AN UNDERGRADUATED THESIS

INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPHTHROUGH THE IMPLEMENTATION OF MIND MAPPINGTECHNIQUE AT SMP MUHAMMADIYAH 2 WAY JEPARA

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INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPHTHROUGH THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE AT SMP MUHAMMADIYAH 2 WAY JEPARA

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ii

INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPH THROUGH THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE AT SMP MUHAMMADIYAH 2 WAY JEPARA

ABSTRACT

By:
TITIN SUTRIANI

Writing is one of four skills that must be mastered by English learners. Writing is an important aspect for the students to learn since early stage. It is one of the productive skill that is often used to convey the idea (to communicate with others) besides speaking. The researcher uses mind mapping technique in this research. Mind mapping technique is a technique by making a concept thought a word or clue then each word has a branch like a tree. The using of Mind mapping can help the students in finding the ideas and it can increase the students writing descriptive paragraph skill.

This research is Classroom Action Research that consists two cycles. The research was conducted at SMP Muhammadiyah 2 Way Jepara on class VIII which consisted of 26 students. The data collecting method used test, documentation, observation and field note.

The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 62,11 and post-test 64,88 and post-test from cycle 2 was gained the average score 66,19. The result of cycle 2 is higher than the result of post-test at cycle 1. The condition of the class was getting better. The students pay attention to the teacher's explanation in learning activity. The students are more active in learning process. They can express their idea in writing descriptive paragraph. It means that the use of mind mapping technique can increase the students' writing descriptive paragraph at the eighth grade of SMP Muhammadiyah 2 Way Jepara.

MENINGKATKAN KEMAMPUAN SISWA MENULIS PARAGRAF DESKRIPTIF MELALUI PENERAPAN TEKNIK MIND MAPPING DI SMP MUHAMMADIYAH 2 WAY JEPARA

ABSTRAK

Oleh:
TITIN SUTRIANI

Menulis adalah salah satu dari empat keterampilan yang harus dikuasai oleh siswa bahasa Inggris. Menulis adalah aspek penting pada siswa untuk mempelajari sejak dini. Menulis adalah salah satu keterampilan produktif yang sering digunakan untuk menyampaikan ide (untuk berkomunikasi dengan yang lain) selain berbicara. Peneliti menggunakan teknik mind mapping dalam penelitian ini. Teknik mind mapping adalah suatu teknik yang menggunakan sebuah konsep melalui sebuah kata atau kata kunci lalu setiap kata mempunyai suatu cabang atau kerangka seperti pohon. Penggunaan teknik mind mapping dapat membantu siswa dalam menemukan ide pemikiran dan dapat meningkatkan keterampilan menulis paragraph deskriptif siswa.

Penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus. Penelitian ini dilaksanakan di SMP Muhammadiyah 2 Way Jepara di kelas VIII terdiri dari 26 siswa. Pengumpulan data menggunakan tes, dokumentasi, observasi, dan catatan lapangan.

Temuan penelitian ini menunjukkan bahwa ada peningkatan dari siklus 1 ke siklus 2. Hasil dari data pada siklus 1, mendapat nilai rata-rata pre-test adalah 62,11 dan post-test 64,88 dan dari siklus 2 diperoleh nilai rata-rata 66,19. Hasil siklus 2 lebih tinggi dari hasil post-test pada siklus 1. Kondisi kelas menjadi lebih baik. Siswa menyimak penjelasan guru dalam aktivitas belajar. Siswa lebih aktif selama proses pembelajaran, dapat mengekspresikan ide mereka menulis paragraph deskriptif. Ini berarti bahwa penggunaan teknik mind mapping dapat meningkatkan kemampuan menulis siswa pada kelas delapan SMP Muhammadiyah 2 Way Jepara.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Metro, August, 2016

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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, Agustus

2016

Yang menyatakan

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MOTTO

Verily, a long with hardship is relief. A long with hardship is relief.

Verily after hardship comes relief. After hardship comes relief.

(Q.S. Al- Insyirah:5-6)

"You'll never know till you had tried"

"Every beginning is difficult"

"No body is perfect"

(PROVERB)

DEDICATION PAGE

This undergraduated thesis is dedicated to:

My beloved family, especially myparents (Sugiono and LilikSukarmi) and my brother (Susanto) who always pray and support me in their endless love.

My beloved and inspiring friendsof Gallery class and Kronikawho have given support and wonderful motivation to me.

My beloved Almamater of State Islamic College (STAIN) of Jurai Siwo Metro.

- ❖ My beloved Father Sugiono and my Mother LilikSukarmi (thanks for your support and always remind me to do the best for everything)

- ❖ My beloved sponsor, Mrs. Dr. WidhiyaNinsiana, M.Humand Co-Sponsor Mrs. Trisna Dinillah Harya, M.Pd.who always guide me

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- ❖ My beloved Almamater STAIN JuraiSiwo Metro

- ❖ The English teacher of the eighth graders of SMP Muhammadiyah 2 Way Jeparawho has given valuable guidance, advice, help and time during the research.

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This undergraduate thesis entitles "INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPH THROUGH THE IMPLEMEMNTATION OF MIND MAPPING TECHNIQUE AT SMP MUHAMMADIYAH 2 WAY JEPARA". The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Department.

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1. Prof. Dr. Hj. Enizar, M.Ag as the Dean of STAIN Jurai Siwo Metro.
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x

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

Metro, August2016

The Writer,

TITIN SUTRIANI

St.ID. 1293727

xi

TABLE OF CONTENTS

LIST OF THE TABLE

LIST OF GRAPH

Graph
        Page

LIST OF APPENDIXES

1. Syllabus
2. Lesson Plans
3. Instruments
4. The students' answer sheets
5. The students' observation sheets
6. Field note
7. The research letter of STAIN Metro
8. The research letter of SMP Muhammadiyah 2 Way Jepara
9. Documentation
10.   Curriculum vitae

CHAPTER I

INTRODUCTION

A. Background of Study

English has an important role in international communication. It has been one of the most important international languages. Many countries use English as a tool communication. English can increase knowledge of people. English can be used to say our expression, emotion, feeling, and so on. It is very crucial for student because writing is the basic skill, just as important as listening, speaking, and reading. In the context of English language teaching as a foreign language taught in Indonesia, teaching and learning of English especially writing is one of particular importance.

Writing is one of four skills that must be mastered by English students. Writing is an important aspect for the students to learn since it is one of the productive skills that is frequently used to convey the idea (to communicate with the other) besides speaking. Moreover, writing consists of various genres such as: description, exposition, argumentation and narration. Every genre has different forms, tenses, and purposes.

Based on the explanation above, it can be concluded that writing is one of skills in learning English. Meanwhile, Writing is very crucial for student because writing is activity used to convey the idea, feeling, emotional and so forth. Furthermore, the students should be able to produce sentences and develop it into paragraph. The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly.

Paragraph is a union of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences elaborate the writer's main idea (most important idea) about that topic. The writers make a new paragraph, when he has new idea. A paragraph can give information, tell an opinion, describe something, or even tell a short story. The sentences are drafted logically, so the reader can easily understand what the researcher wants to say.

A mind mapping is a technique for examining a subject during an extended period of observation usually thirty to sixty minute. It can be inferred that mapping is the map of thoughts. It is a map out of your head that describes what

happen in your head, and all the thoughts in your head are unique.

Based on the researcher's observation at the eighth grade students' at SMP Muhammadiyah 2 Way Jepara, the researcher found some problems. Students have lack of vocabulary mastery. Furthermore, they have difficulties in arranging the sentences and they are still confused how to write a paragraph correctly. Thus, this problem needs to be resolved due the fact that having very good ability in using mind mapping technique can improve their writing skill.

