



**THE EFFECTIVENESS OF MIND MAPPING STRATEGY
IN TEACHING THE STUDENTS TO WRITE
DESCRIPTIVE TEXT**

**(An Experiment of the Eighth Grade Students of
SMP N I Pegandon Kendal in the Academic Year of 2008/ 2009)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
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2009

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ABSTRACT

Mawadah, L. 2009. *The Effectiveness of Mind Mapping Strategy in Teaching the Students to Write Descriptive Text: An Experimental Research of the Eighth Grade Students of SMP N I Pegandon Kendal in the Academic Year of 2008/ 2009.* A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: I. Dra. C. Murni Wahyanti, M.A., II. Rohani, S.Pd, M.A.

Keywords: Text, descriptive, mind mapping strategy, experimental design.

The study is about The Effectiveness of Mind Mapping Strategy in Teaching the Students to Write Descriptive Text. The purpose of this research is to compare whether teaching descriptive text to junior high school students of SMP Negeri I Pegandon by using mind mapping strategy is more effective than teaching descriptive text by using the conventional strategy (the strategy which the teacher usually applies).

In this research, the writer chose two classes as the sample of the research. They are class VIII 4 (the experimental group) and class VIII 5 (the control group). The experimental group was taught by using mind mapping strategy and the control group was taught by using the conventional strategy. The writer used writing test to gather the data. Before giving the writing test, the writer gave some activities to the students. Those activities are giving the glossary, making the simple sentences, describing the familiar people by using picture and applying mind mapping strategy in writing descriptive text (just for the experimental group). The main purpose of the activities above was to help the students in creating a text. After that the writer scored the students' work by using the analytical scoring. This score was based on the five criteria; they are organization, content, grammar, punctuation and vocabulary. In addition, the t-test formula was also applied to determine whether there was a significant difference between the means of the experimental group and the control group. The mean of post-test of the experimental group is 78.50 and the control group is 75.53. The obtained t-test (t_{value}) is 4.57672, whereas the t_{table} is 1.99 for $\alpha = 5\%$. The t-test value is higher than the t-table ($4.57672 > 1.99$).

The result proved that mind mapping is more effective as the teaching strategy in teaching descriptive text than the conventional strategy. Finally, the writer suggests to the teachers to use mind mapping strategy in teaching descriptive text.

ACKNOWLEDMENT

In this moment, the writer wishes to praise to Allah Almighty who has blessed the writing of this thesis.

The writer would like to express her sincere thanks and deepest appreciation to Dra. C. Murni Wahyanti, M.A., as the first advisor and Rohani, S.Pd. M.A., as the second advisor, for the continuous and valuable guidance, helpful correction, useful suggestion and encouragement so that she can complete her thesis.

The writer gives special honors to all lecturers at the English Department of Unnes who have taught, motivated as well as guided her. Her deep appreciation is also addressed to all members of SMP Negeri I Pegandon Kendal especially to Mr. Muhitul Himam (the headmaster) and Mrs. Asih (English teacher) for giving opportunity to conduct the research. In addition, her gratitude is expressed to the eighth grade students (class VIII 4 and VIII 5) who willingly have contributed their valuable time for the participation in her research. She also gives honors to her big family for their support.

Nothing in the world is perfect. The writer realizes that there are still many shortcomings in this thesis in spite of her efforts. Therefore, she would be very grateful for corrections to improve this thesis. Comments and criticism are also expected from all readers of the thesis.

Semarang, September 2009

The writer

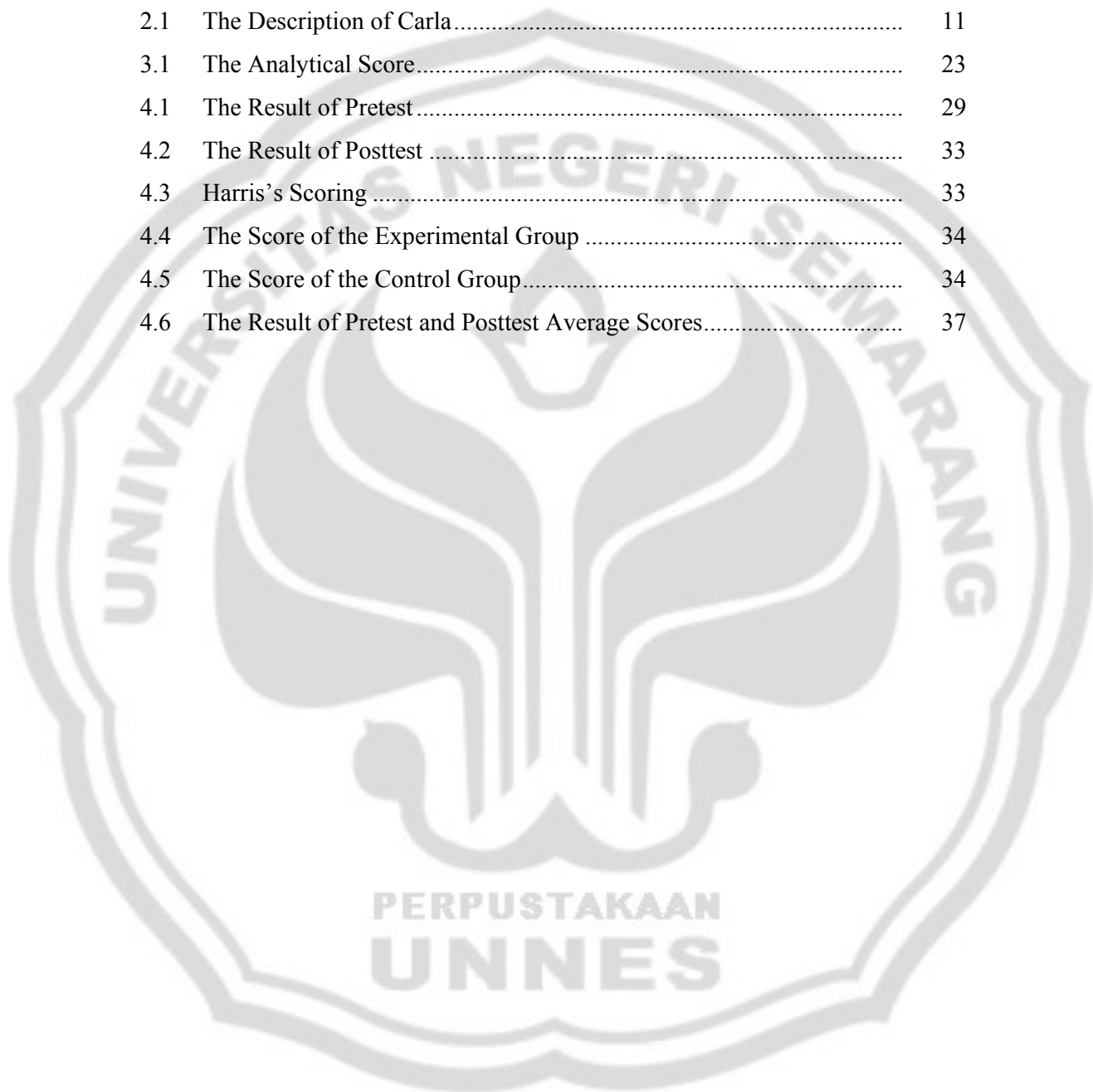
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CHAPTER I

INTRODUCTION

Chapter one presents introduction which consists of background of the study, reasons for choosing the topic, research question, purpose of the study, significance of the study and outline of the report.

1.1 Background of the Study

Learning English actually involves the mastery of four language skills, they are listening, speaking, reading and writing. All of skills must be learned overall because all of them can not be separated each others.

Learning to write is not the same as learning to speak in which it can be acquired when we were child. But writing should be learned consciously and it demands a lot of practice under the conscious guidance. Learning to write even is considered to be more difficult than learning to speak. It can be seen from the real life that people will learn write after they have mastered spoken language. Furthermore learning to write demands us to know the language components, for instances; vocabulary, grammar, diction, rhetorical devices and punctuation.

Nowadays writing is one of the skills which must be taught to junior high school students as one of the teaching and learning activity in English class. It is clearly noted in KTSP curriculum that the objective of teaching English in junior high school does not only teach vocabulary and grammar or introduces a new dialog with a certain topic but also impresses on the

discourse level. It means that the teaching process doesn't only focus on the text but also focuses on how to construct a new text well.

Writing skill includes the more complex and difficult thing. Moreover, it is pointed to the junior high school students because in writing class, they are demanded to pay attention more. Commonly, they are afraid of making any mistakes and worry about their ability in producing and arranging words into the correct sentences. White (1986: 12) said:

“Writing is public discourse and for that reason it should be worthwhile, well-organized, sufficiently developed to accomplish its intended purpose and clearly and effectively written. The act of writing is also an act of sharing new ideas- or old ideas with the new perspective – with the human community.”

Considering the students get the problem in writing task, as the result they have no confidence in writing task. They don't want to try to write even don't like writing at all. Because of the difficulties of writing, some strategies must be done to solve this problem so that writing will become easier to learn.

In fact, it is not an easy task for the teacher to use an attractive strategy in encouraging the students to explore their ideas into the written form. However, the teacher must try to give a strategy that makes the students easily in exploring their ideas into the written form. Therefore, in this case, the writer will try to use a strategy which helps the students in writing a text. This strategy actually is one of the brilliant strategies that is used to teach the descriptive text. According to Palmer et al. (1994: 50) mind mapping is also called webbing or clustering which can be used to

create visual representation to help the writers generate, expand, clarify and organize ideas. It means that mind mapping is a strategy which comes up the students' ideas in their mind quickly.

The descriptive text itself is one of the texts that provides a vivid description of person, place or thing. So, mind mapping strategy fits for creating the descriptive text. By using mind mapping strategy, the teacher can guide the students in making and arranging words into good sentences. This is the one of the strategies which will support them to write sentences, paragraphs or even a text.

In this thesis, the writer will compare whether the use of mind mapping strategy is more effective in teaching junior high school students to write the descriptive text than the conventional strategy.

1.2 Reasons for Choosing the Topic

The reasons for choosing the topic as follows:

- a. The use of mind mapping strategy in writing descriptive text is used rarely so that the writer wants to compare whether or not this strategy is more effective in teaching the descriptive text than the conventional strategy.
- b. Most of junior high school students are afraid to try to express their ideas into the written form, so it is a must for the teacher to give a strategy in which it can make the students write descriptive text easily.

1.3 Research Question

Is teaching the descriptive text by using mind mapping strategy more effective than teaching the descriptive text by using the conventional strategy?

1.4 Purpose of the Study

The purpose of this study is to compare whether teaching descriptive text to junior high school students of SMP N I Pegandon by using mind mapping strategy is more effective than teaching descriptive text by using the conventional strategy.

