NAME	Indicators					Total Score
		1	2	3	4	5	
	ortal						
	percentage						

**Direction :**

- Give a tick (√) for the active students
- Let it empty for unactive students

**Note :**

6. An inaccurate and incomplete response
7. Some information is accurate and some is inaccurate; the response is sketchy.
8. Information is generally accurate and complete, but not well developed.
9. Response is accurate and complete.
10. Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

**Metro, January 2018**

**Collaborator (English Teacher)**



**Suryadi, S.Pd.**  
**NIP : 19630717 199903 1 002**

**Researcher**



**Riski Rismawati**  
**St. ID1293277**

**PRE-TEST  
OF WRITING DESCRIPTIVE TEXT**

Subject : English (Writing) Name : Amang Setiawan  
Topic : Descriptive Text Class : \_\_\_\_\_  
Time Allocation : 60 Minutes Date : \_\_\_\_\_

**Direction:**

- Please write your name and class on answer sheet.
- Choose one of the following themes below:
  - a. My Mother
  - b. Giraffes
  - c. Watermelon
- Make a descriptive text!

.....

my mother is beautiful, smart cooking  
her name is Maimunah. like give my  
money time school.

50

Cont = 17  
ORG = 47  
VOC = 13  
LANG = 11  
Mech = 2  

---

50-





POST-TEST 1

OF WRITING DESCRIPTIVE TEXT

Subject : English (Writing) Name : Anang Stawan  
Topic : Descriptive Text Class : 06  
Time Allocation : 60 Minutes Date : \_\_\_\_\_

**Directions:**

- Please write your name and class on answer sheet.
- Choose one of the following themes bellow :
  - a. My Pet
  - b. My Father
  - c. My hobby
- Make a descriptive text!

my hobby

my hobby is swimming. I'm busy swimming at the river.  
The water is really blue. I'm swimming with my  
friends and my love

(53)

Cont : 15  
ORG : 10  
VOC : 13  
LANG : 13  
MECH : 2 +  
53.

**POST-TEST II**  
**OF WRITING DESCRIPTIVE TEXT**

Subject : English (Writing) Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Topic : Descriptive Text Date : \_\_\_\_\_  
Time Allocation : 60 Minutes

---

**Direction:**

- Please write your name and class on answer sheet.
  - Please use your own hand writing.
  - Please write down carefully.
- 

**Question:**

Please write down of writing descriptive text about your favorite food by using mind mapping technique based on your own mind. You have to write by yourself!

**THE ANSWER SHEET**

**OBSERVATION SHEET OF  
THE STUDENTS' ACTIVITY**

Day/date : Wednesday, January 10<sup>th</sup> 2018  
Class : VIII G

Meeting : I (One)  
Cycle : I (One)

**Direction :**

- Give a tick (√) for the activities that the students do.

**Note :**

Indicators of the students' activities that observed are:

- a. The students pay attention of the teacher explanation.
- b. The students active in the classroom.
- c. The students answer the teacher question.
- d. The students active to giving an idea.
- e. The students can present their paper (result of the task) in front of class.

NO	NAME	The Students' Activity					Total Score
		a	b	c	d	e	
	ngang Stiawan						
	ndri Setiawan						
	nggun Nadila putri						

	agas Dwi A						
	agas Saputra						
	eni Kurniawan						
	adang Suryanto						
	ea Erviana						
	icki Pratama						
0	io Sapta R						
1	era						
2	dra Purnama						
3	dya Dwi D						
4	ulu Agustina						
5	iftahus Surur						
6	uhamad Kohar						
7	uhammad Alfarizilatif						
8	abela S						
9	abila Vebriyanti						
0	anda Ilham K						
1	urkholis						
2	uspita Sari						
3	ani						
4	anova Salsabella						
5	ika Adi Sanjaya						
6	elvia Anjelika						

7	eto Murdiantoro						
8	nomas Ardika						
9	ka Maharani						
0	omy Prasetyo						

English Teacher

Metro, January 2018  
Researcher

**Suryadi, S.Pd**  
NIP. 19640712 199012 1 002

**Riski Rismawati**  
St. Id 1293277

**OBSERVATION SHEET OF  
THE STUDENTS' ACTIVITY**

Day/date :Friday, January 12<sup>th</sup> 2018  
Class : VIII G

Meeting : 2 (Two)  
Cycle : I (One)

**Direction :**

- Give a tick (√) for the activities that the students do.

**Note :**

Indicators of the students' activities that observed are:

- f. The students pay attention of the teacher explanation.
- g. The students active in the classroom.
- h. The students answer the teacher question.
- i. The students active to giving an idea.
- j. The students can present their paper (result of the task) in front of class.

NO	NAME	The Students' Activity					Total Score
		a	b	c	D	e	
	ngang Stiawan						
	ndri Setiawan						
	nggun Nadila putri						

	agas Dwi A						
	agas Saputra						
	eni Kurniawan						
	adang Suryanto						
	ea Erviana						
	icki Pratama						
0	io Sapta R						
1	era						
2	dra Purnama						
3	dya Dwi D						
4	ulu Agustina						
5	iftahus Surur						
6	uhamad Kohar						
7	uhammad Alfarizilatif						
8	abela S						
9	abila Vebriyanti						
0	anda Ilham K						
1	urkholis						
2	uspita Sari						
3	ani						
4	anova Salsabella						
5	ika Adi Sanjaya						
6	elvia Anjelika						

7	eto Murdiantoro						
8	nomas Ardika						
9	ka Maharani						
0	omy Prasetyo						

English Teacher

Metro, January 2018  
Researcher

**Suryadi, S.Pd**  
NIP. 19640712 199012 1 002

**Riski Rismawati**  
St. Id 1293277



**OBSERVATION SHEET OF  
THE STUDENTS' ACTIVITY**

Day/date : Wednesday, January 17<sup>th</sup> 2018  
Class : VIII G

Meeting : I (One)  
Cycle : 2 (Two)

**Direction :**

- Give a tick (√) for the activities that the students do.

