



**THE EFFECT OF MIND MAPPING TECHNIQUE
TOWARDS STUDENTS' WRITING ABILITY
AT GRADE X MAS DARUL ISTIQOMAH
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fullfilment of the Requirement for the Degree of
Education Scholar (S. Pd) in English*

Written By:

SYAHROITO HARAHAHAP

Reg. Number: 15 203 00042

ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES**

PADANGSIDIMPUAN

2019



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ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019

LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Syahroito Harahap

Padangsidimpuan, Oktober 2019
To:
Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Syahroito Harahap**, entitled "*The Effect of Mind Mapping Technique Towards Students' Writing Ability at Grade X MAS Darul Istiqomah Padangsidimpuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

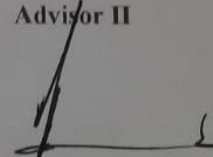
Wassalamu'alaikum Wr.Wb.

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LEGALIZATION

Thesis : The Effect of Mind Mapping Technique
Towards Students' Writing Ability at Grade X
MAS Darul Istiqomah Padangsidimpuan

Written By : SYAHROITO HARAHAAP

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DECLARATION LETTER OF WRITING OWN THESIS

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TOWARDS STUDENTS' WRITING ABILITY AT
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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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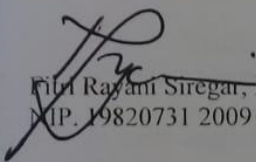
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Istiqomah Padangsidempuan.**

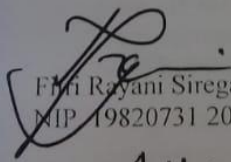
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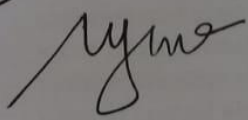

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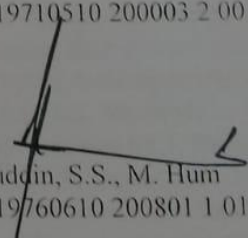

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ABSTRACT

This research explains about the students' problems in writing text, this problems can be solved by using Mind Mpping Technique, the students' problems are: 1) Students are lack of vocabulary; 2) Error grammatical or students interest in write english is still low; 3) Students difficult to organize text. The purpose of this research was to find the effect of Mind Mapping technique towards students' writing ability at grade X MAS Darul Istiqomah Padangsidempuan.

The method is used in this research was experimental research. Two classes were chosen randomly as the samples. They were X IPS Pi-2 consists of 15 students as experimental class and X IPS Pi-1 consists of 15 students as control class. It was taken after conducting normality and homogeneity test. The data were derived from pre-test and post-test. To measure the data, the researcher used t-test formula to know the significant of hypothesis.

After analyzing the data, the researcher found the mean score of experimental class after using mind mapping was higher than control class. Mean score of experimental class before using mind mapping technique was 40,8 and mean score after using mind mapping technique was 78,3. Meanwhile, the mean score of control class in pre-test was 44,8 and in post-test was 68,1. Besides it, the score of t_{count} was bigger than t_{table} ($3,448 > 2,232$). It means that hypothesis alternative (H_a) was accepted and H_o was rejected. It was concluded that there was a significant effect of mind mapping technique towards students' writing ability at grade X MAS Darul Istiqomah Padangsidempuan.

Key words: Mind Mapping Technique, Writing Ability of Genre Text

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Researcher

SYAHROITO HARAHAHAP
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CHAPTER I

INTRODUCTION

A. Background of the Problems

English is an international language. People all around the world with different native languages use English as their means of communication. A great of the world scientific, economics and technology were written and published in English. In Indonesia, English as acknowledged as a foreign language. It become an obligation subject that must be learn by students from junior high school level up to university level.

English consists of four basic skills that students must mastery: they are listening, speaking, reading, and writing. One of the language skills that play the most important role in communication is writing, because writing allows people to communicate accross the distance, either the distant of place or the distant of time. Writing can produce something that express of idea, increase the knowledge, because when people write they look for and comprehend some information or references which is relevant with the topic for supporting the writing. Logically, when the writer write their ideas in a paragraph, text, or story the activating left-brain which concern with analysis and rationality while the right-brain will free for intuiting and feeling.

Basically, writing activities part mean while typing, include the part which operate thinking, language, and also work memory. Writing

also decrease of stress, express everything like happiness or sadness in a writing freely without known by other people, many people write their problem on diary to express or show their feeling and decrease their stress. Baed on the prepious explanation writing is one of language skills neccessary for students to mastery science if frequently determiner their academic success.

Eventhough writing ability has a lot of significances, but it is has some problems at grade X MAS Darul Istiqomah Padangsidimpuan. It can be seen based on the private interview done by researcher with one teacher and students of MAS Darul Istiqomah Padangsidimpuan. Mrs. Mayurida S.Pd said that students weak in writing because students lack of vocabulary. When they want to write some paragraph, they confused what have to be write because they do not know the meaning of some words in Indonesian into English. They spends much time to open dictionary in the process of writing. Moreover, most of them are seldom brought dictionary to school.¹ Intan said that writing is difficult because of error grammatical, students interest in write English is still low. Most of the students are lazy to write because writing English is different from writing native language, the words, grammar and also the way of organizing ideas are probably different from write Indonesia sentences.² Then, Muharram said that writing is very difficult because of the text, they are difficult to organize

¹ Mrs. Mayurida as an English Teacher in class X, *Private Interview*, (MAS Darul Istiqomah Padangsidimpuan: 21st, 2018 at 11.30 a.m)

² Intan as a students in the 10th class, *private interview*, (MAS Darul Istiqomah Padangsidimpuan: Desember 21st, 2018 at 10.00 a.m)

the text. They spend considerable time to correct their compositions only to find the effective way to make a good writing. They also seldom to practice writing.³ Based on the previous explanation the researcher concluded that the students are still difficult in writing ability.

Therefore, the students need capability or intelligence or skill, so that they are able to do writing. Ability is the power to do something physical or mental means that do something consist of physical or mental achievement. In the fact, the students pay full attention to the teacher and the subject.

There are some factors influence students' ability. The first factor is teacher. Teacher is one of important role in teaching and learning proses. The success of teacher in conveying the material is depends on interaction and communication between teacher and students. Second factor is media. Oemar Hamalik stated "media is integral part from educational process in the school because it has important role that must be mastered by professional teacher. Third is technique / method / strategy achieving something whereas technique is a way is done by someone to implement a method.

A technique is one of the important components in teaching and learning process. Technique can be applied to help students and to solve their problem in writing, by using technique can make the students easier in learning English especially in writing ability.