1.5 Significance of the Study

The writer hopes by the end of lesson, the students should be able to improve their skill in writing class. By conducting this research, the writer wants the result will reveal the following:

For the teachers : Hopefully, it can be an input for the teachers in giving a strategy of teaching, especially the writing class. The teachers can use mind mapping strategy as an alternative medium in teaching writing class.

For the students : The result of the study actually will be very useful for the students who find the difficulties in writing class. By applying this strategy, hopefully they can solve their problem in writing class.

For the readers : The result of the study can be used as a reference for making thesis. In addition, it can be an inspiration in writing a text.

1.6 Outline of the Report

In order to give a complete to the readers of what this writing about, the writer presents the general outlines as follows:

Chapter one presents the introduction which consists of background of the study, reasons for choosing the topic, research question, purpose of the study, significance of the study and outline of the report.

Chapter two explains review of the related literature which consists of the definition of writing, general concept of mind mapping and the definition of descriptive text.

Chapter three describes methods of investigation which consist of the data of the subject.

Chapter four presents results of the study

Chapter five consists of conclusion and suggestion.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter two presents the review of the related literature which consists of general concept of writing, mind mapping and descriptive text.

2.1 Writing

Writing section presents general concept of writing and teaching of writing at junior high school.

2.1.1 General Concept of Writing

Writing is commonly familiar word for the language students because it belongs to language skill which is taught in English class. Writing itself is considered as a means of communication among the writers and the readers through the paper. According to Meyers (2005: 2) writing is speaking to the others on paper or a computer scene. Writing is also an action - a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. It means that writing is a part of human's life because almost everyday people unconsciously do the activities which are related to the writing skill.

Basically writing is similar to speaking but writing needs more attention than speaking. In another word, writing is a process of thinking more and it also needs several steps to get good result. Palmer et al. (1994: 1) said that writing requires complex thinking; the process of writing

involves problem solving and decision making. It means that beginning to write is difficult enough moreover for the beginners like junior high school students. Because of in writing class, the students must master the components of writing, like diction, grammatical function, vocabulary, rhetorical devices, punctuation etc. Actually the students have a lot of ideas but usually they don't know how to start writing.

Writing is the difficult subject for the beginners like the junior high school students. Therefore, the teacher is suggested to use the proper strategy which makes the students easier in applying the writing process. It is similar to the statement of Alice et al. (1997:2) that:

“Writing is a progressive activity. It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is a never one step action; it is a process that has several steps.”

Seeing the statement above, actually writing needs several steps such as pre writing, while writing and post writing. According to Alice et al. (1997:20)

“There are three steps in writing process; they are prewriting to get ideas, organize the ideas and write the rough draft. In prewriting technique, there are three techniques that can be used; they are brainstorming, clustering or mind mapping and free writing.”

The techniques that are mentioned above is to help the students in applying writing subject well. The techniques must be applied regularly.

However, in prewriting technique, the students are suggested to choose one of them. It depends on the topic that they use.

2.1.2 Teaching of Writing at Junior High School

English is the first foreign language which is taught in the elementary school, junior high school and senior high school. Teaching English at junior high school encompasses four language skills; they are listening, speaking, writing and reading.

Writing is one of language skills that must be taught to junior high school students as one of the teaching – learning activities in English class. Teaching writing subject at junior high school students is not same as teaching the speaking subject. Writing is more difficult than speaking because the teacher must master the components of writing, for instance; the diction, grammar, vocabulary, rhetorical devices, punctuation etc. Therefore, the teacher firstly must give the basic material for the students in order to the students can write a text as well as possible.

Based on KTSP curriculum for the eighth grade of junior high school students, they are demanded to make a simple text in the written form. Furthermore, the objective of teaching English at junior high school does not only teach vocabulary, grammar or introduce a new dialog with a certain topic but also impresses on the discourse level. It means that the teaching process does not only focus on the text but also focus on how to construct a new text well. For this level education, the students should

learn writing based on the certain texts. The one of the texts that is taught to junior high school students is descriptive text.

2.2 Mind Mapping

Here the writer wants to discuss general concept of mind mapping.

2.2.1 General Concept of Mind Mapping

Mind mapping is like clustering. It belongs to prewriting technique which asks the students to write a single word or phrase in the center of a piece of paper. After the students have several words which are connected to the original word, they try to connect the additional words to the second set.

At the first, in using mind mapping strategy, the students write the main topic which is related to the topic in a form of noun. After that, they put the main topic as the core of the idea in the center of schema (the bubble form). Next, the main topic is broken down into the small parts and then the students were asked to make the other bubbles as many as possible in which those bubbles will be entered the related words.

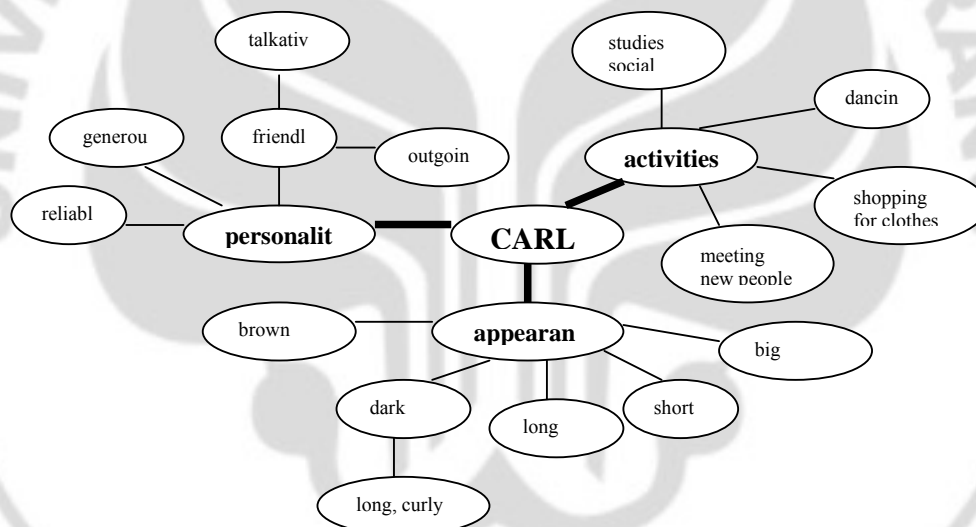
Mind mapping is also called webbing or clustering which can be used to create visual representation to help the writers generate, expand, clarify and organize ideas (Palmer et al.1994: 50). It means that mind mapping stimulates the students to write down a central idea and then they try to break down it into several words or phrases. Basically mind mapping are used to generate, visualize and classify ideas. It means that

mind mapping can be an aid of the study and also can be a problem solving in writing.

Usually mind mapping can be a hierarchical tree structure and it can be the bubbles which will be entered the key words. Its purpose is to make the students write easier because they will expand whatever they write in the bubbles into several sentences.

The following is the diagram of mind mapping strategy that is used to describe someone which is taken from Bonner (1994: 93).

Diagram 2.1



The diagram above shows that it focuses on the characteristic of Carla which is viewed from her appearance, activities and personalities. To make easy in applying these diagram, it can be divided into several parts of Carla's description as follows:

Table 2.1

THE DESCRIPTION OF CARLA		
Appearance	Activities	Personalities
brown eyes	meeting new people	talkative
dark hair	dancing	reliable
long, curly	shopping for clothes	friendly
long skirt	studies social work	outgoing
big jewelry		generous
short		talkative

The writer chose the description of people because it belongs to the pleasurable writing activity. The students can get ease in imagining their family or acquaintance because actually those objects always stay in the students' mind. So, they can express those objects into the written form easily.

The writer used mind mapping strategy in creating the descriptive text because mind mapping is suitable strategy when is used to create the visual representation. Meanwhile, the description text is one of the texts which can be seen through the visual representations. It is similar to the statement of Rico as quoted by White (1986:34):

“Writing is the natural way, is known as clustering or mind mapping. In a very brief period two to ten minutes. The students free associate with a nucleus word that is placed in the middle of a page and circled. By radiating lines from the nucleus, the students spontaneously records images, feeling and abstractions, placing each term in its own circle.”

The statement above means that clustering or mind mapping strategy requires the students to write a text that requires the vivid words. By applying mind mapping, the students are expected to write the text because the students associate their words to the other words into a text quickly.

2.3 Descriptive Text

Descriptive text section will present definition of the descriptive text and the use of mind mapping strategy to write descriptive text.

2.3.1 Definition of the Descriptive Text

Writing is one of the language skills which must be taught to junior high school students. It is clearly noted in KTSP curriculum that the students should be able to express the meaning of written text. In KTSP curriculum there are kinds of the texts that must be taught to junior high school, for instances; descriptive text, narrative text, procedure text etc.

Here the writer used the descriptive text in her research because the descriptive is one of the texts that asks the students to be more creative in expressing whatever they see. In addition, the descriptive text is the proper text for junior high school students. The descriptive text itself is one of the texts which is used to describe someone, something or place. When the students describe someone or something, actually they give the picture in the words form to their readers. To make the word picture as vivid and real as possible, the students must observe and record specific details that appeal to their readers' sense (sight, hearing, taste, smell, touch). It means that descriptive text needs the sharp and colorful details.

The following is the general concept of the descriptive text which is adapted from Hammond et al. (1992:78):

- a. Social function
To describe a particular person, place or thing
- b. Schematic structures
 - Identification : identifies phenomenon to be described
 - Description : describes parts, qualities and characteristics
- c. Significant grammatical patterns
 - Focus on specific rather than generic participants
 - Use simple present tense
 - Verb being and having
 - Use of descriptive adjective to build up long nominal group

Actually the function of the descriptive text is to provide the readers with the vivid picture in the words form so that the students must choose the proper topic that appeals strongly.

2.3.2 The Use of Mind Mapping Strategy to Write Descriptive Text

Writing is a process of thinking something. Writing needs several steps to make it well. Its purpose is to make the writing activity more exciting and to get a good feel of the readers. Actually writing needs several steps to get the good result and usually it is begun from pre writing.

Prewriting activity is a strategy to help the students involve in the writing process. Prewriting activity requires the students to concern with their ideas and memories. It consists of three activities; they are brainstorming, mind mapping/ clustering and free writing (Alice et al. 1997: 20). Actually prewriting stage is the most important thing for the students because it determines the content of the text. It means that it is the

time for the students to generate ideas, thoughts and images and to formulate plans for writing (Palmer et al. 1994: 47).

Based on the statement above, one of pre writing activities is mind mapping and mind mapping itself provides the opportunity for the students to generate ideas in the words form as many as possible. It also guides the students to explore their knowledge deeply. It means that mind mapping can stimulate the students to explore their ideas and memories. Mind mapping also formulates for how the class would compile and analyze the gathered information, make sense of it (Palmer et al. 1994: 50).