SMP Muhammadiyah 2 Way Jepara decided 65 as the English minimum passing grade (KKM). In fact, most of students have low result especially in writing. It has known from the result of pre survey that was given by the researcher on January 26th, 2016 at the eighth grade of SMP Muhammadiyah 2 Way Jepara. The table below is the data:

Table 1
Students' Writing Paragraph

No	Score	Explanation	Frequencies	Percentage
1.	66-100	Good	3	11%
2.	56-65	Fair	5	19%
3.	0-55	Bad	17	65%
Total			26	100%

Source: *Pre Survey at SMP Muhammadiyah 2 Way Jepara on January 26th, 2016*

Referring the data above, there are only 3 students who get score 66-100 or 11%, 5 students get score 56-65 or 19%, 17 students get score 0-55 or 65%. So, from the data above it can be known that the students' English writing is low.

It shows that the students' writing paragraph of the SMP Muhammadiyah 2 Way Jepara is unsatisfying yet. The usage of method could not make the students interest yet. It is a boring method for them. The teacher just explains the material without provoking the students to be active. Meanwhile, the students need the learning method that can increase their motivation in writing. Therefore, the researcher will investigate whether using mind mapping technique increase the writing descriptive paragraph.

Considering the background that has been presented above, the researcher identifies the problems as follow:

B. Problem Identification

Based on the background above, the problems identification are as follow:

1. The students have lack in the vocabulary mastery.

2. They have difficulties in arranging the sentences.

3. The students have difficulties in writing and generating ideas in descriptive paragraph.

4. The students have low motivation to learn English especially in writing.

5. The students have difficulties in making writing descriptive paragraph.

6. The use of learning method is still conventional method, the students become bored or they are not interest to study English.

C. Problem Limitation

Based on the identification above the researcher limit the problem only focuses on the students have difficulties in writing and generating ideas in descriptive paragraph at the eighth grade of SMP Muhammadiyah 2 Way Jepara.

D. Problem Formulation

Based on the problem above, the researcher formulates the problem as follow: "Can mind mapping technique increase the students' writing descriptive paragraph at the SMP Muhammadiyah 2 Way Jepara?".

E. Objective of the Study

Referring to the problem formulation above the objective of the study can be identified as follow: To know whether mind mapping technique can increase the students' writing descriptive paragraph at the eighth grade of SMP Muhammadiyah 2 Way Jepara.

F. Benefit of the Study

The results of this classroom action research are expected:

1. For the Teachers

   As information for English teacher that mind mapping technique can be effectiveness to increase the writing descriptive paragraph.

2. For the Students

   a. The students as their writing skill and stimulate them to increase their writing skill.

   b. As motivation for the students to learn writing.

   c. As the result of the students learning.

3. For the Other Researcher

   This result can be used as a reference of our experience in teaching and learning process and also as a consideration for other researchers to conductions further studies.

4. For the Headmaster

   This research can give the information about the importance of using Mind Mapping technique in teaching writing. It is also expected to improve the quality of learning in the school.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing Descriptive Paragraph

1. Definition of Writing

Language is a set of rules that is used by its native speakers as the tool of their communication.[1] It means that language is extremely important role in human's life for communication. English can be used to say our expression, emotion, feeling, and so on.

There are many definitions of writing that have been proposed by some experts in language learning. According to Katte Grenville holds that writing is a dynamic activity that includes of three processes that are start grabbing an attention, stuff some really interesting and combine both of them at the end. It is clear that writing is an emotional activity in the written form. At the first the writer makes some interesting to get readers' attention such as in the title of writing, and then the writer makes something more interesting in the middle content of writing and the last is the writer combines both of them to make the climax of writing.[2]

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[1] Sanggam Siahaan, *Issues In linguistics*, (Graham Ilmu, Yogyakarta, 2008), p. 214.
[2] Katte Grenville, *Writing Start to Finish*, (Australia: Allen and Unwin, 2001), p. v.

Many experts have proposed the definition and explanation of writing. Writing is a psychological activity of the language user to put information in the written text.[3] It means that writing is the activity of language to communicate and give information in the written form.

Writing is extremely important for everyone. There are many people can read, but they cannot write properly. Sometimes, if we want to write, we will feel so difficult. It causes we do not have habitual writing, low vocabularies and grammar mastery, so on. Actually, writing is easy way to express our ideas on it. According to Steva Peha writing is the communication of content for a purpose to an audience.

Based on the statement above writing contains communication which can be classified into three parts, they are:

a. Content is there are two part to the content, the main idea, the one most important thing the author wants you to know and the key detail, additional information that supports and explains the main idea.

b. Purpose is the purpose of a piece is why the writer wrote it. Writers want their readers to think something after they've finished reading. Sometimes they want their readers to do something.

c. Audience is the audience for a piece is who the writer writes to. We always to people. Sometimes it's a specific person, sometimes it's a group of people.

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[3] Sanggam Siahaan, *Issues In.,* p.215.

And people always have questions they want you to answer. The audience as the people, and the questions they have about topic.[4]

The important one that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that represent one language in order that people can understand it. The relationship between writer and reader was thought to be like this:
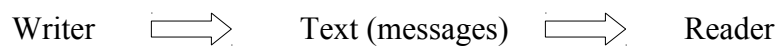
Writer ⟹ Text (messages) ⟹ Reader

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly, in order to attain the purpose, the writer should be able to communicate her ideas or thought into the written language clearly so it can be understood by the reader.

> How is writing like swimming? Human beings universally learn walk to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of literate society and usually only if someone teaches us.[5]

Douglas said that there are five categories in writing that are often the basis for the evaluation of students writing, they are:

1) Content

2) Organization (form)

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[4] Steva Peha, *The Writing Teacher's Strategy Guide*, www.ttms.org, p. 58.
[5] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (New York: Addison Wealey Longman , 2001), p. 334.

3) Vocabulary

4) Grammar

5) Mechanic[6]

In conclusion, it can be said that writing is one of the language skills and an important means of indirect communication that conveys of meaningful information from the writer to the reader by using media of written language. By writing, the learners can express their ideas, thoughts, feelings, emotions, attitudes, so forth.

2. **The Process of Writing**

According to Jeremy Harmer the process has four elements:

1. Planning

Planning is any orderly procedure which is used to bring about a desired result. The first stage in the writing process is planning. There are three main issues when starting a planning. Firstly, is they have considered the purpose of their writing, because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writers have to think of the audience who read their writing. Thirdly, writer has

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[6] *Ibid.*, p. 357.

to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

2. **Drafting**

Drafting is a row of strategies designed to compose and develop a sustained piece of writing procedure to conclude whether the information you discover while planning can be established into a successful piece of or not.

3. **Editing (Reflecting and Revising)**

The writers need to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writers have asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

4. **Final version**

The writers produce the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been

changed in the editing process. It becomes the final version that will be read by the audience.[7]

Based on the explanations above in this research the researcher focuses on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the technique in descriptive writing.

3. The Types of Writing

As we know that there are some types of writing as follows description, narration, argumentation and exposition. Then this research only focuses on descriptive/ description. Crimmon state that description is strategy for presenting a verbal portrait of a person, place, or thing. It can be used as a technique to which other forms of writing as a dominant strategy for developing a picture "what is looks like".[8]

Descriptive is the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear.[9] It means that it used to describe more than the view that appearance of people. It

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[7] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p. 4-5.
[8] James M. Mc Crimmon, *Writing with a purpose*, (USA: Honghton Mifflin Company, 1984), p. 163.
[9] George E. Wishon and Julia M. Burks, *Let's Write English*, revised edition, (New York: Teachers College Press, 1980), p. 379.

may tell about their traits of character or personality. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

4. The Teaching of Writing

According to English syllabus of School Unit Level Curriculum (KTSP), teaching writing for Junior High School students involves the teaching of paragraph or text. The texts are: recount text, narrative text, descriptive text, procedure text and report text.