³ Muharram as a students in the 10th class, *private interview*, (MAS Darul Istiqomah Padangsidempuan: Desember 21st, 2018 at 10.30 a.m)

Generally, technique is a way done by someone to reach a goal or to get the students' purposes. According to Tony Buzan and Barry Buzan "Mind mapping is the most excellent tool which helping mind to think, increaing creativity, memory, problem-solving, analysis and writing required".⁴ This technique can make students easily to remember things which they want to be described.

There are many kinds of technique that can be used and applied by teacher in teaching writing and make the students more interest. For example: clustering, guided writing, map, pictures set, maind mapping technique etc. In this case, the researcher interest to conduct the research to solve the problems that mind mapping is the way that can make the students easily to understand the contents of the text, to think or to supposed their ideas into sentences, paragraphs, story, or poem in writing.

B. Identification of the Problems

Based on the background above, the researcher had found some problems on students' ability in writing at grade X MAS Darul Istiqomah Padangsidempuan. First, students are lack of vocabulary. Second, error grammatical or students interest in write English is still low. Third, students difficult to organize the text.

⁴ Tony Buzan and Barry Buzan, *The Mind Map Book How to Use Radiant Thinking to Maximize Your Brain's Untapped Ptenial*, 1994, P. 11., <https://libgen.is/book/index.php?md5=DA52B0255F07C6EDB935FC86E416EDAA>.

C. Limitation of the Problems

Based on the identification of the problems above, the researcher limited the problem on “The Effect of Mind Mapping Towards Students’ Writing Ability in Recount Text at Grade X MAS Darul Istiqomah Padangsidempuan”.

D. Formulation of the Problems

Based on the background and identification of the problems above, the problem in this research can be formulated as follow:

1. How is the students’ writing ability in recount text before learning the mind mapping technique?
2. How is the students’ writing ability in recount text after learning the mind mapping technique?
3. Is there a significant effect of using mind mapping technique on students’ writing ability in recount text at grade X of MAS Darul Istiqomah Padangsidempuan?

E. Purposes of the Research

Based on formulation of the problem above, the purposes of the research are:

1. To examine the students’ writing ability in recount text before using mind mapping technique.
2. To examine the students’ writing ability in recount text after using mind mapping technique.

3. To find the significant effect of using mind mapping technique on students' writing ability in recount text at grade X of MAS Darul Istiqomah Padangsidempuan.

F. Significances of the Research

The significant of this research are:

1. Headmaster, as one domain measurement of teaching progress.
2. English teachers, to help students in writing recount text and enhance the quality of teaching and learning.
3. Students, to solve their difficulties in writing.
4. To researchers, as the information to do more research related to the problem.

G. Definition of the Operational Variable

To avoid misunderstanding of researcher and reader in the title of the problem, researcher will give the definition from above background of operational variables as follows:

1. Mind Mapping (Variable X)

Mind has synonyms with brains that function to think, feel and remember. According to polson "mind mapping is a visual tool developed by Tony Buzan to enhance note taking, to improve memory and problem solving, to promote creativity, to organize thinking, and to develop ideas and concepts.⁵ It's effective because it works the way your brain does.

⁵ Buzan and Buzan, P. 153-154.

Based on the explanation above, the researcher concluded that mind mapping technique is the creativity of students for make note taking, diagram, concept, organizing and prioritizing information using key words and images. It is can make the students more creative and easy to understand what they see or read.

2. Writing (Variable Y)

According to Harry A. Genee said that “writing is a personal act, it is and expression of the self”.⁶ According to David Nunan, “writing is both a physical and a mental act.”⁷ Writing is the physical act of committing words or ideas to some medium”. According to fajri said that writing is a description other words writing can be defined as a tools of language describe to someone about message by using visual writer symbols.⁸ So, writing can defined as a process to express ideas and organize them into statements and paragraphs that will be clear to a reader.

⁶ Hary A. Genee, *Developing Language Skill in TheElementary School* (Massachtes: Allin and Bascon, 1975), P. 285.

⁷ David Nunan, *Practical English Language Teaching* (New York: Mc: Grown Hill Companies Inc, 2003), P. 56.

⁸ Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta, 2008), P. 215.

H. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter I discusses the introduction, it consists of the background of the problems, identification of the problems, limitations of the research, formulation of the problems, purposes of the research, significance of the research, definition of the operational variables, and outline of the thesis.

Chapter II, it consists of the theoretical description, related findings, conceptual framework, and hypothesis.

Chapter III, research methodology which consists of place and time of the research, research design, population and sample, instruments of collecting data, validity and reliability, procedures of research and the last is the techniques of analyzing data.

Chapter IV, it consists of the result of the research, explains about the analysis of data. It consists of description of the data, hypothesis testing, discussion of the research and threats of the research.

Finally, chapter V, it consists of the conclusion as the result of research and suggestions to students and teachers, and other researchers that want to do research related to this research.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Writing

a. Defenition of Writing

Writing is psychological activity of language use to put information in written text. Turabin states: “writing is piece of a written text about a topic in a writer in a context”. There are many definition of writing.

Writing is both of process and product. The writer images, organizes, draft edits, reads, and re-reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product and essay, letter, story, or research report.¹ Inventing ideas, thinking about how to express them and organizing them into statement and paragraph that will be clear to be a reader.

According to Fajri said that writing is a description other words writing can be defined as tools of language describe to someone about message by using visual writer symbols.² Writing language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the

¹ David Nunan, *Practical English Language Teaching* (New York: Mc: Grown Hill Companies Inc, 2003), 88.

² Fajri, “An Analysis of the Students’ Ability in Writing Argumentative Essay” (universitas Muhammadiyah Tapanuli Selatan, 2012), P.6.

only different lies is graphic for writing instead of auditory signals for speaking.³ Writing is an ability to express the idea into a written form. Writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated”.⁴

Based on definition above, the researcher concluded that writing can be divided it as a process to express idea and organize them in to statements and paragraph that will be clear to reader.

b. Types of Classroom Writing Performance

Consider the following five major categories of classroom writing performance:

1. Imitative, or writing down
Students will simply “write down” english letter, word and possibly sentences in order to learn the conversations of the orthographic code.
2. Intensive, or controlled writing
Another form of controlled writing is dicto-com. Here a paragraph is read at normal speed, then the teacher puts key words from paragraph in sequence on the blackboard and ask students to rewrite the paragraph from the best of their collection of the reading, using the words on the board.
3. Self-writing
The most silent instance of this category in classroom is note-taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also fall into this category.
 - 1) Display writing
For academically bound ESL students, one of academic skills that they need to master is a whole array or display writing technique.

³ H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2004), 335.

⁴ J. Michael Omalley and Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners: Practical Approaches For Teachers* (World Language Division, n.d.), 136, <https://doi.org/ord>.