Mind mapping can be used to create a text that needs sharp details. In addition, mind mapping also can be used to create a text which can be seen through visual representation, like descriptive text. Descriptive text is writing about how something or someone looks and uses space order (Alice et al. 1997: 48). It means that descriptive text appeals to the sense. So, it tells how something looks, feels, smells, tastes and sounds. In another word, the descriptive text is like the word picture because the readers can imagine the objects in their mind when they read that text.

Based on the statement above, there is relationship between mind mapping strategy and descriptive text. So, the students are suggested to use mind mapping when they want to write the descriptive text.

CHAPTER III

METHODS OF INVESTIGATION

Chapter three presents methods of investigation which consists of research design, object of the research, variable, instrument and scoring technique.

3.1 Research Design

Here the writer wants to discuss experimental research and procedure of the research.

3.1.1 Experimental Research

The writer used the quantitative method because she used the experimental research in doing her research. According to Gay (1976) as quoted by Sevilla et al. (1988:93)

“Experiment method is the research method only which actually can examine hypothesis which is related to the cause-effect. Beside the experiment method can represent the actual approach in solving problem theoretically and practically.”

The statement above shows that experimental method requires the actual approach because it can represent the valid result both theoretically and practically.

In this case, the writer used the experimental research. The experimental research consists of two group; they are the experimental group and the control group.

The design of the experimental group can be described as follows:

<u>E</u>	<u>01</u>	<u>X</u>	<u>02</u>
C	03	X	04

Where, E = experimental group
 C = control group
 01 = pre test of the experimental group
 02 = post test of the experimental group
 03 = pre test of the control group
 04 = post test of the control group

(Arikunto 2006: 86)

It can be explained that the subjects were assigned to the experimental group (top line) and the control group (bottom line). The writer checked the quality of the subjects firstly by giving a pre test (01 and 03). Then she gave a treatment for the experimental group, in this study she gave mind mapping strategy as the new treatment. Meanwhile the control group was given nothing; she just taught the control group as usual.

Considering the statement above, the writer conducts her research by choosing two classes of the eighth grade students of SMP N I Pegandon-Kendal as the sample of her research. One class as the experimental group, they were taught descriptive text by using mind mapping strategy and another as the control group, they were taught descriptive text by using the conventional strategy (the strategy which the teacher applies as usual). So, the writer will compare whether mind mapping strategy is more effective in teaching descriptive text.

3.1.2 Procedure of the Research

In doing this research, the writer used a process that needs several stages in order to get valid result.

The followings are the stages of the research:

a. Pre test

Pre test is given prior to teaching a course or a unit of instruction (Vallete 14). In this case, the writer gave pre test to the experimental and the control group.

b. Treatment

Treatment is a certain strategy that is used to help the students in solving their problem. Here, the writer gave mind mapping strategy to the experimental group.

c. Post test

Post test is given at the end of the course or unit (Valette: 14). The writer gave post test after the treatment.

3.2 Object of the Research

The writer would like to discuss the population, the sample and the technique of sampling.

3.2.1 The Population

A population is a set or collection of all elements possessing one or more attributes of interest (Arikunto 2006: 130). It means that the total of population is too large to be the object of the research. In another word, it is not effective and efficient if it is done in a school. The total of

population is about 200 students and all of them are the eighth grade students of SMP N I Pegandon. Because of the difficulty, the writer just used some of them.

3.2.2 The Sample

The writer considered that the number of population is too large so it is difficult for the writer to do her research effectively and efficiently. To make easy, the writer used some of them to be the object of her research and it is called the sample of the research. According to Ferguson (1976) as quoted by Sevilla et al. (1998: 160) sample is the small group which will be observed which represents all of the population.

In determining the number of sample, the writer used Solvin's formula (1960) as quoted by Sevilla et al. (1998: 161) as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where, n = measure of sample
 N = measure of population
 e = critical value (the actual limitation) it depends on the number of population

In this research, there are 200 students as the population (N), the critical value which is needed is 8 % how many sample is needed?

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{200}{1 + 200(0.00648)}$$

$$n = \frac{200}{1+1.6}$$

$$n = \frac{200}{2.6}$$

$$n = 77$$

Based on above, the number of sample is 77 but it may be more or less from 77. And the writer used 76 students as the sample of research. Actually they have represented the number of population.

3.2.3 The Technique of Sampling

After the writer decided the total of the sample, she decided the form of sampling in order to get easy in collecting the data of experiment. She took the cluster sampling. It is a sampling that is formed in the certain stratum or group, like the elementary school, junior high school and senior high school.

In this case, the writer chose the junior high school students as the object of her research. There were two hundred students in the class eight which are divided into five classes. She just took two classes as the sample of her research.

3.3 Variable

Here the writer would like to explain the definition of variable.

3.3.1 The Definition of Variable

A variable is essentially what we can observe or quantify of the human characteristics or abilities involved (Brown as quoted by Saleh

2001: 8). It means that variable is a thing that is manipulated, controlled and observed by the writer in doing her research.

Here, the writer just wanted to focus on two variables, they are dependent variable and independent variable.

The followings are the definition of variable:

a. Dependent variable

Dependent variable is the factor which is observed and measured to determine the effect of the independent variable (Tuckman 1978 as quoted by Saleh 2001: 59). Seeing the definition above, the dependent variable of this research is the students' achievement.

b. Independent variable

Independent variable is the factor which is measured, manipulated, or selected by the researcher to determine its relationship to an observed phenomenon (Tuckman 1978 as quoted by Saleh 2001: 58). Based on the definition above, the independent variable of this research is the use of mind mapping strategy in writing descriptive text.

3.4 Instrument

An instrument is a tool which is used to mention the tool of collecting data. It includes questionnaire, observation, interview and test (Saleh 2001: 31). In this case, the writer wants to discuss test and essay test.

3.4.1 Test

The writer used test as her research instrument. Test is a method of measuring a person's ability, knowledge or performance in a given domain (Brown 2004: 3). Generally there are two types of the test; they are objective test and essay test. Essay test is also called subjective test because this score is influenced by the evaluator's mastery. Meanwhile the score of the objective test depends on the students' mastery.

Here, the writer used essay test or subjective test as the instrument of her research. So, the writer must be able to analyze the writing correctly.

3.4.2 Essay test

In this research, the writer chose the essay test as her instrument. She considered that essay test was rarely given to junior high school students so that she wanted to know whether they were able to write a text. Essay test is extremely difficult to score reliably. So, it is a must for the writer to master the way of scoring the essay test in order to get the valid and reliable of the student's work.

3.5 Scoring Technique

Scoring technique is a certain technique that is used to score the students' work. It presents analytical scoring and t-test.

3.5.1 Analytical scoring

The writer chose the essay test as her instrument's research. It means that the score depends on the capability of the writer. So, the writer must have the guidance of evaluation appropriately.

In this case, the writer used the analytical scoring. She used the analytical scoring because it gives a description of score in each criterion clearly and it is very suitable to score the writing test. Brown and Bailey (1984) as quoted by Brown (2004: 243) said that an analytical scoring scale specified five major categories and a description of five different levels in each category, ranging from unacceptable to excellent.

The following is the analytical scale for rating composition tasks (Brown & Bailey 1984: 39-41 as quoted by Brown 2004: 244-245)

Table 3.1
The analytical score

	20 – 18 Excellent to good	17 – 15 Good to adequate	14 - 12 Adequate to fair	11 – 6 Unacceptab le	5 - 1 Not collage level work
Organizati on: Introduction , body and conclusion	Appropriate title, effective introductory paragraph, topic is stated leads to body, transitional expression used, arrangement of material shows plan; supporting evidence given for	Adequate title, introduction and conclusion; body of essay is acceptable but some evidence may be lacking, some ideas are not fully developed; sequence is logical but	Mediocre or scent introduction or conclusion; problems with order of ideas and body; the generalizatio n may not be fully supported by the evidence given; problems or organization	Shaky or minimally recognizable introduction; organization can be barely seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or	Absence of introductio n or conclusion ; no apparent organizatio n of body; severe lack of supporting evidence; writer has not made any effort to organize the

	generalization; conclusion logical and complete	transitional expressions may be absent or misused	interfere	illogical; inadequate effort at organization	composition (could not be outlined by the readers)
Content Logical development of ideas;	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully
Grammar	Native like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms and tense sequencing; no fragments or run on sentences	Advanced proficiency in English grammar; some grammar problems do not influence communication although the readers are aware of them; no fragments or run on sentences	Ideas are getting thought to the readers, but grammar problems are apparent and have a negative effect on communication; run on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas review of some area clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can not understand what the writer was trying to say; unintelligible sentence structure
Punctuation, spelling and mechanic	Correct use of English writing conventions; left and right margins; all needed capitals;	Some problems with writing convention or punctuation; occasional spelling errors; left	Use general writing conventions but has errors; spelling problems distract readers;	Serious problems with format of paper; parts of essay illegible; errors in sentence	Complete disregard for English writing conventions; paper illegible; obvious capitals

	paragraphs indented, punctuation and spelling; very neat	margin correct; paper is neat and legible	punctuation errors interfere with ideas	punctuation and final punctuation; unacceptable to educated readers	missing, no margins; severe spelling problems
Vocabulary Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempt variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

The scoring technique above is based on the analytic scale. According to the score's guidance above, there are five items; they are organization, content, grammar, punctuation and vocabulary. From the table above, the maximum score is 100.

3.5.2 T-test

T-test was used to determine the significance of the test that has given. It means that whether or not test given is more effective in teaching descriptive text. The writer used the formula of Arikunto (2006: 311) as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where,

t = t-test

M_x = the difference gain of pre test and post test of the experimental group

M_y = the difference gain of pre test and post test of the control group

$\sum X$ = the sum of the difference gain of pre test and post test of the experimental group

$\sum Y$ = the sum of the difference gain of pre test and post test of the control group

N_x = the number of the students of the experimental group

N_y = the number of the students of the experimental group



CHAPTER IV

RESULTS OF THE STUDY

This chapter presents result of the study which consists of the discussion of the investigation, the test result (test scoring, level of the students' achievement, the difference gain between pre test and post test of two groups, the difference between two means and t-test), and the discussion of the research findings (the interpretation of test result and the effect of treatment).

4.1 Discussion of the Investigation

The writer just wanted to present the sequences of the research; they are pre test, treatment and post test activities. In addition, the writer also presented the students' score in each activity.

4.1.1 Pre Test

Both of the experimental group and the control group were given pre test on 15th April 2009 but in different time. Every student was asked to write descriptive text which describes their favorite teacher at least in ten sentences.

After the writer conducted the pre test, she began to score the students' pre test. She used the analytical scale for rating composition tasks (Brown & Baily 1984: 39-41) in scoring the students' pre test. It focuses on five items that are organization, content, grammar, punctuation and vocabulary.