Writing and speaking process are similar, both are as productive and active skills, but teaching writing is not similar with teaching speaking because the result is different. In speaking, the speaker express their mind orally and the result can be evaluated directly by the reader, but in writing, the writer might have enough time to express the idea in written form.

Douglas states that 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 cohesively in to written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.[10]

Thus teaching writing can develop student's skill in writing, they can organize their ideas into written form. Then the teacher must guide the students to be able to express their skills in writing well.

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[10] H. Douglas Brown, *Teaching by.,* p. 335.

5. The Concept of Descriptive Paragraph

There are so many experts that here different definition for paragraph, but the writer will take several definitions according to experts. According to Cynthia A, a paragraph is the basic unit of academic writing in English.[11] The paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, it so has a distinct and independent unity.

According to Sanggam Siahaan a paragraph is a piece of written text. It contains several sentences. It can be classified into three parts; they are the beginning, the body, and the ending.[12]

Based on statement above paragraph contains several sentences which can be classified into three parts, they are:

a. The beginning
Commonly it only has one sentence in the paragraph. It functions as the inductor sentences. Technically it is also call the topic sentences.

b. The body
It contains several supporting sentences, each these sentences elaborate the topic sentences. That is, explain the topic sentences be giving the reasons, example, fact, satisfied, etc.

c. The ending
It is a complete sentences, it includes the development of the paragraph. It closes the paragraph. As the ending it is always at the end of the paragraph. Technically it is also called concluding sentences. It can be defined then that the paragraph is a piece of writing which contains a topic sentences, some supporting sentences, and a concluding sentences.

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[11] Cynthia A Boardman and Jia Frydenberg, Writing to Communicate Paragraph and Essays, (Longman: 2002), p 4-7.

[12] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 5.

Dorothy stated that paragraph is a union of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences elaborate the writer's main idea (most important idea) about that topic. The writers make a new paragraph, when he has the new idea. A paragraph can gives information, tell an opinion, describe something, or even tell a short story. The sentences are drafted logically, so the reader can easily understand what the writer wants to say.[13]

Based on definitions above, the writer concludes that paragraph is a part of writing that consist some sentences that develop one idea and paragraph should be consist three parts, namely introduction or beginning, body, and conclusion or ending. A paragraph also should have developing sentences that will present all information to express one idea and have a conclusion that tell us that the writer finished discussing idea.

6. **Descriptive Paragraph**

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[13] Zemach, Dorothy E & Carlos Islam, *Paragraph Writing from Sentences to Paragraph,* (Canada: Macmillan, 2005), p. 9.

Kane state that description is about sensory experience - how something looks, sounds, tastes.[14] A descriptive paragraph is a text which describes a person, place or thing. In descriptive paragraph, the writer usually uses the simple present tense. The rhetorical structures of descriptive paragraph are identification and description.

The descriptive paragraph main purpose is to communicate a dominant impression about a subject. The word "description" tells what something looks like, feels like, tastes like, sounds like or smells like. Thus, descriptive writing is usually concerned with creating a verbal picture of what we experience.

Each types of the text have a characteristic it selves. And the characteristics of the descriptive text are:

a. Using specific noun, (ex: father, school, my dog, etc.).

b. Using simple present tense.

c. Detailed noun phrase (ex: an intelligent tall students, big large beautiful wooden house, etc.).

d. Using adjective to describing, numbering, and classifying (ex: three tall buildings, sharp white fang, etc.).

e. Relational process, to describe participant condition (ex: my car has four doors, my father is really handsome, etc.).

f. Using figurative language (ex: my throat is as dry as a dessert). [15]

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[14] Thomas S Kane, *The Oxford Essential Guide to Writing,* (New York: Berkley Books, 2000), p. 351.

[15] Otong Setiawan Djuhari, *Tekhnik dan Panduan Menulis Melalui Eksplorasi Model dan Latihan (Book 3 Essay Writing),* (Bandung: Yrama Widya, 2009), p. 157.

Descriptive is used to describe what something look like. So, if we want to describe something we must be able to make the reader understand what we mean. Because good writing is not easy to do, many things that are necessary considered in writing process. Moreover, to know our writing product is well enough, certainly, our writing product need to be evaluated. Text below is an simple example of describing person:

The example of descriptive text:

Identificati	**My mother**
	I have a little family. It consists of father, mother, sisters and I myself. We always love each other. Especially my mother.
Descripti	My mother is an English teacher in SMPN 1 Malang. She is not only a kind teacher but also the best mother for me. She is forty years old. She is about 1,7 meter and her skin is cream. She has an oval face. In addition to that, she has a long black hair and sharp nose. She wears glasses. Her hobby is cooking. She teaches me to make a delicious soup.
	My mother is like an angel for me. she always protect me. I feel safety when I am in her side. She is the woman that I love in this world. I proud have a mom like her.

The writer was concluded that descriptive paragraph is a paragraph that has function to describe something more clearly and more detail in order the reader can imagine what they write and easy to understand what the text means. Descriptive paragraph divided into two parts that reader will know about something than from description the reader will more know about it because description explain about something more clearly.

7. Process of Writing Paragraph

Writing paragraph is complex activity. According to Sanggam the process of writing paragraph is organizing the certain word, phrase, clauses, and sentences in the paragraph based on some details of the main topic and the controlling idea. So writing process is a written language skill involves steps to express a main topic and controlling idea in piece of writing that produce a paragraph.[16]

The processes of writing paragraph are:

a. Before we are starting writing a paragraph, we should choose one of main topic will develop be a paragraph. Example: Studying Abroad

b. Writing paragraph, the writer should know the object or who the audiences that will read the writing. In order the writing suitable and can be learn and accepted by the reader. Example: Classmates

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[16] Sanggam Siahaan, *Issue In.*, p. 15.

c. To interest our audience to read our writing so we should make the topic more specific. Choose some subjects that interesting and easy for understanding and the subject did not out from the topic. Example:

1) Advantages and disadvantages of being a University student in the United Stated.

2) Problem of living alone while studying at a University in the United Stated.

3) Most serious problem of living while studying at a University in the United Stated.

d. Collect some ideas about the topic that have made before. Example: having to clean the apartment, no one to wake me up in the morning, having to shop and cook for myself, loneliness, and so forth.

e. After collecting some ideas about the topic, we make the list details of some ideas. It can help us in developing a paragraph because we have list details of some ideas that we want to write before. Example: waking up, late for class, never time for breakfast, housework, so on.

f. After that we limit the ideas be most important that wanted to discuss in the paragraph. Example: choosing housework or loneliness and we stated housework.

g. State the main idea of the paragraph in your topic sentences. Example: Since I began living in an apartment and going to school, my biggest problem has been the housework.

h. After we state the main idea in the topic sentence, we made the point paragraph based on some ideas collected before. Example:

1) Cleaning the apartment

    a) Take away from my studies

    b) Makes the apartment look nice

2) Shopping for food

    a) Do not know the English names

    b) Spend time asking for help

i. And the last we started to write the paragraph using detail ideas that have list. Example: Since I began living in an apartment and going to school, my biggest problem has been the housework. Cleaning the apartment is not too bad although it take time away from my studies, at least when I finish the apartment looks nice. Shopping for my food is more difficult because I do not know the names of many foods, and often I have to spend extra time asking for help.[17]

B. The Concept of Mind Mapping Technique

1. The Definition of Mind Mapping

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[17] Joy M. Reid, *The Process of Composition*, (United States of America: Prentice Hall Regents, 1988), p. 14.

According to Tonny Buzan, Mind Map is realized by having a central image instead of a central word, and by using images wherever appropriate rather than words. Combining the two cortical skills of words and images multiples your intellectual power.[18] Besides, Buzan order the way in teaching writing by using picture, line, symbol, color or words.