2) Real writing

Three subcategories illustrate how to reality can be injected:

- a) Academic, the language experience approach gives groups of students opportunities to convey genuine information to each other.
- b) Vocational / technical, quite variety of real writing can take place in classes of dtudents studying English for advancement in their occupation.
- c) Personal, in virtually any ESL class, diaries, letters, post cards, notes, personal messages, and other informal writing can take place, especially with in the context of an interactive classroom.⁵

Based on the types of classroom writing performance the researcher concludes that students have to follow the way to make a good writing.

c. Stages of Writing Process

Stages of writing process as follow:

1. Pre-writing activities

This activity will do in writing. Students are given interesting activity so students are happy and have motivation in studying. Teacher introduces topic will be touch teacher as recount text. Teacher give question about topic and student answer question about topic.pre-writing activitieshelp you identify the topic of interest and get thesis statement. You may choose any one of the following activities: brainstorming, diagramming, scratch outline, free writing.

⁵H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (America: Tina Carver, n.d.), P. 327-330.

2. While-writing activities

This stage makes students can get activity. Activity is consist topic. Topic has been taught and topic or material have explained in pre writing stage. Students can practice what has teacher explain and teaching from material.

3. Post-writing activities

This stage makes students write and give conclusion from first and second stage. Students can get feedback and doing learning reflection.⁶ Then, make sure that you check the essay before you hand in your essay.

In addition, Harmer states, the teacher needs to deploy some or all of the usual roles when students are asked to write are:

- 1) Motivator, the roles in writing task will be motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.
- 2) Resource, should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.
- 3) Feedback and provider, teacher should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks

⁶Andris Andriansyah, "The Effect of Using Ming Mapping in Teaching Recount Text to The Students' Writing Ability at Eight Grade Og SMP 2 Ngadiluwih Academic Year 2015-2016" (n.d.), simki.unpkediri.ac.id/mahasiswa/file_artikel/2016/11.1.01.08.0020.pdf.

they have undertaken.⁷ This stages teacher can be improve and maximize optimally students' writing skill class.

Based on explanation above, stages of writing. First stage is pre-writing, make students find topic will be written in their writing. Second stage is while-writing, students write topic into sentence, paragraph and text. This writing make students develop their topic have found in first stage. Last stage is post-writing, students can do better in their writing, and know appraisal their writing

d. Evaluating of Writing

Two different approaches for assessing writing ability can be adopt. Firstly, writing can be devide it into discrete levels, e.g, grammar, vocabulary, spelling and punctuation, and these elements can be tasts separately by the use of objectives test. Secondly, more direct extend writing tasks of various types could be constuct. These would have greater construct, content, face, and wash-back validity but would require a more subjective assessment.

There are some forms of direct testing of writing:

- a) Essay test
- b) Controlled writing test
- c) Summary⁸

⁷ Jeremy harmer, *The Practice of English Language Teaching, 3rd Edition-Longman (2001).pdf*, third edit, n.d., P. 261-262., <https://libgen.is/book/index.php?md5=CBCED9B2DA4878E2E1C547E0400C531>.

⁸ Cyril J. Weir, *Communicative Language Teaching Testing* (UK: Parentice Hall, 1990), P. 58.

After conducting a test, further the test must be evaluated and given score. There are many experts which have different ways in giving writing score but still in one purpose.

2. Recount Text

a) Defenition of Recount Text

Literally, Recount means “to tell”. Recount text is a text writtent to retell for information and entertainment.⁹ Recount text is a text which retells event (story) or experience like action, activity in the past. The purpose of recount text is to list and describe past experiences by retelling events in order in which they happened.

b) Generic Structure of Recount Text

- 1.) Orientation is give the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- 2.) Events is a series of events, ordered in a chronological sequence.
- 3.) Re-orientation is a personal comment about the event or what happened in the end.

c) Language Features of Recount Text

- 1.) Using the simple pas tense, past continuous tense, past perfect tense, and past perfect continuous tense.

⁹ Pardiyo, *Pasti Bisa! Teaching Genre Based Writing*, ed. Penerbit Andi (Yogyakarta, 2007). P. 58

- 2.) Using temporal sequence, e.g. On Saturday, On Monday, Last year and etc.
- 3.) Using the conjunctions, such as: then, before, after, later etc.
- 4.) Using action verb, e.g. went, stayed, slept etc.¹⁰

The language features above are commonly use in recount text. Then the writers can catch the information by knowing the language features.

d) Examples of Recount Text

Eid Mubarak Experience

That morning was thhe feast of Eid Mubarak 1432 H. I woke up early to prepare everything before following the Eid prayer at 088.00 am West Indonesian Time. After I had done the dawn prayer, taken bath and had brakfast, I immediately went to the mosque with my family to do Eid prayer.

At 10.00 am, I returned home to do sungkeman tradition with the big family. After that, we took pictures, then I tasted a variety of cakes made by my mother. After that, my family and I visited close neighbors and some relatives for having silaturohim.

The Eid mubarak was a very interesting one, because we did many happy thing together.¹¹

Meeting My Idol

Afgan has always been my favourite singer. I had always been thingking of how I would feel when I met him. Then I was suddendly hit by lightning when I found out of Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet and great event at alocal radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

¹⁰ Pardiyo, P.77.

¹¹ <https://www.berbahasainggris.com/2017/02/contoh-recount-text-holiday-idul-fitri-lebaran.html?m=1>

On that bright and sunny aturday morning, the radio station was full af Afganism (that how Afgan’s fans are called). They sat on the chairs prepared inside the radio station’s lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan’s singing performance and a table for Afgan to sign Afganism memorabilia. Finally, aftter about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, “Good morning. How are you all?” the crowd went crazy. The shouts sounded like a mix of “fine, thank you” and screams of Afgan’s name.

Then, he started the event by singing his hit single. “dia dia dia”. Afganism went even crazier, they sang along with him throughout the song. Of course, I did too. I couldn’t take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for authographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal jst seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesom. He asked my name so that he could write it on the CD to say “ To Mia, love Afgan”. He was also very friendly, so I didn’t feel too nerveous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.¹²

3. Mind Mapping

a. Defenition of Mind Mapping

Mind has synonyms with brains that function to think, feel and remember. According to oxpord Advanced Learners, as mention above mind is the ability to be aware of things and to thinks and feel, the source of one has thought and feeling. Then, mapping is a way to organize and categorize variants object and accident mentally. The object and categorized based on their

¹² Utami Wdiawati, Zuliati Rohmah, and Furaidah, *English Language* (Center of Curriculum and Book, Balitbang, Kemdikbud, 2016), 110–11.

characteristics.¹³ Therefore, mind is thinking about some ideas and mapping is to organize what have thinking in mind.

Mind maps are diagramatic way of recording information that's easy to use, adapt and recall. It's effective because it works the way your brain does. According to polson "mind mapping is a visual tool developed by tony buzan to enhance note taking, to improve memory and probllem solving, to promote creativity, to organize thinking, and to develop ideas and concepts".¹⁴ Based on those statement the researcher concluded that mind mapping is the good way to express ideas in writing.