In order to know the students' pre test in detail, the writer used the following formula to find out each criterion:

$$Ssa = \frac{\sum OSc}{Ss} \times Fa$$

Where:

Ssa = students' achievement

OSc = number of obtained scores

Fa = five aspects

Ss = number of the students

The following is the computation of the pre test score (the experimental group):

- a. The organization $= \frac{591}{38} \times 5 = 77.75$
- b. The content $= \frac{584}{38} \times 5 = 76.85$
- c. The grammar $= \frac{506}{38} \times 5 = 66.60$
- d. The punctuation $= \frac{539}{38} \times 5 = 70.90$
- e. The vocabulary $= \frac{568}{38} \times 5 = 74.75$

The following is the computation of the pre test score (the control group):

- a. The organization $= \frac{591}{38} \times 5 = 77.75$
- b. The content $= \frac{586}{38} \times 5 = 77.10$
- c. The grammar $= \frac{488}{38} \times 5 = 64.20$

$$\text{d. The punctuation} = \frac{522}{38} \times 5 = 68.70$$

$$\text{e. The vocabulary} = \frac{582}{38} \times 5 = 76.60$$

The following is the score of the students' pre test which was based on five items:

Table 4.1
The result of pre test

Group	Five items				
	organization	Content	grammar	punctuation	Vocabulary
Experimental	77.75	76.85	66.60	70.90	74.75
Control	77.75	77.10	64.20	68.70	76.60

4.1.2 Treatment

The writer held the treatment for two times; on 18th April and 22nd April 2009. Actually before conducting the treatment, the writer prepared and arranged the teaching design as well as possible. The purpose was to give the guidance of teaching for the writer. In the treatment time, the writer gave the model activities for both the experimental and the control group.

4.1.2.1 *The Model Activities*

It includes giving the glossary, making the simple sentences, describing the familiar people by using the picture and applying mind mapping to write descriptive text (for the experimental group).

4.1.2.1.1 Giving the Glossary

Firstly the writer gave some vocabularies which were related to topic such as “dark, beautiful, curly, pointed, short, tall etc.” Its purpose was to help the students in enriching the vocabulary

4.1.2.1.2 Making the Simple Sentences

After knowing some vocabularies, the students were taught how to make the simple sentences by using the simple present tense such as “My sister is a beautiful girl. She likes to read magazine.”

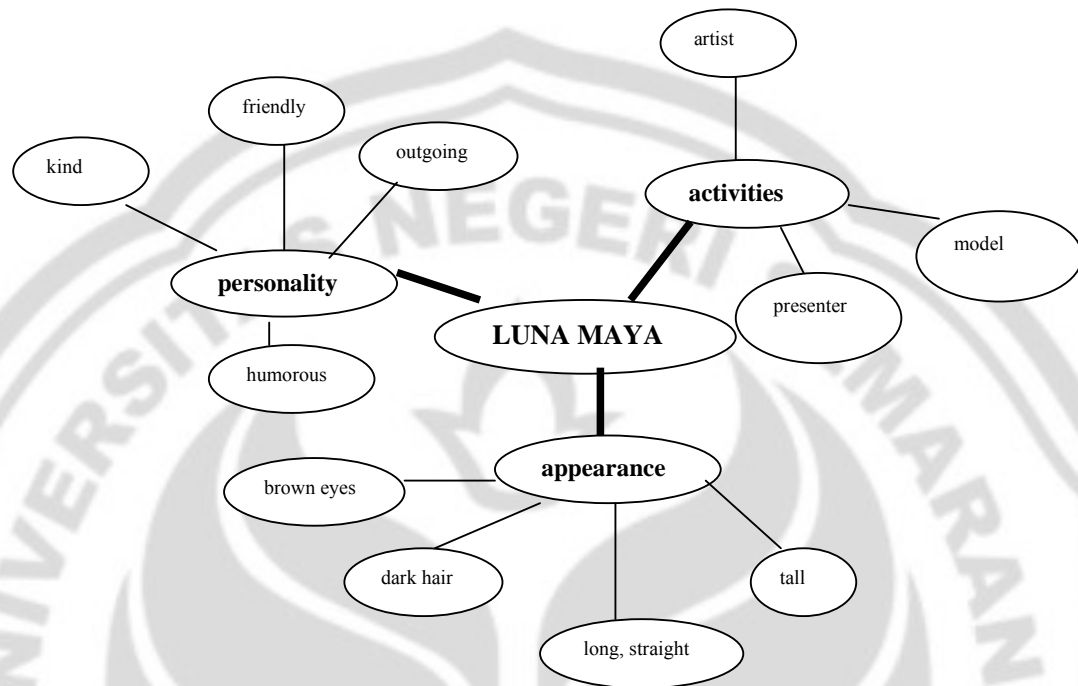
4.1.2.1.3 Describing the Familiar People by Using Picture

The students were asked to make the simple paragraph so that they were given the picture. The writer gave the picture of an artist (Luna Maya). The purpose was to make the students easier in describing her. Then, the writer asked them to describe it into the simple sentences for example “Luna Maya is a beautiful woman. She has long hair. She presents the music program in a private television.”

4.1.2.1.4 Applying Mind Mapping Strategy in Writing Descriptive Text

Having the students made the errors in writing the paragraph; the writer gave a certain strategy. This strategy was mind mapping. This strategy just was given to the experimental group. Meanwhile the control group was taught by explaining the material like the teacher applies everyday. It was done to know whether the strategy is more effective or not. Here is the example of mind mapping strategy:

Diagram 4.1
The description of Luna Maya



4.1.3 Post Test

The post test was conducted after the treatment. It was held on 25th April 2009. It was conducted for the experimental group and the control group. For the experimental group, mind mapping strategy still was used in writing descriptive text. For the control group, the conventional strategy was used in writing descriptive text. Actually post test was used to measure the students' ability in writing descriptive text. The students were asked to write descriptive text which describes their mother at least in ten sentences. They also were given 45 minutes to do their work. After that, the writer scored and analyzed the result of their work.

In scoring the students' post test, the writer also used the formula which is like to the pre test' score.

The following is the computation of the students' post test (the experimental group):

$$\text{a. The organization} = \frac{623}{38} \times 5 = 81.95$$

$$\text{b. The content} = \frac{621}{38} \times 5 = 81.70$$

$$\text{c. The grammar} = \frac{545}{38} \times 5 = 71.70$$

$$\text{d. The punctuation} = \frac{586}{38} \times 5 = 77.10$$

$$\text{e. The vocabulary} = \frac{612}{38} \times 5 = 80.55$$

The following is the computation of the students' post test (the control group):

$$\text{a. The organization} = \frac{615}{38} \times 5 = 80.95$$

$$\text{b. The content} = \frac{604}{38} \times 5 = 79.50$$

$$\text{c. The grammar} = \frac{504}{38} \times 5 = 66.30$$

$$\text{d. The punctuation} = \frac{554}{38} \times 5 = 72.90$$

$$\text{e. The vocabulary} = \frac{593}{38} \times 5 = 78.00$$

Table 4.2
The result of post test

Group	Five items				
	organization	content	Grammar	punctuation	Vocabulary
Experimental	81.95	81.70	71.70	77.10	80.55
Control	80.95	79.50	66.30	72.90	78.00

In order to show the result of the students' test, the writer shows it in form of grade which is suggested by Harris (1969: 134) as follows:

Table 4.3
Harris's scoring

Grade	Criteria of mastery	Level
A	91 – 100	Excellent
B	81– 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
< 50		Very poor

The list below was the students' achievement according to the grade for both groups

Table 4.4
The score of the experimental group

Criteria of Mastery	Level	Frequency		Percentage	
		Pre-test	Pos-test	Pre-test	Pos-test
91-100	Excellent	0	2	0.0	5.3
81-90	Very Good	1	10	2.6	26.3
71-80	Good	29	24	76.3	63.15
61-70	Fair	7	2	18.42	5.3
51-60	Poor	1	0	2.6	0.0
≤ 50	Very Poor	0	0	0.0	0.0
Total				100	100

Table 4.5
The score of the control group

Criteria of Mastery	Level	Frequency		Percentage	
		Pre-test	Pos-test	Pre-test	Pos-test
91-100	Excellent	0	1	0.0	2.6
81-90	Very Good	1	3	26	7.89
71-80	Good	28	33	73.68	86.84
61-70	Fair	8	1	21.05	2.6
51-60	Poor	1	0	2.16	0.0
≤ 50	Very Poor	0	0	0.0	0.0
Total				100	100

4.1.4 The Difference Gain of Pre Test and Post Test

The difference gain of pre test and post test between the experimental and the control group would be discussed. The computation of the difference gain of the experimental and control group as follows:

$$M_x = \frac{\sum X}{n_x}$$

Where:

$\sum X$ = The sum of the difference gain of the pre test and post test of the experimental group

M_x = the difference gain of the pre test and post test of the experimental group

n_x = the number of the students of the experimental group

$$M_x = \frac{\sum X}{n_x}$$

$$M_x = \frac{2983 - 2792}{38} = \frac{191}{38} = 5.03$$

The difference gain of the pre and post –test of the experimental group was 5.03.

$$M_y = \frac{\sum Y}{n_y}$$

Where:

$\sum Y$ = The sum of the difference gain of the pre test and post test of the control group

M_y = the difference gain of the pre test and post test of the control group

n_y = the number of the students of the control group

$$M_y = \frac{\sum Y}{n_y}$$

$$My = \frac{2870 - 2769}{38} = \frac{101}{38} = 2.66$$

The difference gain of the pre and post –test of the control group was 2.66.

4.1.5 The Difference of Two Means

The writer computed the difference between two means by using the following formula:

$$\bar{X}_e = \frac{\sum X_e}{N_e} \qquad \bar{X}_c = \frac{\sum X_c}{N_c}$$

Where:

\bar{X}_e = the mean of the experimental group

\bar{X}_c = the mean of the control group

$\sum X_e$ = the total of the students' scores in the experimental group

$\sum X_c$ = the total of the students' scores in the control group

N_e = the number of the students in the experimental group

N_c = the number of the students in the control group

$$\bar{X}_e = \frac{\sum X_e}{N_e}$$

$$\bar{X}_c = \frac{\sum X_c}{N_c}$$

$$\bar{X}_e = \frac{2983}{38} = 78.50$$

$$\bar{X}_c = \frac{2870}{38} = 75.53$$

From the calculation, the mean of the experimental group was 78.50 and the mean of the control group was 75.53.