**Note :**

Indicators of the students' activities that observed are:

- k. The students pay attention of the teacher explanation.
- l. The students active in the classroom.
- m. The students answer the teacher question.
- n. The students active to giving an idea.
- o. The students can present their paper (result of the task) in front of class.

NO	NAME	The Students' Activity					Total Score
		a	b	c	d	e	
	ang Stiawan						
	ndri Setiawan						
	nggun Nadila putri						

	agas Dwi A						
	agas Saputra						
	eni Kurniawan						
	adang Suryanto						
	ea Erviana						
	icki Pratama						
0	io Sapta R						
1	era						
2	dra Purnama						
3	dya Dwi D						
4	ulu Agustina						
5	iftahus Surur						
6	uhamad Kohar						
7	uhammad Alfarizilatif						
8	abela S						
9	abila Vebriyanti						
0	anda Ilham K						
1	urkholis						
2	uspita Sari						
3	ani						
4	anova Salsabella						
5	ika Adi Sanjaya						
6	elvia Anjelika						

7	eto Murdiantoro						
8	nomas Ardika						
9	ka Maharani						
0	omy Prasetyo						

English Teacher

Metro, Janury 2017  
Researcher

**Suryadi, S.Pd**  
NIP. 19630717 199903 1 002

**Riski Rismawati**  
St. Id 1293277

**OBSERVATION SHEET OF  
THE STUDENTS' ACTIVITY**

Day/date : Friday, January 19<sup>th</sup> 2018  
Class : VIII G

Meeting : 2 (Two)  
Cycle : 2 (Two)

**Direction :**

- Give a tick (√) for the activities that the students do.

**Note :**

Indicators of the students' activities that observed are:

- p. The students pay attention of the teacher explanation.
- q. The students active in the classroom.
- r. The students answer the teacher question.
- s. The students active to giving an idea.
- t. The students can present their paper (result of the task) in front of class.

NO	NAME	The Students' Activity					Total Score
		a	b	c	d	E	
	ngang Stiawan						
	ndri Setiawan						
	nggun Nadila putri						

	agas Dwi A						
	agas Saputra						
	eni Kurniawan						
	adang Suryanto						
	ea Erviana						
	icki Pratama						
0	io Sapta R						
1	era						
2	dra Purnama						
3	dya Dwi D						
4	ulu Agustina						
5	iftahus Surur						
6	uhamad Kohar						
7	uhammad Alfarizilatif						
8	abela S						
9	abila Vebriyanti						
0	anda Ilham K						
1	urkholis						
2	uspita Sari						
3	ani						
4	anova Salsabella						
5	ika Adi Sanjaya						
6	elvia Anjelika						

7	eto Murdiantoro						
8	nomas Ardika						
9	ka Maharani						
0	omy Prasetyo						

English Teacher

Metro, January 2018  
Researcher

**Suryadi, S.Pd**  
NIP. 19630717 199903 1 002

**Riski Rismawati**  
St. Id 1293277

## FIELD NOTE CYCLE I

Monday, January 08<sup>th</sup>, 2018

1. Give pre-test for the students.
2. Most of the students still confuse with the material was given.
3. Some of the students are noisy with their friends.
4. Most of the students did the test confusedly.

Wednesday, January 10<sup>th</sup>, 2018

1. The teacher gives the material about the topic.
2. So many students who were noisy didn't give pay attention by the teacher explanation.
3. Some students didn't understand about the material.
4. The teacher divided students in the group discussion.
5. The teacher dominated in giving question and answer

Friday, January 12<sup>st</sup>, 2018

1. Give post-test I to the students with the kinds of test was essay.
2. Some students passed the minimum standard criteria. But so many students did not pass the score.
3. Make reflection to students and made evaluation for the teaching learning process.

Kibang, January, 2018  
Collaborator

**Suryadi, S.Pd**  
**NIP. 19640712 199012 1 002**

## FIELD NOTE CYCLE II

Wednesday, January 017<sup>th</sup>, 2018

1. Explain the material clearly.
2. Some students were still confused about the material.
3. The students enthusiastic and interest about the material.

Friday, January 19<sup>th</sup>, 2018

1. Students' gives pay attention more about the teacher explanation.
2. The condition of this meeting was more enthusiastic than before.
3. The students' gives more attention for the teacher explanation.
4. The students able to make writing descriptive text.
5. The teacher gives post-test II after giving treatment.
6. Most of students doing the task correctly.
7. Most of students passed the minimum standard criteria.

Kibang, January, 2018  
Collaborator



Suryadi, S.Pd  
NIP. 19630717 199903 1 002



## CURICULUM VITAE



iski Rismawati was born in Rejomulyo South of Metro on October 12<sup>th</sup> 1994 and spent his childhood in South of Metro Lampung. Ethically speaking his comes from Javanese family descent. She is the five girls of the late Ahmad Muhtar and Salem. She lives in South of Metro Lampung

She took his elementary school at SD Negeri 3 South of Metro Lampung, and then she took his junior high school at SMP Negeri 5 South of Metro Lampung for three years. Having graduated from junior high school he continued his study on Senior high school level at SMA Negeri 2 Metro and was finished in 2012. After graduating from senior high school, she continued her study at State Islamic Institute IAIN Metro. She was registered as the student of English Education Study Program up to now.