Sutanto Windura, states that mind mapping has many definitions such as: learning and thinking system uses two brains are left and right, uses brains based on naturally, the way to produce all capacity and potency is hidden, to show what happened in the brains when you are learning and thinking visually.¹⁵ Therefore, mind mapping uses the visual remembering and mapping ways to learn, organize, and improve the memory easily. This method based on the research how the brain processes the information.

¹³ A.S. Hornby. *Oxford Advanced Learners' Dictionary*, (New York: Oxford University, 1995), p. 739.

¹⁴ Keith Polson, "Mind Mapping in Learning and Teaching Pupil Teacher Perspectives, Available," n.d., http://www.gtcs.org.uk/web.FILES/Formuploads/mind-mapping-in-learning-and-teaching1781_342.pdf.

¹⁵ Sutanto Windura, 1st *Mind Map*, (Jakarta: Gramedia, 2013). P.12.

Based on the explanation above, the researcher concluded that mind mapping technique is the creativity of students for make note taking, diagram, concept, organizing and prioritizing information using key words and images. It is can make the students more creative and easy to understand what they see or read. They have also interest to learn by using mind mapping technique because mind mapping technique using many colours.

b. The Purpose of Mind Mapping

According to Buzan and Barry the purposes of mind mapping are:

- a) To explore all the creative possibilities of a given subject,
- b) To clear mind of previous assumptions about the subject, thus providing space for new creative thought,
- c) To generate ideas that result in specific actions being taken, or physical realyta being created or changed,
- d) To encourage more consistent creative thinking,
- e) To create new conceptual frameworks within which previous ideas can be reorganised,
- f) To capture and develop “flashes” of insight when they accour,
- g) To plan creatively.¹⁶

c. The Advantages and Disadvantages Mind Mapping

The technique, strategy, method, approach have advantages and disadvantages. Some with another mind mapping also have advantages and disadvantages.

There are some advantages of mind mapping:

- a) Making mind maps can strengthens the ride side of the brain. At the same time, the brain’s left side is enhanced way creating a synergistic effect.

¹⁶ Buzan and Buzan, *The Mind Map Book How to Use Radiant Thinking to Maximize Your Brain’s Untapped Ptential*, P. 153-154.

- b) Recall and review are quicker / more effective because mind maps visually connect ideas and concepts. The visual pattern made by the mind maps simulates how the mind actually work when it process information- by making connections and associations.
- c) Listening skill improve when one uses the mind maps technique for note taking. Instead of focusing attentin on writing down every word the lecturer says, the mind mapper concentrates on concepts and meaning how they interrelate.
- d) Mind mapping is fun and relaxing. People reports their feelling.
- e) Mind maps allow the brain to make new connections readily among bits of information; connections. It an extremely helpful tool when used in a brainstorming session.
- f) Mind maps give user a pshycological advantage. Since more information can be included on an mind map than in notes written linearly, students have fewer pages to study for test.
- g) Using only key words quickly “unlocks” information, which is stored in memory.
- h) The imagery created using colors and shapes enables mind mappers to “see” in the mind’s eye idea information needed for making a speech or taking a test.¹⁷

Whereas, the disadvantages of mind mapping are:

- a) This technique just for active students.
- b) Students are not full study individually.
- c) Detail information cannot be written.

Based on explanation above, there are many of benefits mind mapping in learning activities. However, there are some disadvantages of mind mapping. It can be done by creative teacher. It can increase students ability in writing.

¹⁷ T K Tee, M N A Azman, and S Mohamed, “Buzan Mind Mapping : An Efficient Technique for Note-Taking,” *International Journal of Social, Human Science and Engineering* 8, no. January (2014): P. 28., https://www.researchgate.net/publication/260244896_Buzan_Mind_Mapping_An_Efficient_Technique_for_Note_Taking.

d. Procedure of Mind Mapping

A good mind map is able to show the overall structure of the topic or problem and lines and pictures. Buzan's procedure or guidelines as:

- a) A central focus or graphic representation of the main topic is placed in the center of a page.
- b) Ideas are allowed to follow freely without judgment.
- c) Keywords are used to represent ideas, one keywords is written per line, keywords are connected to the central focus with organic line.
- d) Color is used to highlight and emphasize ideas.
- e) Images, symbols and codes are used to highlight the ideas and stimulate the mind to make connections.¹⁸

From procedure of mind mapping those the researcher concluded that procedure of mind mapping very important to use in making mind mapping.

4. Conventional Technique

Conventional technique is a technique it is usually used teacher to teach the text to the students. Conventional technique is a type of formal writing style, used by many academic discipline, that has a specific set of rules governing grammar, proper us and organization that taught in academic settings. This technique based on agreemant of the teacher at school.

Conventional technique that usually used by teacher is scientific learning. Scientific learning is the existence of problem

¹⁸ Tee, Azman, and Mohamed, P. 28.

solving through reasoning and observation. The procedures that used by teacher as:

- 1) Teacher giving the example of recount text in personal experiences of people.
- 2) Students read the text that giving and identify the structures of recount text.

Based on explanation above, the researcher concluded that conventional technique is a process in studying to teacher the students about text. Teacher always uses this technique in writing.

B. Review of Related Findings

There are some related findings in this research: the first is Andris Andriansyah, the statistical result showed significant difference of progress shown by the experimental class as compared to the control class. The result of the thesis that mind mapping help students to improve their achievement in writing recount text.¹⁹ It indicated that mind mapping was effective to help the students write the descriptive text.

The second is Surya Agung Budiono, the conclusion of his thesis where the mean score of experimental class 29.28 and control class 6.24. it means the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted because calculation at the data showed *p*-value independent t test score 0.00 that is lower than error degree (α) 0.05 its make null hypothesis (H0) rejected and if *p*-value gained score is higher than error of

¹⁹ Andriansyah, "The Effect of Using Ming Mapping in Teaching Recount Text to The Students' Writing Ability at Eight Grade Og SMP 2 Ngadiluwih Academic Year 2015-2016."

degree (α) 0.05 the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected.²⁰ It means there is a significant effect of using mind mapping toward writing.

The third is Mukhlisah, the result of the study indicates that the mind mapping technique is affective to use in writing narrative text. Students gained score of the experimental class (30) is higher than the control class (13.93).²¹ This score prove that the significant different between experimental class and control class. Therefore, teaching writing of narrative text by using mind mapping technique is affective

The fourth is Khoiriyah, result of the study shows that the students' mean score improved from the first cycle 70.96 to the econd cycle 76.68. and out of 65.91% of the subjects got the target scores 75 in cycle I and it had been reached by 84.08% of the students in cycle II. In the last cycle, students had realy made significant progress.²² The analysis resulted in the findings that mind mapping technique could improve the students' writing kill.