4.1.6 The Level of the Students' Achievement

The data were obtained from the students' pre test and post test. The following is the table that shows the average scores for pre test and post test which is based on five items:

Table 4.6
The result of pre test and post test average scores of
the experimental and the control group

Group	\bar{X} of pre test	\bar{X} of post test	the difference between pre test and post test
Experimental	73.47	78.50	5.03
Control	72.87	75.53	2.66
The difference between experimental and control group	0.6	2.97	

According to the table, the difference average between the pre test of the experimental and the control group was 0.6, the difference average between the post test of the experimental and the control group was 2.97, the difference of pre test and post test of the experimental group was 5.03, the difference of pre test and post test of the control group was 2.66. It means that the difference in each criterion after getting the treatment by using the mind mapping strategy was better than using the conventional strategy.

4.1.7 T-test Result

T-test was used to compare the difference gain of the pre test and post test between the experimental group and the control group. The following is t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{5.03 - 2.66}{\sqrt{\left[\frac{312 + 65}{38 + 38 - 2} \right] \left[\frac{1}{38} + \frac{1}{38} \right]}}$$

$$t = \frac{2.37}{\sqrt{\left[\frac{377}{74} \right] \left[\frac{2}{38} \right]}}$$

$$t = \frac{2.37}{\sqrt{0.2678}}$$

$$t = \frac{2.37}{0.52}$$

$$t = 4.57672$$

After calculating t-test, the writer used the critical value of t-table to check whether the difference was significant or not. For $\sigma = 5\%$ and the number of the students, $38+38-2 = 74$, it was obtained from the formula $\sum N_x + \sum N_y - 2$. She found that t-table = 1.99. Based on the computation, she found that t-value 4.57672. It means that t-value was higher than the critical value on the table. It proved that there was the significant difference between the experimental group and the control group.

4.2 Discussion of the Research Findings

Here, the writer would like to discuss the interpretation of the test result and the effect of treatment.

4.2.1 The Interpretation of the Test Result

The goal of the study is to compare whether there is the significant difference in teaching writing descriptive text between the students who were taught by using the mind mapping strategy and the students who were taught by using the conventional strategy.

From the result of calculation, it can be concluded that there is the significant difference result between teaching the descriptive text by using mind mapping strategy and teaching descriptive text by using the conventional strategy in SMP N I Pegandon – Kendal.

The result of t-test was 4.57672 and t_{table} was 1.99. It means that t_{value} is higher than t_{table} ($4.57672 > 1.99$). Based on that calculation, there is the significant difference between two means.

In the pre test, the average score of the experimental group was 73.47 and the control group was 72.87. The result of post test of the experimental group was higher than the control group, those were 78.50 and 75.53.

From the calculation above, it indicates that after getting treatment, the experimental group was better than the control group.

4.2.2 The Effect of Treatment

After the writer did the research, she concluded there are some effects of treatment. The followings are the effects of treatment:

- a. Mind mapping strategy can improve the students' ability in describing person; like their mother and favorite teacher. Mind mapping strategy can represent the ideas when the students write things. For instance,

when the teacher asks the students to write about their closest people like their mother or favorite teacher, they can look for the related words easily.

- b. The students were also more creative when they want to describe people who are close with them because the students can imagine their parts, characteristics and qualities easily. Moreover when the students applied mind mapping strategy in describing the particular person. Mind mapping could explore whatever they imagine. By applying mind mapping, actually they were stimulated to explore things in their mind. Subconsciously, the number of vocabulary could be increased.
- c. Mind mapping strategy helped the teacher in developing the material. He/ she could explain the material more detailed, especially when he/ she taught descriptive text.
- d. The students were also motivated when they were taught to write descriptive text by using mind mapping strategy. The use of mind mapping strategy could bring the students' interest and imagination. In this case, mind mapping strategy is the appropriate strategy in helping the students to write descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and the suggestion of the research.

5.1 Conclusion

After doing the research, the writer concludes that there is a significant difference between the experimental group and the control group. It can be seen from the final score of the experimental and the control group. The average scores between the experimental and the control group were 73.47 and 72.87. After the post-test, the average scores became 78.50 and 75.52. It means that the difference between the experimental group and the control group was 2.98. The t-test result showed that t_{value} was 4.57672 and t_{table} for $\alpha = 5\%$ was 1.99. It means that the t_{value} is higher than the critical value ($4.57672 > 1.99$). It proved that there is a significant difference between teaching writing by using mind mapping strategy and without using mind mapping strategy.

The writer concludes that teaching descriptive text by using a strategy like mind mapping is very useful both for the teacher and the students. For the teacher, he/she can explain the material in detail. For the students, they are more motivated because they find out a new thing during the learning activity.

5.2 Suggestion

The success of teaching learning activity depends on the capability of the teacher in explaining the material. Before he/she teaches the students, the teacher must prepare the lesson plan well in order to make the teaching learning success. Besides, the teacher should have a new strategy, like mind mapping strategy. Its purpose is to make the students are not bored in joining the learning activity. Mind mapping is the strategy which can help the students to generate and expand the idea. By using this strategy, the students actually get new ideas, and then they will be able to express them into the written form, like descriptive writing.

In this case, firstly the teacher must give the warning activity such as giving the glossary. After that, he/she asks the students to make the sentence by using that glossary. In addition, he/she must be able to choose the correct material.

According to the writer, the most proper material is descriptive text. It can be seen from the purpose of the descriptive text, which is to describe the particular person, place or thing. It means that descriptive text is a text that can be seen concretely and mind mapping is one of the strategies that can be visualized into the words.

From the reason above, the writer suggests to the teacher to use mind mapping in teaching descriptive text.

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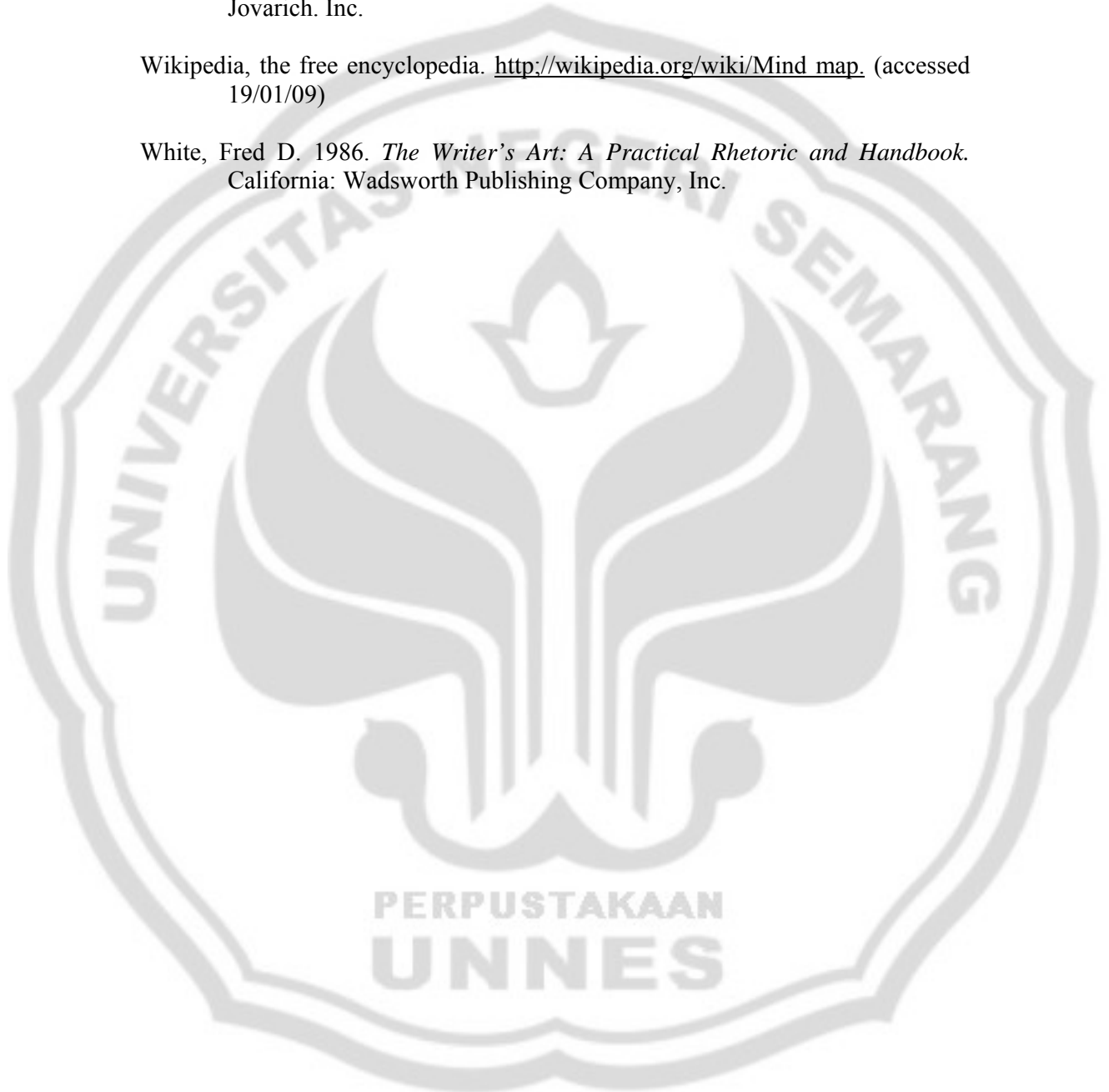
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Appendix 1

**PRE TEST SCORE OF THE EXPERIMENTAL GROUP
(BY USING MIND MAPPING STRATEGY)**

No	Code	Item of Aspects					Total Score	Criteria
		Organization	Content	Grammar	Punctuation	Vocabulary		
1	E - 01	16	16	13	13	15	73	good
2	E - 02	16	16	13	13	15	73	good
3	E - 03	15	15	13	13	15	71	good
4	E - 04	16	16	14	15	16	77	good
5	E - 05	14	14	14	15	15	72	good
6	E - 06	16	15	13	14	14	72	good
7	E - 07	15	14	13	12	13	67	fair
8	E - 08	15	15	13	14	16	73	good very
9	E - 09	17	16	14	15	17	82	good
10	E - 10	17	17	14	15	15	78	good
11	E - 11	16	16	14	15	15	76	good
12	E - 12	15	15	13	16	15	73	good
13	E - 13	13	13	12	13	13	64	fair
14	E - 14	16	16	13	14	16	75	good
15	E - 15	15	15	13	15	15	75	good
16	E - 16	17	16	14	15	16	78	good
17	E - 17	17	16	15	16	16	80	good
18	E - 18	15	15	13	14	13	70	fair
19	E - 20	15	15	13	13	14	70	fair
20	E - 21	16	16	13	16	16	77	good
21	E - 22	15	15	13	14	15	72	good
22	E - 23	16	16	13	14	15	74	good
23	E - 24	15	15	13	13	14	70	fair
24	E - 25	17	16	15	12	16	76	good
25	E - 26	15	15	12	14	14	70	fair
26	E - 27	17	17	14	16	16	80	good
27	E - 28	15	15	13	14	15	72	good
28	E - 29	15	15	13	14	14	73	good
29	E - 30	16	15	13	14	15	73	good
30	E - 31	17	17	14	15	15	78	good
31	E - 32	15	15	13	14	14	71	good
32	E - 33	14	14	14	15	14	71	good
33	E - 34	17	17	15	14	17	80	good
34	E - 35	16	16	13	14	16	75	good
35	E - 36	13	13	10	12	12	60	poor
36	E - 37	15	15	14	15	15	74	good
37	E - 38	14	14	13	14	14	67	fair