They are many ways of generating an idea. Brainstorming is one of them. With the help of mind mapping technique, the students also felt that they could brainstorm ideas better with aid of mind mapping technique. A mind mapping presents the relationships among a set of connected concepts and ideas. It is a tangible way to display how your mind "sees" a particular topic. By constructing a mind map, you reflect on what you know and what you don't know.

Based on Mc Crimmon states that "a mind mapping is a technique for examining a subject during an extended period of observation usually thirty to sixty minutes"[19] It can be inferred that mapping is the map of thoughts. It is a map out of your head that describes what happen in your head, and all the thoughts in your head are unique.[20]

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[18] Tonny Buzan, *The Mind Map Book*, (London: Penguin Group, 1993), p. 83.

[19] James M mc Crimmon, *Writing With.*, p. 54.

[20] Tony Buzan, *Mind Map Untuk anak agar anak pintar di Sekolah,* (Jakarta: Gramedia Pustaka Utama, 2007), p. 19.

A mind maps the full range of cortical skills word, image, number, logic, rhythm, colour, and spatial awareness in a single, uniquely powerful technique.[21] An idea map is a natural reflection of how the brain was designed to work. Learning idea mapping is the first step in improving productivity, increasing creativity, and becoming more focused and organized overall.[22] On the other words, mind mapping technique made by words, colour, line and picture.[23]

In addition, mind mapping is graphic tool used to collect, create, manage, and exchange information. It represents information via the spatial organization of concepts/topics, ideas, words, or other items linked to and arranged in a radial pattern around a central concept.[24] It means that through mind mapping, it can be tool to organize, manage and create the information. Moreover, Silvina assumed that mind mapping is considered a brainstorming technique out of which we obtain desired results or even extraordinary ones.[25]

According to the explanation of some experts above, the researcher can conclude that mind mapping technique is a technique by making a concept through a word or clue then each word has a branch like a tree.

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[21] Jamie Nast, *Idea Mapping*, (John Wiley & SONS Inc, New Jarsey, 2006), p. 20.

[22] *Ibid.*, p. 12.

[23] Tony Buzan, *Mind Map.*, p.4.

[24] Tony Krasnic, *How to Study with Mind Mapp,* (Washington: Concise Books Publishing LLC, 2001), p. 48.

[25] Silvina P.Hillar, *Mind Mapping with Free Mind*, (Humbai: PACTK, 2012), p. 6.

The tree is made up of words or short sentences or images connected by lines. And the lines that connect are part of the meaning. Below is the example of mind mapping.

Figure 1

The Sample of Mind Mapping[26]
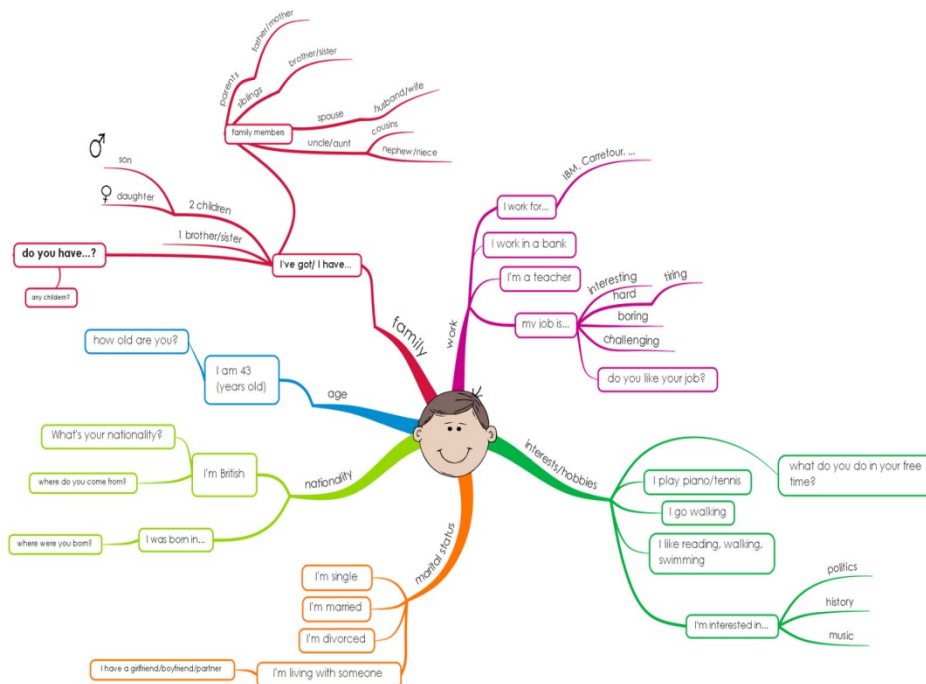
2. The Characteristic of Mind Mapping Technique

Mind mapping has some characteristics that should be known, it is follows:

a. Always use a central image.

b. Use variations of printing, line and image.

c. Use organized spacing.

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[26] Jennifer Goddard, *Fun Activities,* http://www.braintraining4kids.com, acessed on 2nd May 2016.

d. Use colors, color are one of the most powerful tools for enhancing memory and creativity.

e. Use only one key word per line.

f. Each key word has branches.[27]

3. **The Procedure of Mind Mapping Technique**

A Mapping Technique is so easy and natural materials for the "recipe mind map" is a bit: blank unlined paper, pens and colored pencils, brains, imagination. Some steps in making a concept mapping are:

a. Focus on the core question, the precise topic. Be clear about what it is that you are aiming for or trying to resolve.

b. Turn your first sheet of paper sideways in front of you (landscape-style), in order to start creating your Mind Map in the center.

c. Draw an image in the center of the blank sheet of paper to represent your goal.

d. Use color from the outset, for emphis structure, texture, and creativity - to stimulate visual flow and reinforce the image in your mind.

e. Now draw a series of thick lines, radiating out from the center of the image.

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[27] Tonny Buzzon, *The Buzan Study Skill Handsbook,* (London:REJDEJ), p. 152.

f. Curve your lines because they are more interesting to your eye and more memorable to your brain than straight ones.

g. Write one key. word on each branch, that you associate with the topic

h. Add a few empty branches to your Mind Map. Your brain will want to put something on them.

i. Create second- and third-level branches for your related Associated and Secondary Thoughts. The secondary level connects to the primary branches, the third level to the secondary branches, and so on.[28]

In conclusion that the ways how to teach the using of mind mapping technique are not too difficult. Start from blank paper would be changed become colorful paper. Put the central topic at the central paper after that make the branch to connect the relationship with central topic.

4. **Advantages and Disadvantages of Mind Mapping Technique**

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

a. Preparing notes from textbooks.

b. Mind map principles are easy and interesting to follow.

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[28] Ibid., p.15.

c.   It is among the easiest and most famous thinking tool.

d.   Student is able to memorize better.

e.   Revision is quick and effective.

f.   It increases the creativity.

Besides that, there are some disadvantages of mind mapping that is as follows:

a. Cannot be digitally stored other than as a scanned document.

b. Map size is limited.

c. Preference of user for mind mapping software advantages.[29]

In short, learning by using mind mapping would make the students more enjoy in study English. Besides, mind mapping can help the students to develop and improve their retention of information and can stimulate their mind quickly look to identify the word easily. So, the students can be easy to write and express their idea based on the tittle or word that they have planned.

5. Teaching Writing Descriptive Paragraph Through Mind Mapping Technique

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

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[29] A. Azman, et. al, "*Buzan Mind Mapping: An Efficient Technique for Note Taking*", (International Scholarly and scientific Research & Innovation), No. 1/2014, p. 29

particular topic to a group of students and on checking whether those intentions are realizable and were realized.

The teachers teaching writing of using mind mapping technique in the primary school and their classes to develop their understanding of mind mapping technique and its uses. When the students started work on their own mind mapping technique. They keenly tackled topic from the range of options provided (pets, holidays, sports), blitzing their diagrams with a multitude of ideas and copious illustrations.