The fifth is Ali Ayed Al-Zyoud, Dina Al Jamal, and Abdallah Baniabdelrahman, result the study shows that the finding reveal statistically significant differences (at $\alpha \leq 0.05$) between the two mean

²⁰ Surya Agung Budiono, "The Used of Mind Mapping to Improve English Writing Skill of Descriptive Text (at Eight Grade of SMPN 6 Kota Pasuruan)" (University of Muhammadiyah Malang, 2016), <http://eprints.umm.ac.id/id/eprint/35689>.

²¹ Mukhlisah, "The Use of Mind Mapping as a Way to Improve Students' Ability in Writing Narrative Text" (Ar-Raniry State Islamic University, Darussalam- Banda Aceh, 2017), [https://repository.ar-raniry.ac.id/1937/1/MUKHLISAH PDF.pdf](https://repository.ar-raniry.ac.id/1937/1/MUKHLISAH%20PDF.pdf).

²² Khoiriyah, "Increasing the Students' Writing Skill through Mind Mapping Technique" 1 (2014), [lp2m.unpkediri.ac.id/jurnal/pages/research/vol2no2/Hal 177-187. writing artcle KHOIRIYAH OK.pdf](http://lp2m.unpkediri.ac.id/jurnal/pages/research/vol2no2/Hal%20177-187.%20writing%20artcle%20KHOIRIYAH%20OK.pdf).

scores of experimental and control groups in the post-test in favor of experimental group.²³ Mind mapping strategy has the potential to improve Jordanian students' writing performance.

Based on the related findings above, the researcher concluded that mind mapping can increase the students' writing skill. Therefore, the researcher hoped that mind mapping technique could increase the students' writing ability in another location and situation.

C. Conceptual Framework

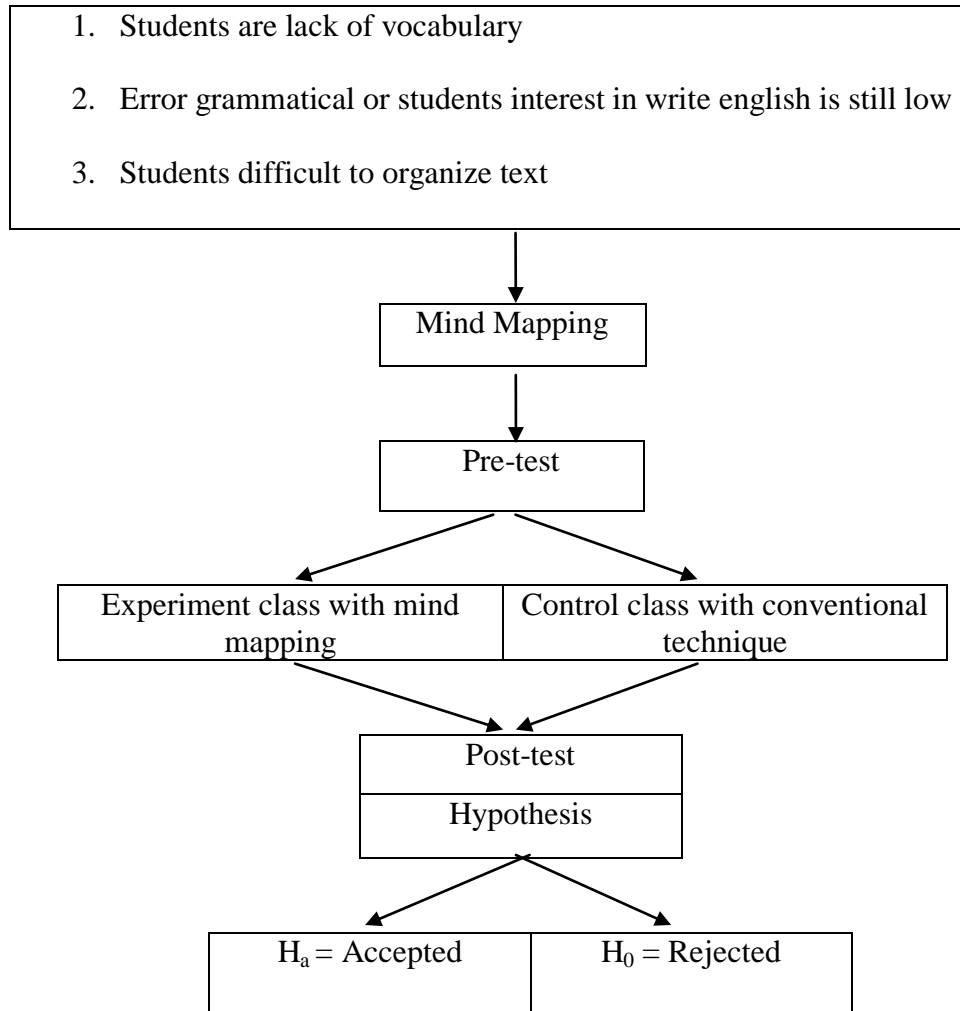
Conducting a technique in teaching writing is the important thing that must be considered by the teacher to success the writing process. The teacher must choose the suitable technique or method for the students to easier them in practicing writing in order to organize text. The students will be more enthusiasm writing and it will make them easy in composing organizing the text.

The researcher found the problem that students are lack of vocabulary, error grammatical or students interest in write English is still low, and students difficult to organize the text. Therefore, in this case researcher uses mind mapping to solve the problems. Before conducting mind mapping, researcher will give pre-test to control and experimental class. After that, researcher will teach writing ability by using mind mapping to experimental class while the control class will be taught by conventional technique. Then, researcher will give post-test to both

²³ Ali Ayed Al- Zyoud, Dina Al Jamal, and Baniabdelrahman, "Mind Mapping and Students' Writing Performance," *International Peer Reviewed Journal* 8, no. 4 (2017).

classes. The last, researcher will compare the writing result of pre-test and post test between experimental and control class to prove the hypothesis.

Table 1
Conceptual framework



D. Hypothesis

Hypothesis is the provisional result of the reseach. The hypothesis of this research are:

1. There is a significant effect of using mind mapping technique towards students' writing ability at grade X MAS Darul Istiqomah Padangsidimpuan (Ha). $\mu 1 > \mu 2$.
2. There is no significant effect of using mind mapping technique towards students' writing ability at grade X MAS Darul Istiqomah Padangsidimpuan (H0). $\mu 1 = \mu 2$.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Shcedule of the Research

The location of the research is at MAS Darul Istiqomah Padangsidimpuan. The school located on Pulo Bauk Street No. 38, Huta Padang, Padangsidimpuan Selatan, Sumatera Utara. The subject of the research at the tenth grade in MAS Darul Istiqomah Padangsidimpuan. The shcedule has done on 26 September 2019 – 07 October 2019 at MAS Darul Istiqomah Padangsidimpuan.