38	E - 39	17	17	14	15	17	80	good
Sum		591	584	506	539	568	2792	
Average		15.55	15.37	13.32	14.18	14.95	73.47	
Percentage		77.75%	76.85%	66.60%	70.90%	74.75%	71.59%	



Appendix 2

**PRE-TEST SCORE OF CONTROL GROUP
(WITHOUT USING MIND MAPPING STRATEGY)**

No	Code	Item of Aspects					Total Score	Criteria
		Organization	Content	Grammar	Punctuation	Vocabulary		
1	C - 01	16	15	12	15	15	73	good
2	C - 02	15	15	13	14	15	72	good
3	C - 03	16	16	13	16	16	77	good
4	C - 04	15	15	13	15	15	73	good
5	C - 05	16	16	13	16	16	77	good
6	C - 06	16	15	13	14	15	73	good
7	C - 07	15	15	12	13	15	70	fair
8	C - 08	16	16	13	14	16	75	good
9	C - 09	16	16	13	14	15	74	good
10	C - 10	16	16	14	15	16	77	good
11	C - 11	17	17	14	15	17	80	good
12	C - 12	15	15	13	15	15	73	good
13	C - 13	16	16	13	14	16	75	good
14	C - 14	15	15	13	13	15	71	good
15	C - 15	15	15	14	13	15	72	good
16	C - 16	15	15	12	13	16	71	good
17	C - 17	14	14	13	14	15	70	fair
18	C - 18	17	16	14	13	17	77	good
19	C - 19	17	16	14	13	16	76	good
20	C - 20	15	15	12	13	14	69	fair
21	C - 21	16	15	12	13	14	70	fair
22	C - 22	16	16	12	13	15	72	good
23	C - 23	16	15	13	13	16	73	good
24	C - 24	15	15	12	13	14	69	fair
25	C - 25	15	14	12	13	15	69	fair
26	C - 26	12	12	10	11	12	57	poor
27	C - 27	15	15	13	13	15	71	good
28	C - 28	16	15	13	12	15	71	good
29	C - 29	15	16	13	14	15	73	good
30	C - 30	16	16	13	14	15	74	good
31	C - 31	16	16	13	14	16	75	good
32	C - 32	17	17	15	16	17	82	good
33	C - 33	16	17	13	14	16	76	good
34	C - 34	16	17	13	14	16	76	good
35	C - 35	16	16	13	14	16	75	good

36	C - 36	15	15	12	12	15	69	fair
37	C - 37	15	15	12	13	15	70	fair
38	C - 38	15	15	13	14	15	72	good
Sum		591	586	488	522	582	2769	
Average		15.55	15.42	12.84	13.74	15.32	72.87	
Percentage		77.75%	77.10%	64.20%	68.70%	76.60%	71.00%	



Appendix 3

POST-TEST SCORE OF EXPERIMENTAL GROUP (USING MIND MAPPING STRATEGY)

No	Code	Item of Aspects	Organization					Content	G	
1	E - 01		16	16	14	14	15	75	good	
2	E - 02		16	17	14	14	16	77	good	
3	E - 03		16	15	14	14	15	74	good	
4	E - 04		17	17	15	16	17	82	very good	
5	E - 05		15	15	15	16	16	77	good	
6	E - 06		16	16	14	14	16	76	good	
7	E - 07		15	15	13	14	15	72	good	
8	E - 08		17	17	14	15	16	79	good	
9	E - 09		18	17	15	17	18	85	very good	
10	E - 10		19	19	16	18	19	91	excellent	
11	E - 11		16	16	14	16	16	78	good	
12	E - 12		16	15	14	16	16	77	good	
13	E - 13		15	15	12	13	14	69	fair	
14	E - 14		17	17	15	14	16	79	good	
15	E - 15		17	16	15	16	16	80	good	
16	E - 16		16	17	15	16	17	81	very good	
17	E - 17		18	17	15	17	18	85	good	
18	E - 18		16	16	14	15	16	77	good	
19	E - 20		15	15	14	15	15	74	good	
20	E - 21		17	17	15	16	16	81	very good	
21	E - 22		17	17	14	16	17	81	good	
22	E - 23		17	17	14	16	16	76	good	
23	E - 24		16	16	14	15	16	77	very good	
24	E - 25		19	19	17	17	19	91	excellent	
25	E - 26		15	15	13	15	15	73	good	
26	E - 27		17	18	17	18	17	87	very good	
27	E - 28		17	17	14	15	16	79	good	
28	E - 29		17	17	15	15	16	80	good	
29	E - 30		17	17	15	15	16	80	good	

30	E - 31	17	17	14	17	16	81	very good
31	E - 32	16	15	14	15	16	76	good
32	E - 33	16	15	14	15	16	76	good
33	E - 34	16	17	15	17	17	82	very good
34	E - 35	16	16	14	17	15	78	good
35	E - 36	13	15	12	12	14	66	fair
36	E - 37	16	16	13	16	15	76	good
37	E - 38	15	15	14	13	15	72	good
38	E - 39	18	17	15	16	17	83	very good
Sum	623	621	545	586	612	2983		Good
Average		16.39	16.34	14.34	15.42	16.11	78.50	
Percentage		81.95%	81.70%	71.70%	77.10%	80.55%	76.49%	
Percentage		80.95%	79.50%	66.30%	72.90%	78.00%	73.59%	



Appendix 5

TABLE OF PRE TEST AND POST TEST SCORE

No	Code	Experimental group		No	Code	Control group	
		Pre test	Post test			Pre test	Post test
1	E-01	73	75	1	C-01	73	75
2	E-02	73	77	2	C-02	72	75
3	E-03	71	74	3	C-03	77	81
4	E-04	77	82	4	C-04	73	75
5	E-05	72	77	5	C-05	77	81
6	E-06	72	76	6	C-06	73	75
7	E-07	67	72	7	C-07	70	73
8	E-08	73	79	8	C-08	75	79
9	E-09	82	85	9	C-09	74	76
10	E-10	78	91	10	C-10	77	80
11	E-11	76	78	11	C-11	80	82
12	E-12	73	77	12	C-12	73	78
13	E-13	64	69	13	C-13	75	78
14	E-14	75	79	14	C-14	71	73
15	E-15	75	80	15	C-15	72	74
16	E-16	78	81	16	C-16	71	73
17	E-17	80	85	17	C-17	70	73
18	E-18	70	77	18	C-18	77	79
19	E-19	70	74	19	C-19	76	78
20	E-20	77	81	20	C-20	69	71
21	E-21	72	81	21	C-21	70	72
22	E-22	74	76	22	C-22	72	74
23	E-23	70	77	23	C-23	73	75
24	E-24	76	91	24	C-24	69	71
25	E-25	70	73	25	C-25	69	71
26	E-26	80	87	26	C-26	57	61
27	E-27	72	79	27	C-27	71	73
28	E-28	73	80	28	C-28	71	73
29	E-39	73	80	29	C-29	73	75
30	E-30	78	81	30	C-30	74	77
31	E-31	71	76	31	C-31	75	78
32	E-32	71	76	32	C-32	82	91
33	E-33	80	82	33	C-33	76	78
34	E-34	75	78	34	C-34	76	78
35	E-35	60	66	35	C-35	75	77
36	E-36	74	76	36	C-36	69	71
37	E-37	67	72	37	C-37	70	72
38	E-38	80	83	38	C-38	72	74
	ΣX	2792	2983		ΣX	2769	2870

Appendix 6

Table of the experimental group

No	TEST CODE	PRE TEST	POST TEST	DIFFERENT (x)	x^2
1	E-01	73	75	2	4
2	E-02	73	77	4	16
3	E-03	71	74	3	9
4	E-04	77	82	5	25
5	E-05	72	77	5	25
6	E-06	72	76	4	16
7	E-07	67	72	5	25
8	E-08	73	79	6	36
9	E-09	82	85	3	9
10	E-10	78	91	13	169
11	E-11	76	78	2	4
12	E-12	73	77	4	16
13	E-13	64	69	5	25
14	E-14	75	79	4	16
15	E-15	75	80	5	25
16	E-16	78	81	3	9
17	E-17	80	85	5	25
18	E-18	70	77	7	49
19	E-19	70	74	4	16
20	E-20	77	81	4	16
21	E-21	72	81	9	81
22	E-22	74	76	2	4
23	E-23	70	77	7	49
24	E-24	76	91	15	225
25	E-25	70	73	3	9
26	E-26	80	87	7	49
27	E-27	72	79	7	49
28	E-28	73	80	7	49
29	E-39	73	80	7	49
30	E-30	78	81	3	9
31	E-31	71	76	5	25
32	E-32	71	76	5	25
33	E-33	80	82	2	4
34	E-34	75	78	3	9
35	E-35	60	66	6	36
36	E-36	74	76	2	4
37	E-37	67	72	5	25
38	E-38	80	83	3	36

	$\sum X$	2792	2983	191	1272
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The mean of the experimental group is:

$$M_x = \frac{\sum X}{N_x} = \frac{191,0}{38} = 5,026$$

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$\sum X^2 = 1272 - \frac{(191)^2}{38}$$

$$\sum X^2 = 1272 - 960,0$$

$$\sum X^2 = 312$$



Appendix 7

Table of the control group

No	CODE	PRE TEST	POST TEST	DIFFERENTS (y)	Y2
1	C-01	73	75	2	4
2	C-02	72	75	3	9
3	C-03	77	81	4	16
4	C-04	73	75	2	4
5	C-05	77	81	4	16
6	C-06	73	75	2	4
7	C-07	70	73	3	9
8	C-08	75	79	4	16
9	C-09	74	76	2	4
10	C-10	77	80	3	9
11	C-11	80	82	2	4
12	C-12	73	78	5	25
13	C-13	75	78	3	9
14	C-14	71	73	2	4
15	C-15	72	74	2	4
16	C-16	71	73	2	4
17	C-17	70	73	3	9
18	C-18	77	79	2	4
19	C-19	76	78	2	4
20	C-20	69	71	2	4
21	C-21	70	72	2	4
22	C-22	72	74	2	4
23	C-23	73	75	2	4
24	C-24	69	71	2	4
25	C-25	69	71	2	4
26	C-26	57	61	4	16
27	C-27	71	73	2	4
28	C-28	71	73	2	4
29	C-29	73	75	2	4
30	C-30	74	77	3	9
31	C-31	75	78	3	9
32	C-32	82	91	9	81
33	C-33	76	78	2	4
34	C-34	76	78	2	4
35	C-35	75	77	2	4
36	C-36	69	71	2	4
37	C-37	70	72	2	4
38	C-38	72	74	2	4