Mind Mapping Technique is ideal technique for teaching and presenting concepts in the classroom as they provide a useful focus for students, delivering an overview of the topic without superfluous information.

Mind Mapping Technique are the ideal teaching tool for classroom handouts, as the inherent color, images and visually appealing layout of a Mind Mapping Technique engages students instantly. Mind Mapping Technique provides subject overviews succinctly, makes understanding and interesting even about the most complex.

C. Action Hypothesis

Based on the frame of theory and assumption, the researcher formulates the hypothesis as follow: By using mind mapping technique, the students writing descriptive paragraph can be increased

through the implementation of mind mapping technique at the eighth grade of SMP Muhammadiyah 2 Way Jepara.

CHAPTER III

RESEARCH METHOD

A. **Setting of research**

This research is classroom action research. The research would be done at the eighth grade of SMP Muhammadiyah 2 Way Jepara. The students consist of 26 students. The researcher chooses eighth class because most of the students have low ability in writing. This research plan is the researcher would be done action research plan on july until august. The researcher need a collaborator, she is Mrs. Meriend Isnurvita Dewi.

B. **Subject of research**

The subject this research is 12 students male and 14 students female.

Table 2

The subject of the research

No	Class	Sex		Total
		Male	Female	
1	VIII	12	14	26

C. Action Plan

1. Classroom Action Research

The research is aimed to increase teaching and learning process, so the researcher using classroom action research.

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.[30] It means that action research is given by teacher with directive from teacher that is done by students.

Eileen states that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.[31] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

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[30] Anne Burns, *Doing Action Researchin English Language Teaching;A Guide for Practitioners*, (New York: Routledge 270 Madison Ave, 2010).p.2

[31] Eileen Ferrance. *Themes in Education: Action Research*, (New York: Northeast and Islands Regional Educational Laboratory At Brown University. 2000), p.1

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following:

1. It aims improve workplace practices through improving learning.

2. It aims to promote the ongoing democratic evaluation of learning and practices.

3. It aims to create good social orders by influencing the education of social formation.

Action research is a form of collective self-reflective enquiry undertaken by participants is social situation in order to improve the rationality and justice of their own social or education practice, as well as their understanding of these. It is practices and the situation in which these practices are carried out.[32] The idea of self-reflection is central. In traditional form of research, researcher does research on themselves in company with other people, and those other are doing the same.

In the classroom action research, the writer would like to hold the research in two cycles. There is a relationship between one and the other. They are:

a. Planning

b. Acting

c. Observing

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[32] Jean McNiff with Jack Whitehead, *Action Research: principles and practice,* (London and New York: Routledge Falmer Taylor and Francis, 2002), p.24.

d. Reflecting[33]
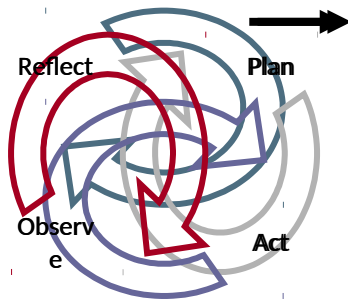
Picture 1

Sequences of action-reflection cycles.[34]

Classroom Action Research (CAR) Cycles are:

1) Cycle I

   a) Planning

      Planning is the first steps in each activity. Without planning the activity that the writer does would not be focus. The planning would be reference in doing action.

      (1) The writer prepares the lesson plan, the material and the picture as media.

      (2) The writer plans to give the task and evaluation.

      (3) The writers prepare the test (pre-test and post-test).

      (4) The writer prepare observation sheet to know the problem in teaching learning writing paragraph.

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      [33] Ibid., p. 41.
      [34] Ibid. p. 41.

b) Acting

The second step in the action research is acting. It is the realization from the planning which has made by the writer. Without the action, the planning is just imagination that never is real. The action research would be conducted at the eighth grade at SMP Muhammadiyah 2 Way Jepara of the east Lampung, at least for three meetings or more until achieve to criteria. The steps are as follows:

(1) Pre-teaching activities

(a) Greeting, prays, taking attendance list

(b) Apperception

(c) Introducing today's lesson and explain the goal of the learning

(2) Process of learning

The teachers use an observation sheet. It is used to make some notes of the activities in the process of learning writing paragraph through mind mapping.

(3) Evaluation

A pre-test is given to the students to know the early students ability before treatment and a post test is used mind mapping to know the students ability after they are taught picture. It is aimed to see whether the students' scores increase or not.

c) Observing

The observation is the activity of recording the event and action. In this research the observation would do in a learning process related

as the schedule. The observation in teaching learning process is recorded by using note. The writer asked the English teacher become observed. The collaborator observes the student activities, in this research the researcher acted as a teacher who implemented the pictures in treatment. This is to know how far the students writing paragraph through mind mapping.

d) Reflecting

The reflection is the fourth step that was be done. The researcher would try to analyze the observation and test result that was done. It is also know whether there is effect to the students' learning process. The first step that would be done in this reflecting is analyzing the quantities data, the researcher would evaluate the score of each assignment. Subject can be successful if they got the improvement score. The second, after collecting the data, the researcher would evaluate the teaching learning process. By reflection, the researcher would know the strength and weakness from the action.

2) Cycle II

a) Planning

(1) Identifies the problem and finds the problem from the first cycle

(2) Make a lesson plan

(3) Prepare the material, method and strategy of teaching

(4) Prepare format to observe

(5) Prepare the instrument of evaluation

b) Acting

The researcher applies the action plan II

c) Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

d) Reflecting

In this step, the researcher would compare the score of pre-test and post-test. The researcher 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.

D. Data Collection Technique

Data is collected by using instrument as bellow:

1. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is data collection technique by directly observing to the object that is examined. Moreover, Edi states that observations can be defined as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purpose[35].

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[35] Edi Kusnadi, *Metodology Penelitian*, (Stain Metro: Ramayana Pers, 2008), p. 98.

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the student who is actively involved in the learning process. The data is made in order to know students' development and as reference for the teacher to arise the participation of the student who have not involved yet.

2. **Test**

In this research, researcher uses tests for the instrument. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.[36] The test would be used by the researcher is pre-test and post-test. The material in pre-test and post-test are different but have same difficulties. The types of the test are writing paragraph through descriptive paragraph. The test was divided into two parts, as follow:

a. Pre-Test

The pre-test would be given at the first meeting before doing treatments in order to know ability of the students before doing the action research. The researcher uses descriptive text.

b. Post-Test

The post-test is given after the treatments. The post-test was held in order to know whether the treatments gave any contribution to the students' achievement in the class or not. This step would be done after the treatment to know the influence of the mind mapping technique, whether it is able to increase the writing paragraph.

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[36] H Douglas Brown, *Language Assessment; Principles and Classroom Practice,* (California: Longman, 2003), p. 3.

3. **Documentation**

Documentation is data collection technique by investigating object written such as book, magazine, document, note, and other.[37] The researcher uses this method to get the data from the school, such as the total of students, total of teachers and the condition of the school.

4. Field Note

Field note is a note that used in the research to write the activity during learning process. So, if the teacher is teaching, the collaborator notes everything that happens in the class. This note is used to review whether any problems during instructional and from this note the researcher can analyze what the strength or weakness when the researcher uses mind mapping technique to increase the writing skill.

E. **Data Analysis Technique**

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, Interview, documentation, the researcher analyzed the data that was based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did was

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[37] Edi Kusnadi, *Metodology Penelitian*., p. 102.

making abstraction of all collecting data. After conducting the research, she made an abstraction of all data. Then, she selected the data that related to the research question and classified them into the two categories data in learning process.