B. Research Design

The kinds of this research is experimental research with quantitave method. L. R. Gay and Peter Airasian said “Experimental research is the experiment research controls the independent variable in fact, the experimental is the quantitave approach that provides the greatest degree of control over the research procedures.¹ The procedure is basically the same experimental studies with other studies, namely, selecting and formulating the problem, choose the subject and measuring instruments, choose a design study, carry out the procedure, analizing data and drawing conclusion. The research purpose investigate is there the effect. How is extend the effect with thes treatment to experimental class and control class as a comparing.

¹ L.R. Gay and Peter Airasian, *Educational Research: Competencies Fo Analysis and Application* (American: Parentice Hall, 2000), P. 58.

From the explanation above, the experiment is a kind of research to know the effect between one or more variables. This research has two classes. First is experiment class used mind mapping technique. Second is control class used scientific learning. It can be seen from the table:

Table 2
Research Design

Class		Treatment	
Experiment class	Pre-test	Teaching writing by using mind mapping	Post-test
Control class	Pre-test	Teaching writing by using scientific learning (conventional technique)	Post-test

In this research, researcher was given the pre-test before giving the treatment and giving the post-test after giving the treatment to experimental class and control class. It can be seen from the following table:

Table 3
Experimental and control class

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control class	√	×	√

C. Population and Sample

1. Population

A population is the group to which a researcher like the result of a study to be generalized.² It means that the population of this reserach was all of the X class of MAS Darul Istiqomah Padangsidimpuan. It consists of 3 classes with 45 students. It can be seen from the table:

Table 4
Population of Grade X students of MAS Darul Istiqomah Padangsidimpuan

No.	Class	Total students
1.	X IPS-Pa (A)	14
2.	X IPS Pi-1	15
3.	X IPS Pi-2	15
TOTAL		45

Sources: School Administration data of MAS Darul Istiqomah Padangsidimpuan

2. Sample

Sample is representative whole of population a sample compares the individuals, items, or events selected from a larger group referred to as a population. The sampling that used by researcher is simple random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random

² Airasian, P.140.

sample.³ Before used random sampling technique, the researcher used normality and homogeneity test.

After using random sampling technique, the researcher got two classes as the sample they were, X IPS Pi-1 and X IPS Pi-2. The total of the sample in this research were 30 students. Therefore, one class as control class and another one as experimental class.

D. Instruments of the Research

A researcher must have an instrument in this research because a good instrument can guarantee for taking the valid data. The instrument is a test for students' writing ability. Brown's says that "a test is a method of measuring a person's ability or knowledge in given domain".⁴ In This research, the researcher used writing test with the type essay test. Then, the researcher used a test as instrument for collecting the data.

Table 5
Indicator of writing
Grammar

No.	Indicator	Score
1	Few if any noticeable errors of grammar or word order	5
2	Some error of grammar or word which do not however, interfere with comprehension	4
3	Error of grammar of word order fairly frequent occasional re-reading necessary for full comprehension	3
4	Error of grammar of word order frequent efforts of interpretation sometimes required an reader's	2

³ Airasian, P. 121.

⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: United States of America, 2004), P. 3.

	part	
5	Error of grammar and word order very frequent, reader often has rely on own interpretation	1

Vocabulary

No.	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	5
2	Occasionally uses in appropriate terms or relies on circumlocution: expression or ideas hardly impaired	4
3	Uses writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequae vocabulary	3
4	Limited vocabulary and frequent errors clearly hinder expression of ideas	2
5	Vocabulary so limited and very frequently misused that reader must often rely on own interpretation	1

Mechanic

No.	Indicator	Score
1	Few if any noticeable lapses in punctuation or spelling	5
2	Occasional lapsees in punctuation or spelling which do not, however interfere with comprehension	4
3	Error in punctuation or spelling fairly frequent occasional re-reading necessary for full comprehension	3
4	Frequent error in spelling or punctuation something to obscurity	2
5	Errors in spelling or punctuation very frequent that reader must often rely on own interpretation	1

Fluency

No.	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate like that of educated native writer	5
2	Occasional lack of consistency in choice of structures and vocabulary which does not	4
3	Patchy, with some structures or vocabulary items noticeable inappropriate to general style	3
4	Structures of vocabulary items sometimes not only inappropriate but also misused little sense of ease of communication	2
5	Communication often impaired by completely inappropriate or misused structures or vocabulary items	1

Form

No.	Indicator	Score
1	Highly organized clear progression of ideas well linked like educated native writer	5
2	Material well organized linked could occasionally be clearly but communication not impaired	4
3	Some lack of organization re-reading required for clarification of ideas	3
4	Little or no attempt at connectivity, through reader can deduce some organization ⁵	2
5	Individual ideas may be clear, but very difficult to deduce connection between them	1

⁵ Arthur Hughes, *Testing for Language Teaching* (USA: Cambridge University, 1990), P.91-93.

E. Validity of Instrument

Validity is the most important consideration in developing and evaluating measuring instrument. The instrument of collecting the data in this research was test. A test said to be valid if it measures accurately what it is intended to measure.⁶ Therefore, in this research the research, the researcher applied construct validity to know whether the instrument is valid or not. Construct validity is a test validity based on the judgement of experts.

F. Technique of Collecting Data

To collect the data, the researcher needs a technique and researcher uses the test to collect it. There are some steps to collect the data, as follows:

1. Pre-test
 - a. The researcher prepares the test
 - b. The researcher distributes the paper of the test to students of experimental class and control class.
 - c. The researcher explains what students to do.
 - d. Giving time
 - e. The students answer the question
 - f. Collected their paper test to researcher
 - g. The researcher checks the answer of students and finds the mean score of control and experimental class.

⁶ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001).

2. Treatment

The treatment is done after the pre-test. Control class is through scientific learning method, and experimental class is through by applied mind mapping.

3. Post-test

After giving treatment, the researcher conducts a post-test which the different test with the pre-test, and has not been conducted in the previous of the research. This post-test is the final test in the research. After conducting the post-test, the researcher analyzes the data and the researcher find out the effect of using mind mapping in the experimental class. The researcher had some procedure, are:

- a. The researcher prepare the essay written test
- b. The researcher distribute the paper of the test to students of experimental class and control class
- c. The researcher explaine what students to do
- d. Giving time
- e. The students answer the question
- f. Collected the paper test to researcher
- g. The researcher check the answer of students and found the mean score of control and experimental class
- h. The questions give in the pre-test and post-test are source from the English learner syllabus in senior high school.