	$\sum Y$	2769	2870	101	333
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The mean of the control group is:

$$M_y = \frac{\sum Y}{N_y} = \frac{101,0}{38} = 2,658$$

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$\sum Y^2 = 333 - \frac{(101)^2}{38}$$

$$\sum Y^2 = 333 - 268,45$$

$$\sum Y^2 = 64,55$$



Appendix 8

**The list of the experimental group
(Class VIII.4)**

No	Code	Name
1.	E-01	Agus Santoso
2.	E-02	A. Mubarok
3.	E-03	Alif Budiyo
4.	E-04	Alimah
5.	E-05	Ana Melani
6.	E-06	Arif Abdul Hadi
7.	E-07	Arifin
8.	E-08	Aswi Hardianingsih
9.	E-09	Chusni Mukaromah
10.	E-10	Desy Amalia
11.	E-11	Diana Nasih
12.	E-12	Dina Wahyu Utami
13.	E-13	Dito Wijaya P.
14.	E-14	Dwi Prasetyo J.
15.	E-15	Fitri Mardiyani
16.	E-16	Geacilla Loventami H.
17.	E-17	Hanna Rahmatul W.
18.	E-18	Khoirul Lutfi
19.	E-19	Khusnul Khitam
20.	E-20	Luqi Rizqi Filkhah
21.	E-21	M. Afifudin
22.	E-22	M. Atour Rohman
23.	E-23	M. Viditya Agusta
24.	E-24	M. Fariz Hadian
25.	E-25	Mustofiyah
26.	E-26	Naidaq Fauzia O.
27.	E-27	Nur Hidayah
28.	E-28	Nur Kholifah
29.	E-29	Nur Kholishoh
30.	E-30	Rohmatika
31.	E-31	Rokhimah
32.	E-32	Siti Zubaidah
33.	E-33	Sri Hidayati
34.	E-34	S.P. Widiyas T.
35.	E-35	Sunoto
36.	E-36	Umi Solekhah
37.	E-37	Vani Assagaf Bakti
38.	E-38	Yoseph Migi Septian D.U

Appendix 9

**The list of the control group
(Class VIII.5)**

No	Code	Name
1.	C-01	Achmad Ardiansyah
2.	C-02	Agus Liyanto
3.	C-03	Alfaizah T.
4.	C-04	Afindia David H.
5.	C-05	Alina Afiatika
6.	C-06	Ana Yuliani
7.	C-07	Arif Burhanudin
8.	C-08	Aristia Mahardina
9.	C-09	Bigolondo
10.	C-10	Dewi Pratikasari
11.	C-11	Dwi Nurul Faizah
12.	C-12	Fadhilah
13.	C-13	Fakar Farada A.
14.	C-14	Fina Izatinisak
15.	C-15	Ika Umi Solekhah
16.	C-16	Iksir Zaki M.
17.	C-17	Indra Lailatul M.
18.	C-18	Lenny Yuliana
19.	C-19	Linda Surya A.
20.	C-20	M. Nur Asikin
21.	C-21	Makmur
22.	C-22	M. Burhanudin
23.	C-23	M. Kholib Safilin
24.	C-24	M. Makmun Rois
25.	C-25	Muhammad Sukron
26.	C-26	Noor Cahyo W.
27.	C-27	Nora Laili Shilfia
28.	C-28	Norma Safitri
29.	C-29	Noviyanti
30.	C-30	Nuning Saputri
31.	C-31	Nur Hidayah
32.	C-32	Nur Khotimah
33.	C-33	Nurmayukha
34.	C-34	Pratiwi S.P.
35.	C-35	Rizqi Ernawati
36.	C-36	Rozali
37.	C-37	Siti Umamah
38.	C-38	Tyanti Wahyuni

Appendix 10

Instrument of pre test

The model of the descriptive text

My favorite teacher

- Identification : I have a good teacher. He is an English teacher.
I like him very much.
- Description of parts : He is not too handsome but he is very attractive.
He is tall but his body is slim. Her hair is straight and dark.
- Description of qualities : He is very attractive when he teaches his students. Actually he is very busy because he does not only teach the students but also he becomes the vice principle in my school.
- Description of characteristics : He always takes care with his students. He is also very discipline. However, he will be angry if his students do the mistakes such as play truant, cheating, make noisy etc.

Appendix 11

Instrument of post test

The model of the descriptive text

My mother

- Identification : My mother is the best woman in the world. She loves her family very much.
- Description of parts : She is tall but her body is slim. Her hair is short and curly. Her skin is white.
- Description of qualities : Actually she is very busy. In the morning she must prepare the breakfast for her family. After that, she goes to school to teach History subject. Beside that, she also joins the social activity in her village.
- Description of characteristics : She always takes care with her family. She won't eat if her family has not eaten yet. However, she will be very angry if her children do the mistakes.

Appendix 12

**The answer sheet of pre test
(For the experimental and the control group)**

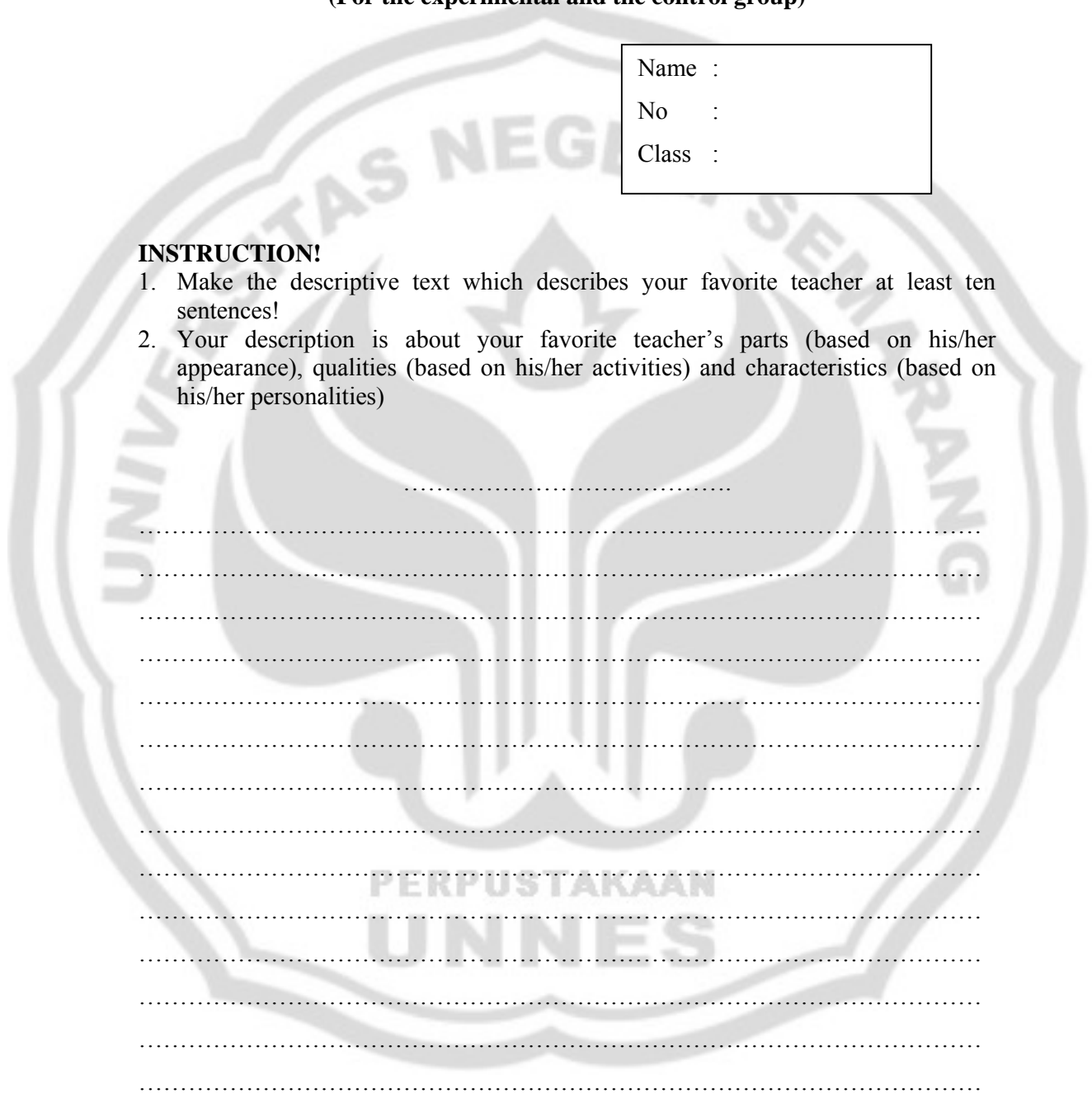
Name :

No :

Class :

INSTRUCTION!

1. Make the descriptive text which describes your favorite teacher at least ten sentences!
2. Your description is about your favorite teacher's parts (based on his/her appearance), qualities (based on his/her activities) and characteristics (based on his/her personalities)



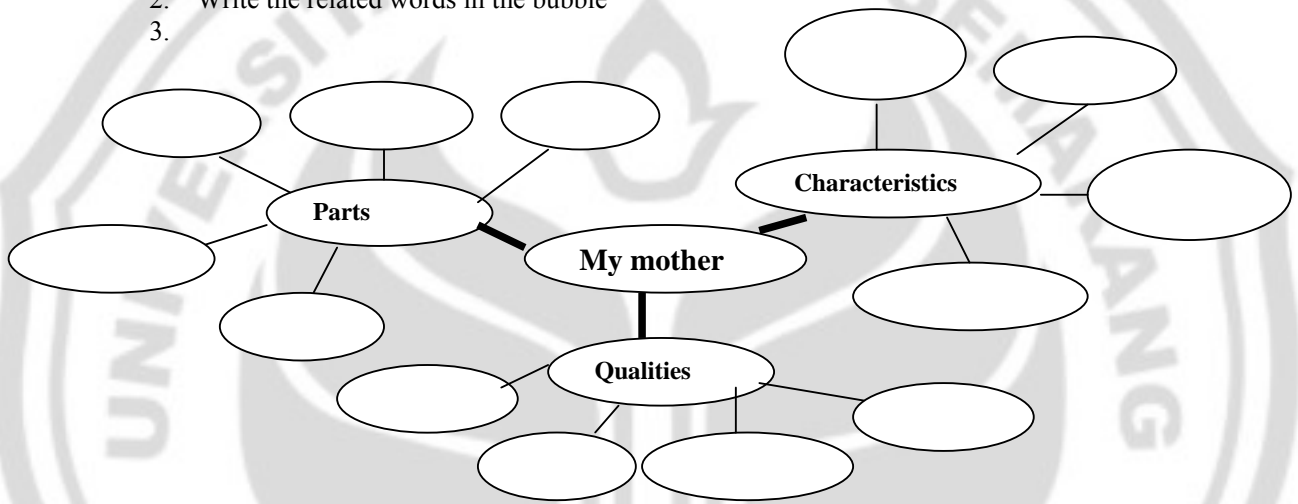
Appendix 13

The answer sheet of post test
(For the experimental group)

Name :	
No :	
Class :	

INSTRUCTION!