Tabulating the result of the test, and found the mean of the pre-test and the post test. The mean was calculated by applying the following formula:

a. The formula to get the average:

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

b. The formula to get percentage:

$$P = \frac{\sum X}{N} \times 100\%$$

X= Average $\sum X$ = Total of score

N= Total of students   P   = Percent

$$P = \frac{\sum X}{N} \times 100\%$$

P   = Percent

$\sum X$ = Total of score

N   = Number of students

X   = Average[38]

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[38] Burhan Nurgiyantoro, Gunawan, & Marzuki, *Statistik Terapan*, (Yogyakarta: Gajah Mada University Press, 2004), p. 64

Furthermore, to know the result the researcher would compare between pre-test and post-test. Then, the result is matched by minimum standard (KKM) at the school at least 70. If from cycle I, there are some students not successful, so the researcher must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students are successful, the cycle able to be stopped until cycle 2 only.

F. Indicator of Success

The study can be stated success when 70% of the students get the Minimum Mastery Criteria (MMC) score is 65.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. **Result of The Research**

1. **Description of the Research Location**

   a. **The History of SMP Muhammadiyah 2 Way Jepara**

      SMP Muhammadiyah 2 Way Jepara established at 1983 and it was on area of 6600 m^2 with school statistic number 105.7174870. The location of SMP Muhammadiyah 2 Way Jepara on Jl. Raya Km 144 Way Jepara, east Lampung.

      Since it was established the leader headmaster of the school had been changed as follow:

No	Name	Occupation
1.	Drs. Darsono	1983-1988
2.	Taufiq, MM.	1988-1993
3.	Drs. Subandi, M. M.Pd.	1993-1998
4.	Drs. Zainal Abidin	1998-2008
5.	Sugeng, S.Pd	2008-2010
6.	Fajar Mardiyanto, S.Pd	2010-until now

Source: Documentation of SMP Muhammadiyah 2 Way Jepara on July, 2016

   b. **The Building Condition and School Facilities**

      SMP Muhammadiyah 2 Way Jepara has a satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 3

The facilities in SMP Muhammadiyah 2 Way Jepara

No	Building	Total
1.	Headmaster room	1
2.	Teacher's room	1
3.	Classroom	4
4.	Library	1
5.	Science Laboratory	1
6.	Mosque	1
7.	Audiotorium	1
8.	Toilet	1

Source: Documentation of SMP Muhammadiyah 2 Way Jepara on July, 2016

c. **The condition of Teacher and Employee at SMP Muhammadiyah 2 Way Jepara**

SMP Muhammadiyah 2 Way Jepara has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of SMP Muhammadiyah 2 Way Jepara who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

The total of teachers and officers were 14 people which can be seen as the table below:

Table 4

The list of Teachers and Employees of SMP Muhammadiyah 2 Way Jepara

No	Name	Sex	Occupation
1	Fajar Mardiyanto, S.Pd	Male	Principal

2	Ema Nurhayati, S.Pd.I	Female	Islamic religion teacher
3	Dwi Asti Mahmudah, S.P	Female	Science teacher
4	Fazrin Kurniawan, S.Pd	Male	Penjasorkes teacher
5	Giyan Rarawati, S.Pd	Female	Science teacher
6	Herlina Gani	Female	Math teacher
7	Makrus Ali	Male	Art & Culture teacher
8	Meriend Isnurvita Dewi, S.Pd	Female	English teacher
9	Nuraini, S.Pd.I	Female	Lampung Language teacher
10	Reni Handayani, S.Pd.I	Female	Computer teacher
11	Rudi Margiyanto, M.M.	Male	Indonesian Language teacher
12	Subandi	Male	Guidance & Counseling teacher
13	Susgianto, S.Pd	Male	Social teacher
14	Zukhrina Khasanah, S.H.	Female	Civic teacher

Source: Documentation of SMP Muhammadiyah 2 Way Jepara on July, 2016

d. The Quantity of Student at SMP Muhammadiyah 2 Way Jepara in The Academic Year of 2016/2017

The Quantity of student at SMP Muhammadiyah 2 Way Jepara in the Academic Year of 2016/2017 are 94 students that can be identified as follows:

Table 5

The Quantity of Students at SMP Muhammadiyah 2 Way Jepara

In The Academic Year of 2016/2017

Class	Sex		Total
	Male	Female	
VII	12	28	40
VIII	12	14	26
IX	13	15	28
Total	37	57	94

Source: Documentation of SMP Muhammadiyah 2 Way Jepara on July, 2016

2. Description of the Research

In this research, before the process of cycle one, the researcher conducted the pre-test on July 27th, 2016. The researcher asked the students to tell about their selves in front of the class. The result of the students' pre-test score can be seen on the table as follows:

Table 6
The Students Pre-test Result

No	Name	Score	Note
1	AP	55	Failed
2	AM	55	Failed
3	AF	60	Failed
4	B	65	**Passed**
5	DA	60	Failed
6	DS	55	Failed
7	DR	70	**Passed**
8	ER	60	Failed
9	EW	55	Failed
10	FR	70	**Passed**
11	HS	60	Failed
12	LM	65	**Passed**
13	MA	70	**Passed**
14	MW	60	Failed
15	MI	65	**Passed**
16	N	60	Failed
17	PD	65	**Passed**
18	PJ	55	Failed
19	RV	65	**Passed**
20	RO	55	Failed
21	RD	65	**Passed**
22	RE	70	**Passed**
23	TM	60	Failed
24	US	60	Failed
25	VW	70	**Passed**
26	WH	65	**Passed**
Total		**1615**	
Average		**62,11**	
High Score		**70**	
Low Score		**55**	

Based on the table above can be seen that 12 from 26 students were success beside that 14 students were not success. The average from the data

was 62,11. To know about percentages from the score of pre-test can be seen

on the table as follows:

Table 7
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentages	Category
1	>65	12	46,15%	Passed
2	<65	14	53,84%	Failed
Total		26	100%	

Referring the table above, the Minimum Mastery Criteria (MMC) for

English lesson at SMP Muhammadiyah 2 Way Jepara at least 65. It can be seen

that only 12 students (46,15%) got score up to the standard, then 14 students

(53,84%) got score less than the standard. That is the reason, the researcher

used Mind Mapping to Increase the writing ability at SMP Muhammadiyah 2

Way Jepara.

1. **Cycle 1**

   a. **Planning**

   In this step, the researcher made and discussed about the lesson

   plan. Based on the result of pre-test, the researcher has identified and

   found the problem. Therefore, the researcher prepared the lesson plan

   such as; the material, media, task and evaluation. Then the researcher

   plan to give the task and evaluation.

   b. **Acting**

   1) The first meeting

   The first meeting was done on July 28th, 2016. In this meeting the

   collaborator was being the teacher and the researcher was being the

observer. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Before doing the next action, the teacher explained descriptive text for students.

2) The second meeting

In the second meeting was conducted on July 29th, 2016. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this meeting, the researcher reviewed the assignment that the students have done at the first meeting and the teacher asked the students what they understanding about descriptive text. Then, the teacher would explain descriptive text and after that the researcher gave a test. The teacher and the students made conclusion together before closed the meeting. In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 8

The Students Post-test 1 Result of Cycle 1

No	Name	Score	Note
1	AP	60	Failed
2	AM	60	Failed
3	AF	65	**Passed**
4	B	65	**Passed**
5	DA	60	Failed
6	DS	60	Failed
7	DR	73	**Passed**
8	ER	60	Failed
9	EW	60	Failed
10	FR	73	**Passed**
11	HS	65	**Passed**

12	LM	65	**Passed**
13	MA	73	**Passed**
14	MW	65	**Passed**
15	MI	70	**Passed**
16	N	60	Failed
17	PD	65	**Passed**
18	PJ	60	Failed
19	RV	70	**Passed**
20	RO	60	Failed
21	RD	65	**Passed**
22	RE	70	**Passed**
23	TM	65	**Passed**
24	US	60	Failed
25	VW	73	**Passed**
26	WH	65	**Passed**
Total		1687	
Average		64,88	
High Score		73	
Low Score		60	

Table 9

Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentages	Category
1	>65	16	61,53%	Passed
2	<65	10	38,46%	Failed
Total		26	100%	

Based on the data above can be seen that 10 students (38,46%) got score less than standard and 16 students (61,53%) got score up to the standard. It was higher than the result of pretest. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said success when 70% students got score above 65. The fact showed that the result was unsatisfying.

c. Observing

In observation of the researcher's action, the researcher presented two meetings in cycle I of learning to find information of the text in writing lesson. The teacher explained the mind mapping technique to the students. Although the teacher explained mind mapping, but the students confused about what should they do and got difficulty to find information of the text.