G. Technique of Analyzing Data

Experimental design, the research pattern is being done toward experimental class and control class. After experimental process, two of classes were tested with using technique of data analysis as follow:

1. Requirement test
 - a. Normality test

The researcher uses normality test which using *Chi – Quadrate* formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_n}{f_n} \right)$$

Note;

X^2 = Chi- Quadrate

F_o = Frequency is gotten from the sample/result of observation (questionare)

F_n = Frequency is gotten from the sample as image from frequency is hoped from the population

To calculated the result of chi-quadrate, it use significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$), if result $x^2_{count} < x^2_{table}$.

b. The homogeneity of test

To find the homogeneity, the researcher use *Harley test*.

The formula is follow:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypotheses is accepted is $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected is $F_{(count)} \geq F_{(table)}$

H. Hypothesis Test

The technique in analyzing the data is use by t-test, because it is aim to examine the difference of two variables. Such, examination performed both on pre-test and post-test scores from the experimental class and control class. There is a significant students' writing ability in recount text by using mind mapping ($\mu_1 > \mu_2$) and there is no significant students' writing ability in recount text by using mind mapping ($\mu_1 = \mu_2$).

From explanation above, to test hypothesis researcher uses formula as follows:

$$T_t = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T_t : the value which the statistical significance

X_1 : the average score of the experimental class

X_2 : the average of the control class

S_1^2 : deviation of the experimental class

S_2^2 : deviation of the control class

n_1 : number of experimental

n_2 : number of control

CHAPTER IV
RESEARCH RESULT

To analyze the data, the researcher has collected data through pre-test and post-test in the both of classes, experimental class and control class. To find out the the effect of mind mapping technique on students' writing ability in recount text, the researcher has calculated the data by using quantitive analysis. Next, the researcher described the data as follow:

A. The Description of Data

1. The Description of Data before Using Mind Mapping Technique

a. Score of Pre-test Experimental Class

As the experimental class, the researcher took class X IPS Pi-2. Based on students' answer in pre-test, the researcher has calculated the students' score in appendix 5 dan 6. The score of pre-test experimental class can be seen in the following table:

Table 6
The Score of Experimental Class in Pre-Test

Total of score	746
Highest score	62
Lowest score	28
Mean	40,8
Median	56,62
Modus	45,35
Range	34
Interval	7
Standard deviation	9,22
Variants	85,06

Based on table above, the total score of experimental class in pre-test was 746, mean was 40,8, standard deviation was 9,22, median was 56,62, modus was 45,35, range was 34, interval was 7, variants was 85,06. The researcher got the highest score was 62 and the lowest score was 28. Then, the calculation of frequency distribution of the students' score as follow:

Table 7
Frequency Distribution of Students' Score Experimental Class Pre-Test

No	Interval	Mid-Point	Frequency	Percentages
1	28 – 34	31	1	6,66%
2	35 – 41	38	1	6,66%
3	42 – 48	45	6	40%
4	49 – 55	52	2	13,33%
5	56 – 62	59	5	33,33%
i=7		-	15	100%

From the table frequency ditribtion above, showed that the students score is in class interval between 28 – 34 was 1 student (6,66%), class interval 35 – 41 was 1 student (6,66%), class interval 42 – 48 was 6 students (40%), class interval 49 – 55 was 2 students (13,33%), class interval 56 – 62 was 5 students (33,33%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

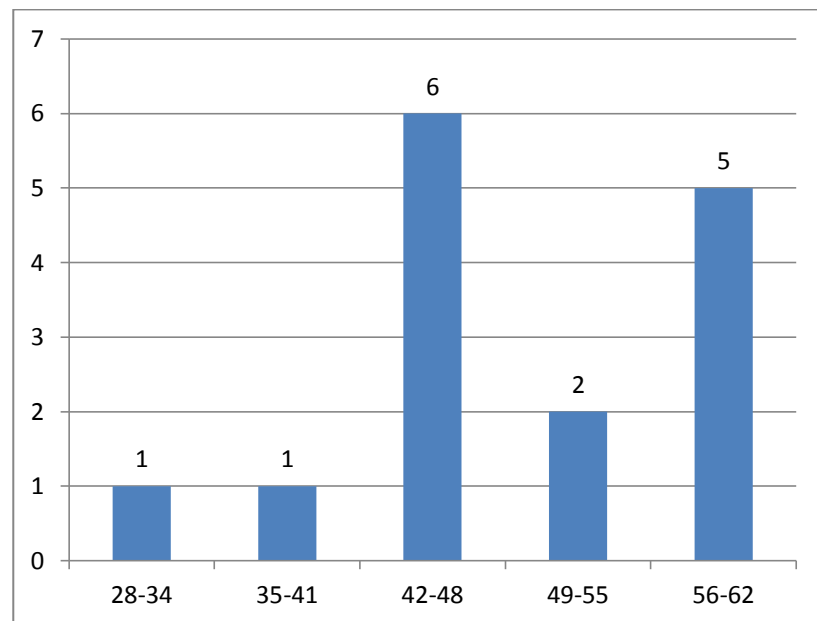


Figure 1: Description Data of Students' Writing Ability in Pre-Test Experimental Class

Based on the figure above, the frequency of students' score from 49 up to 55 was 2 students, 56 p to 62 was 5 students. Then the interval which had highest frequency was 42 up to 48 was 6 students and the interval which had lowest frequency was 28 up to 34 and 35 up to 41).

b. Score of Pre-test Control Class

In pre-test of control class, the reseacher calculated the result that had been gotten by the students in answering the test. The score of pre-test control class can be seen in the following table:

Table 8
The Score of Control Class in Pre-Test

Total of score	742
Highest score	64
Lowest score	30

Mean	44,8
Median	49,8
Modus	49,1
Range	34
Interval	7
Standard deviation	9,43
Variants	88,98

Based on the table above, the total score of control class in pre-test was 742, highest score was 64, lowest score was 30, mean was 44,8, median was 49,8, modus was 49,1, range was 34, standard deviation was 9,43, interval was 7 and variants was 88,98. Then the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 9

Frequency distribution of students' score control class pre-test

No	Interval	Mid-Point	frequency	Percentages
1	30 – 36	33	2	13,33%
2	37 – 43	40	1	6,66%
3	44 – 50	47	5	33,33%
4	51 – 57	54	4	26,66%
5	58 – 64	61	3	20%
	i=7	-	15	100%

From the table frequency above, shown that the students score is in class interval between 30 – 36 was 2 students (13,33%), class interval 37 – 43 was 1 student (6,66%), class interval between 44 – 50 was 5 students (33,33%), class interval

51 – 57 was 4 students (26,66%), and the last class interval 58 – 64 was 3 students (20%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