1. Make the descriptive text which describes your mother at least ten sentences!
2. Write the related words in the bubble
- 3.



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Appendix 14

**The answer sheet of post test
(For the control group)**

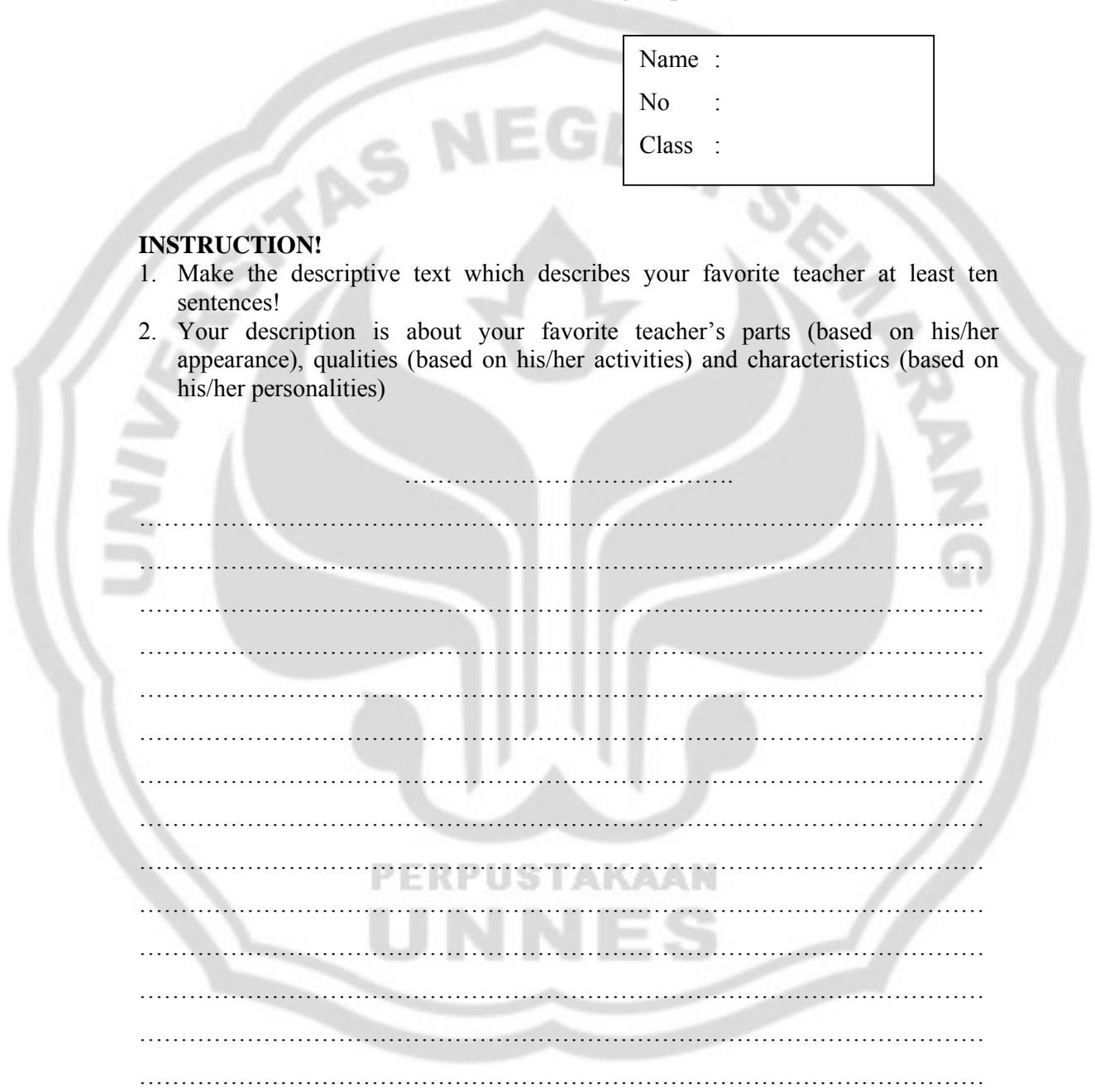
Name :

No :

Class :

INSTRUCTION!

1. Make the descriptive text which describes your favorite teacher at least ten sentences!
2. Your description is about your favorite teacher's parts (based on his/her appearance), qualities (based on his/her activities) and characteristics (based on his/her personalities)



Appendix 15**LESSON PLAN
(For the experimental group)**

Identity : SMP N I Pegandon
 Class/ Term : VIII / I
 Subject : English
 Material : Descriptive Text
 Time Allotment : 8 X 40' (4 X Pertemuan)

Standar Kompetensi : 6. Menulis

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

Kompetensi Dasar : 6.2

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

The objective of the study :

1. The students will be able to make the simple sentences in the written form
2. The students will be able to create a text
3. The students will be able to analyze the generic structures of the text

Indicator : PERPUSTAKAAN

1. The students identify the difficult words
2. The students make a text well
3. The students analyze the generic structures of the text

Method :

1. Identify the difficult words which are related to the topic
2. Making the simple sentences
3. Describing the familiar people (Luna Maya) by using picture

4. Applying mind mapping strategy to write descriptive text

Learning activity :**Pertemuan I (2 X 40')**

Section	Learning activity	Time
Opening	a. the teacher greets the students b. the teacher introduces herself c. the teacher checks the attendance list	15'
Main	Pre test activity a. the teacher explains descriptive text briefly b. the teacher asks the students to make descriptive text which describes their favorite teacher at least in ten sentences c. the teacher distributes the answer sheet	60'
Closing	a. the teacher greets the students	5'

Pertemuan 2 (2 X 40')

Section	Learning activity	Time
Opening	a. the teacher greets the students b. the teacher checks the attendance list	10'
Main	Treatment activity a. the teacher gives some vocabularies which are related to the topic b. the students are asked to find the meaning of those vocabularies c. the students are asked to make the simple sentences by using those vocabularies	65'
Closing	b. the teacher greets the students	5'

Pertemuan 3 (2 X 40')

Section	Learning activity	Time
Opening	a. the teacher greets the students b. the teacher checks the attendance list	10'
Main	Treatment activity a. the teacher shows the picture of an artist (Luna maya) b. the students are asked to describe whatever they see from the picture c. the teacher explains mind mapping strategy d. the students are asked to fill the blank bubbles	65'
Closing	a. the teacher greets the students	5'

Pertemuan 4 (2 X 40')

Section	Learning activity	Time
Opening	a. the teacher greets the students b. the teacher checks the attendance list	10'
Main	Post test activity a. the teacher explains descriptive text by using mind mapping strategy b. the teacher asks the students to make descriptive text which describes their mother at least in ten sentences c. the teacher distributes the answer sheet	65'
Closing	a. the teacher greets the students	5'

Evaluation : written test

Instrument :

1. Make descriptive text which describes your favorite teacher at least in ten sentences
2. Make descriptive text which describes your mother at least in ten sentences

Rubrics :

Scoring by using analytical scoring which was based on five criteria; they are organization, content, grammar, punctuation and vocabulary.

Maximum score 100



Appendix 16

LESSON PLAN (For the control group)

Identity : SMP N I Pegandon
 Class/ Term : VIII / I
 Subject : English
 Material : Descriptive Text
 Time Allotment : 8 X 40' (4 X Pertemuan)

Standar Kompetensi : 6. Menulis

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

Kompetensi Dasar : 6.2

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

The objective of the study :

1. The students will be able to make the simple sentences in the written form
2. The students will be able to create a text
3. The students will be able to analyze the generic structures of the text

Indicator :

1. The students identify the difficult words
2. The students make a text well
3. The students analyze the generic structures of the text

Method :

1. Identify the difficult words which are related to the topic
2. Making the simple sentences
3. Describing the familiar people (Luna Maya) by using picture

4. Explaining descriptive text by using the conventional study

Learning activity :**Pertemuan I (2 X 40')**

Section	Learning activity	Time
Opening	<ul style="list-style-type: none"> a. the teacher greets the students b. the teacher introduces herself c. the teacher checks the attendance list 	15'
Main	<p>Pre test activity</p> <ul style="list-style-type: none"> a. the teacher explains descriptive text briefly b. the teacher asks the students to make descriptive text which describes their favorite teacher at least in ten sentences c. the teacher distributes the answer sheet 	60'
Closing	<ul style="list-style-type: none"> a. the teacher greets the students 	5'

Pertemuan 2 (2 X 40')

Section	Learning activity	Time
Opening	<ul style="list-style-type: none"> a. the teacher greets the students b. the teacher checks the attendance list 	10'
Main	<p>Conventional activity</p> <ul style="list-style-type: none"> a. the teacher gives some vocabularies which are related to the topic b. the students are asked to find the meaning of those vocabularies c. the students are asked to make the simple sentences by using those vocabularies 	65'
Closing	<ul style="list-style-type: none"> c. the teacher greets the students 	5'

Pertemuan 3 (2 X 40')

Section	Learning activity	Time
Opening	a. the teacher greets the students b. the teacher checks the attendance list	10'
Main	Conventional activity a. the teacher shows the picture of an artist (Luna maya) b. the students are asked to describe whatever they see from the picture e. the teacher explains descriptive text (the generic structure and language features)	65'
Closing	a. the teacher greets the students	5'

Pertemuan 4 (2 X 40')

Section	Learning activity	Time
Opening	a. the teacher greets the students b. the teacher checks the attendance list	10'
Main	Post test activity a. the teacher explains descriptive text briefly b. the teacher asks the students to make descriptive text which describes their mother at least in ten sentences c. the teacher distributes the answer sheet	65'
Closing	a. the teacher greets the students	5'

Evaluation : written test

Instrument :

1. Make descriptive text which describes your favorite teacher at least in ten sentences
2. Make descriptive text which describes your mother at least in ten sentences

Rubrics :

Scoring by using analytical scoring which was based on five criteria; they are organization, content, grammar, punctuation and vocabulary.

Maximum score 100