In the second meeting, the researcher explained the mind mapping technique before giving the students assignment by using English fully. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the test I there were 16 (61,53%) out of 26 students got good score. Although, only 16 the students who got good score. But, the result of the students' test was better than the students' test before giving treatment.

Table 10

The Students' Activities Result in Cycle I

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AP	2	40%	2	40%	Constant
2	AM	3	60%	3	60%	Decline
3	AF	2	40%	2	40%	Constant
4	B	2	40%	3	60%	Increase
5	DA	2	40%	2	40%	Constant
6	DS	1	20%	2	20%	Increase

7	DR	2	40%	2	40%	Constant
8	ER	1	20%	3	60%	Increase
9	EW	3	60%	2	40%	Decline
10	FR	3	60%	3	60%	Constant
11	HS	2	40%	3	60%	Increase
12	LM	2	40%	2	40%	Constant
13	MA	3	60%	3	60%	Constant
14	MW	3	60%	3	60%	Constant
15	MI	1	20%	3	60%	Increase
16	N	2	40%	3	60%	Increase
17	PD	3	60%	2	40%	Decline
18	PJ	3	60%	3	60%	Constant
19	RV	2	40%	3	60%	Increase
20	RO	3	40%	2	40%	Decline
21	RD	1	20%	3	40%	Increase
22	RE	2	40%	2	40%	Constant
23	TM	3	60%	2	60%	Constant
24	US	2	60%	2	60%	Constant
25	VW	2	40%	1	20%	Decline
26	WH	2	40%	2	40%	Constant

Note :   ≤50%   : Not Active

         ≥50%   : Active

The students Mark Criteria:

1. The students can comprehend mind mapping technique are easily and interesting.

2. The students are able easier and most famous thinking tool.

3. Students are able to memorize better.

4. The students revise is quick and effective.

5. The students are able more creative.

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

d. Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the condition be noise.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follow:

1) The researcher should manage class well.

2) The researcher asks students to focus on study and not make a noise.

3) Teacher should motivate students to be more active in class.

2. Cycle 2

a. Planning

In this step the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle 1, the researcher and collaborator concluded that the problems are some students are not confident to write English, they felt difficult to express their idea. Beside that some students still did not focus on the material and made the condition be noise. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged lesson plan for continuing in cycle 2.

b. Acting

1) The first meeting

The meeting conducted on August 4th, 2016. For the first, the researcher was opened the meeting by greeting, asked students to pray together, checking students' attendance. After that, the researcher explained the material. The material was the descriptive text. Therefore, the teacher explained the descriptive more.

2) The second meeting

The second meeting conducted on August 5th, 2016. The researcher began the meeting by greeting, asked students to pray together, checking students' attendance, and asking the students' condition. After that the teacher asked to the students to explain about what descriptive is and what mind mapping is. After some students explained, then the teacher gave a task. There were essays questions based on the descriptive text. So, the teacher asked the students to answer the questions. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. There were 21 out of 26 students could do well.

Table 11

The Students' Score of the Post-Test 2 in Cycle 2

No	Name	Score	Note
1	AP	65	**Passed**
2	AM	60	Failed
3	AF	70	**Passed**
4	B	70	**Passed**
5	DA	60	Failed
6	DS	60	Failed
7	DR	75	**Passed**
8	ER	60	Failed
9	EW	65	**Passed**
10	FR	73	**Passed**
11	HS	65	**Passed**
12	LM	65	**Passed**
13	MA	75	**Passed**
14	MW	65	**Passed**
15	MI	75	**Passed**
16	N	65	**Passed**
17	PD	65	**Passed**
18	PJ	60	Failed
19	RV	70	**Passed**
20	RO	60	Failed
21	RD	65	**Passed**
22	RE	70	**Passed**

23	TM	65	**Passed**
24	US	60	Failed
25	VW	73	**Passed**
26	WH	65	**Passed**
Total		1721	
Average		66,19	
High Score		75	
Low Score		60	

Table 12

Frequency of Students' Score of the Post-test 2 in Cycle 2

No	Score	Frequency	Percentage	Category
1	>65	19	73,07%	Passed
2	<65	7	26,92%	Failed
	Total	30	100%	

Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 75 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their writing ability. It means that cycle 2 was successful.

c. **Observing**

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 13

The Students' Activities Result in Cycle II

No	Name	First Meeting	Second Meeting	Category

		Act	Percentages	Act	Percentages	
1	AP	4	80%	5	100%	Increase
2	AM	5	100%	5	100%	Constant
3	AF	4	80%	4	80%	Constant
4	B	5	100%	5	100%	Constant
5	DA	4	80%	5	100%	Increase
6	DS	5	100%	5	100%	Constant
7	DR	4	80%	4	80%	Constant
8	ER	4	80%	5	100%	Increase
9	EW	5	100%	5	100%	Constant
10	FR	4	80%	5	100%	Increase
11	HS	3	60%	5	100%	Increase
12	LM	4	80%	4	80%	Constant
13	MA	3	60%	5	100%	Increase
14	MW	3	60%	5	60%	Increase
15	MI	4	80%	4	80%	Constant
16	N	4	80%	4	80%	Constant
17	PD	5	100%	4	80%	Decline
18	PJ	3	60%	4	80%	Increase
19	RV	3	60%	4	80%	Increase
20	RO	3	60%	4	80%	Increase
21	RD	5	100%	4	80%	Decline
22	RE	4	80%	4	80%	Constant
23	TM	3	60%	4	80%	Increase
24	US	4	80%	4	80%	Constant
25	VW	4	80%	4	80%	Constant
26	WH	6	60%	4	80%	Constant

Note :   ≤50%   : Not Active

         ≥50%   : Active

The students Mark Criteria:

1. The students can comprehend mind mapping technique are easily and interesting.

2. The students are able easier and most famou thinking tool.

3. Students are able to memorize better.

4. The students revise is quick and effective

5. The students are able more creative.

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

d. Reflecting

The result of cycle 2 was better than cycle 1. There was significant Increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in answering the assign. It happened because the teacher explained mind

mapping technique more. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment than before. They also felt confidence to answer the question. It means that the mind mapping technique is effective technique to increase the student's writing skill. The students who got score more than 65 were 19 (73,07%) out of 26 students. The research did not continue to the next cycle because the students' average was 76, 66.

B. Interpretation

1. The Increasing the Students' Writing Descriptive Paragraph through the Implementation of Mind Mapping Technique on Cycle I and Cycle II

There is an increased score of the students pre-test and post-test on cycle I and cycle II. This is the result score pre-test and post-test on cycle 1 and cycle 2:

Table 14
The Result Score of Students' Pre test,
Post test 1 and Post test 2

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre test	Post test I		Post test II		
1	AP	55	60	9.09	65	8.33	Increase
2	AM	55	60	9.09	60	0	Increase
3	AF	60	65	8.33	70	7.69	Increase

4	B	65	65	0	70	7.69	Increase
5	DA	60	60	0	60	0	Constant
6	DS	55	60	9.09	60	0	Increase
7	DR	70	73	4.28	75	6.84	Increase
8	ER	60	60	0	60	0	Constant
9	EW	55	60	9.09	65	8.33	Increase
10	FR	70	73	4.28	73	0	Increase
11	HS	60	65	8.33	65	0	Increase
12	LM	65	65	0	65	0	Constant
13	MA	70	73	4.28	75	6.84	Increase
14	MW	60	65	8.33	65	0	Increase
15	MI	65	70	7.69	75	7.14	Increase
16	N	60	60	0	65	8.33	Increase
17	PD	65	65	0	65	0	Constant
18	PJ	55	60	9.09	60	0	Increase
19	RV	65	70	7.69	70	0	Increase
20	RO	55	60	9.09	60	0	Increase
21	RD	65	65	0	65	0	Constant
22	RE	70	70	0	70	0	Constant
23	TM	60	65	8.33	65	0	Increase
24	US	60	60	0	60	0	Constant
25	VW	70	73	4.28	73	0	Increase
26	WH	65	65	0	65	0	Constant
Total		1615	1687		1721		
Average		62.11	64.88		66.19		

From the increasing each cycle, it can be seen know that the use of mind mapping technique can increase the students' ability in writing descriptive paragraph, because the students had understood about making a descriptive text, they could increase their writing skill. It can be seen from the average 64,88% from the data become 66,19% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below.

Graph 1

**The Average of the Students' Score on Pre test,
Post test 1, and Post test 2**
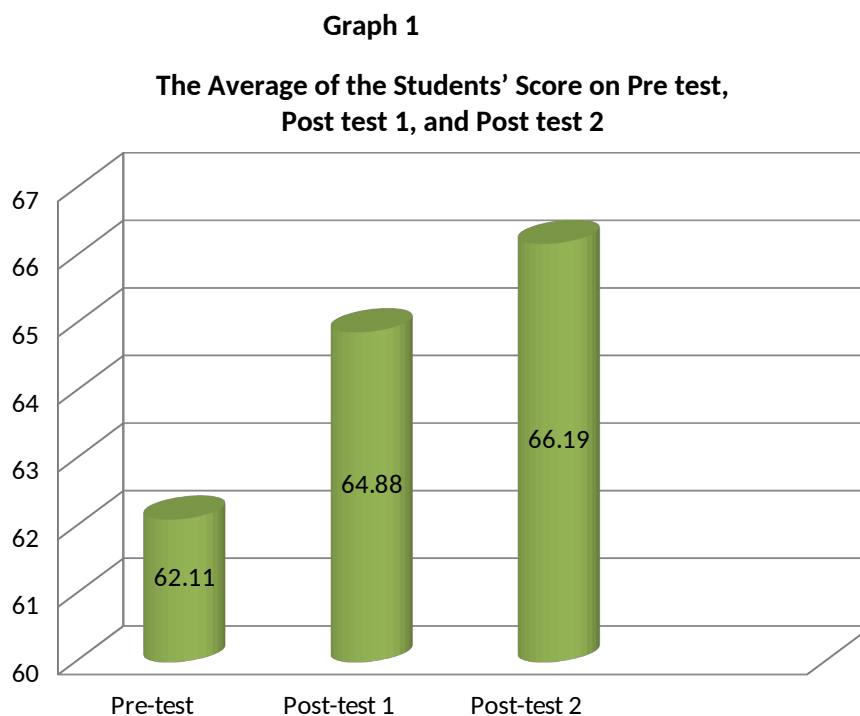
There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 12 students (46,15%) in pre-test to 16 students (61,53%) in post-test 1 and became 19 students (73,07%) in post-test 2.

The research was success if 70 % of students able to achieving the minimum mastery criteria (MMC), that was 65. Based on the result of pre-test and post-test, it could be seen that mind mapping was able to Increase the students' writing ability significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 62,11%, in post-test 1 was 64,88%, and in post-test 2 was 66,19%.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 70% with the minimum mastery criteria was 65.

2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

Table 15

The Result of the Students' Activities in Cycle 1 & Cycle 2

No	Name	Cycle 1	Cycle 2	Increasing	Explanation
1	AP	7	16	9	Increase
2	AM	9	17	8	Increase
3	AF	11	15	4	Increase
4	B	12	16	4	Increase
5	DA	15	17	2	Increase
6	DS	9	15	6	Increase
7	DR	8	10	2	Increase
8	ER	16	19	3	Increase
9	EW	9	16	7	Increase
10	FR	9	18	9	Increase
11	HS	11	15	4	Increase
12	LM	12	16	4	Increase
13	MA	7	11	4	Increase
14	MW	8	11	3	Increase
15	MI	9	15	6	Increase
16	N	9	15	6	Increase
17	PD	12	16	4	Increase
18	PJ	14	17	3	Increase
19	RV	9	15	6	Increase
20	RO	16	18	2	Increase
21	RD	16	18	2	Increase
22	RE	9	13	4	Increase
23	TM	14	16	2	Increase
24	US	8	15	7	Increase

25	VW	14	16	2	Increase
26	WH	9	12	3	Increase
Total		**323**	**450**		
Percentage		**53.83 %**	**75 %**		

Based on the data above, it can be inferred that the students felt comfortable and active write an appropriate word the learning process. Most of the students showed good increasing in learning activities when mind mapping was applied in learning process from cycle 1 to cycle 2.

Graph 2
The Comparison of Students' Activities in Cycle 1 and Cycle 2
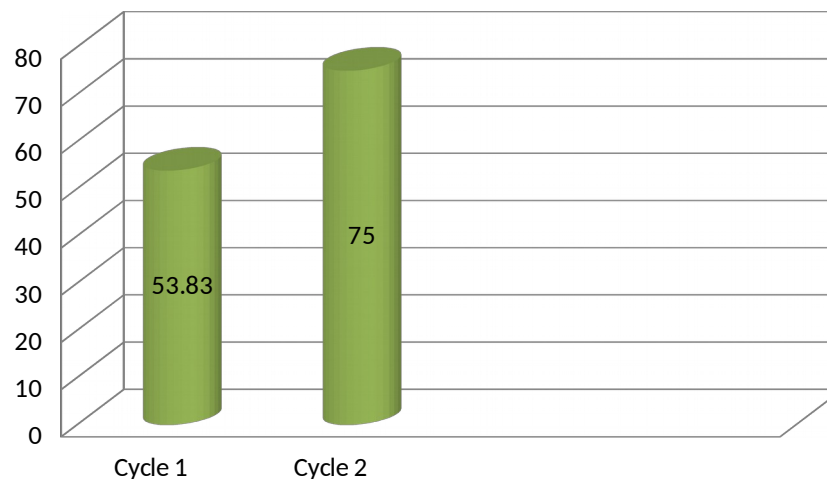
Based on the graphic above, it could be concluded that there was an increasing of students' activities during the learning process in cycle 1 and cycle 2 through mind mapping. In cycle 1 the percentage of students' activities was 53.83 % and in cycle 2 was 75 %. The increased of students' activites was 21.17 %. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70%.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestion that support the research result.

A. Conclusion

Based on the result of the implementation of mind mapping technique in writing skill. It can be concluded that there is increasing the students' writing descriptive paragraph through the implementation of mind mapping technique at the eighth grade SMP Muhammadiyah 2 Way Jepara.

It can be seen that the result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test. The average score pre-test is 62,11, the average score post-test 1 in cycle I is 64,88. There is increased 2,77 point. The cycle II from the post-test 2 the average score is 66,19. There is increased from post-test 1 to post-test 2

became 1,31 point. It means that Mind Mapping technique would be able to increase the students' writing skill.

The use of Mind Mapping technique in learning process made the students' easily in writing descriptive paragraph. It can be seen increase students' score at the eighth grade at SMP Muhammadiyah 2 Way Jepara.

B. Suggestion

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

1. It is suggested for the English teacher to use mind mapping as technique because this technique is effective to increase the students writing skill in learning.

2. It is suggested for the English teacher to give explanation about mind mapping clearly. Without give more explanation from the teacher, the students difficult for understanding what is mind mapping and how implement in writing skill.

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