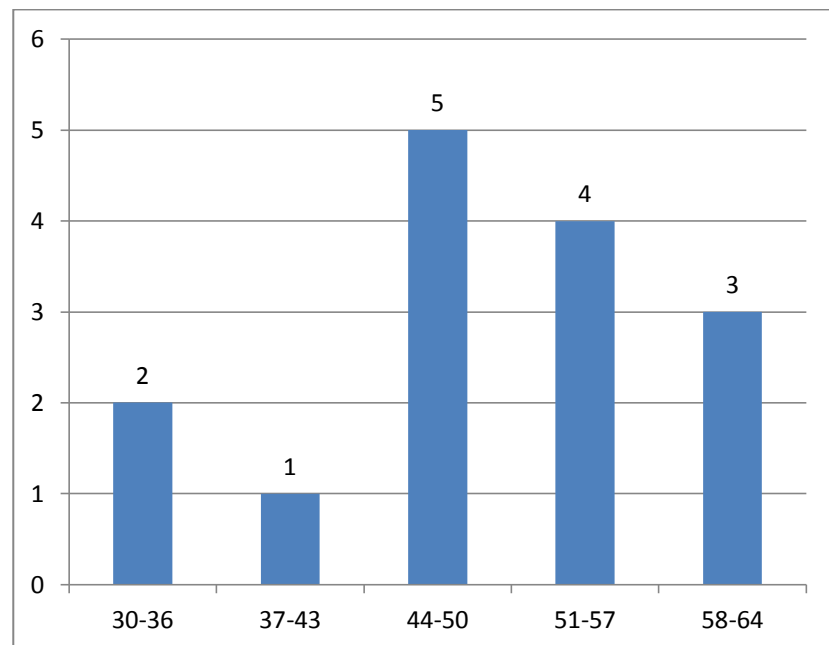


Figure 2: Description Data Of Students' Writing Ability in Recount Text (Pre-Test)

Based on the figure above, the frequency of students' score from 30 up to 36 was 2 students, 51 up to 57 was 4 students, 58 up to 64 was 3 students. Then, the interval which had highest frequency was 44 up to 50 was 5 students and the interval which had lowest frequency was 37 up to 43 was 1 student.

2. The Description of Data After Using Mind Mapping Technique

a. Score of Experimental Class in Post-Test

The calculation of the result that had been gotten by the students in answering the test after the researcher did the treatment by using picture media can be seen in the following table:

Table 10
The Score of Experimental Class in Post-Tes

Total of score	1060
Highest score	82
Lowest score	58
Mean	78,3
Median	73,75
Modus	77,5
Range	24
Interval	5
Standard deviation	7,60
Variants	57,80

Based on the table above, the total score of experimental class in post-test was 1060, mean was 78,3, median was 73,75, modus was 77,5, range was 24, interval was 5, standard deviation was 7,60, variants was 57,80. The researcher got the highest score was 82 and the lowest score was 58. Then, the calculation of the frequency distribution of the students' score of

experimental class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score Experimental Post-Test

No	Interval	Mid-Point	Frequency	Percentages
1	58 – 62	60	2	13,33%
2	63 – 67	65	3	20%
3	68 – 72	70	2	13,33%
4	73 – 77	75	4	26,66%
5	78 - 82	80	4	26,66%
	i=5	-	15	100%

From the table frequency distribution above shown that the students score is in class interval between 58 – 62 was 2 students (13,33%), class interval 63 – 67 was 3 students (20%), class interval 68 – 72 was 2 students (13,33%), class interval 73 – 77 was 4 students (26,66%), and the last class interval 78 – 82 was 4 students (26,66%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

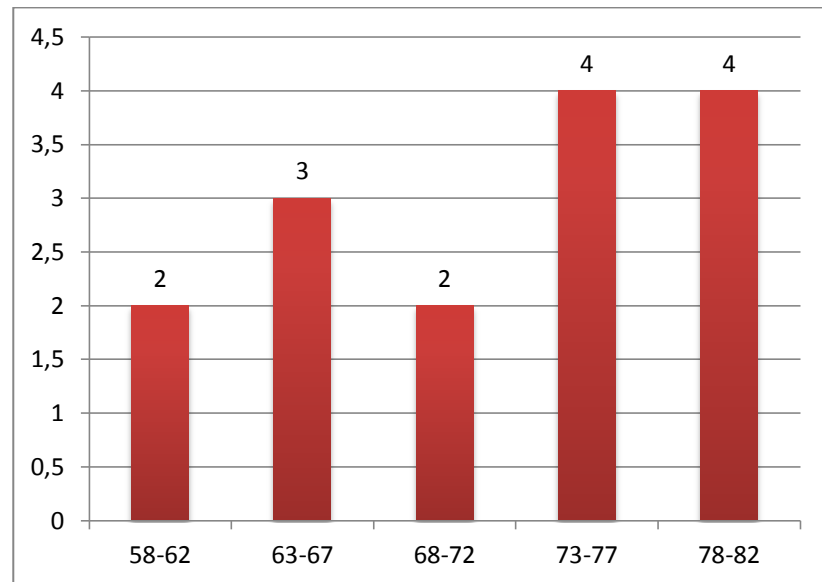


Figure 3: Description Data of Students' Writing Ability in Recount Text of Experimental Class

Based on the figure above, the frequency of the students' score from 58 up to 62 was 2 students, 63 up to 67 was 3 students, 68 up to 72 was 2 students, 73 up to 77 was 4 students and 78 up to 82 was 4 students. Then, the interval highest frequency is 4 and the lowest frequency is 2.

b. Score of Control Class in Post-Test

As the control class, the researcher had been gotten the result by the students in answering the test after the researcher taught the writing by using conventional method can be seen in the following table:

Table 12

The score of Control Class in Post-Test

Total of score	957
Highest score	80
Lowest score	52
Mean	68,1

Median	64,1
Modus	56,3
Range	30
Interval	6
Standard deviation	8,71
Variants	76,02

Based on the table above, the total score of control class in post-test was 957, mean was 68,1, median was 64,1, modus was 56,3, range was 30, interval was 6, standard deviation was 8,71 and variant was 76,02. The researcher got the highest score was 80 and the lowest score was 52. It can be seen on appendix 9. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score Control Class Post-Test

No	Interval	Mid-Point	Frequency	Percentages
1	52 – 57	54,5	4	26,66%
2	58 – 63	60,5	3	20%
3	64 – 69	66,5	3	20%
4	70 – 75	73	3	20%
5	76 – 81	79	2	13,33%
i=6		-	15	100%

From the table frequency distribution above, shown that the students' score is in class interval between 52 – 57 was 4 students(26,66%), class interval 58 – 63 was 3 students (20%), class interval 64 – 69 was 3 students (20%), class interval 70 –

75 was 3 students (20%), class interval 76 – 81 was 2 students (13,33%).

In order to get description of the data clearly and completely, the researcher presents the in histogram on the following figure:

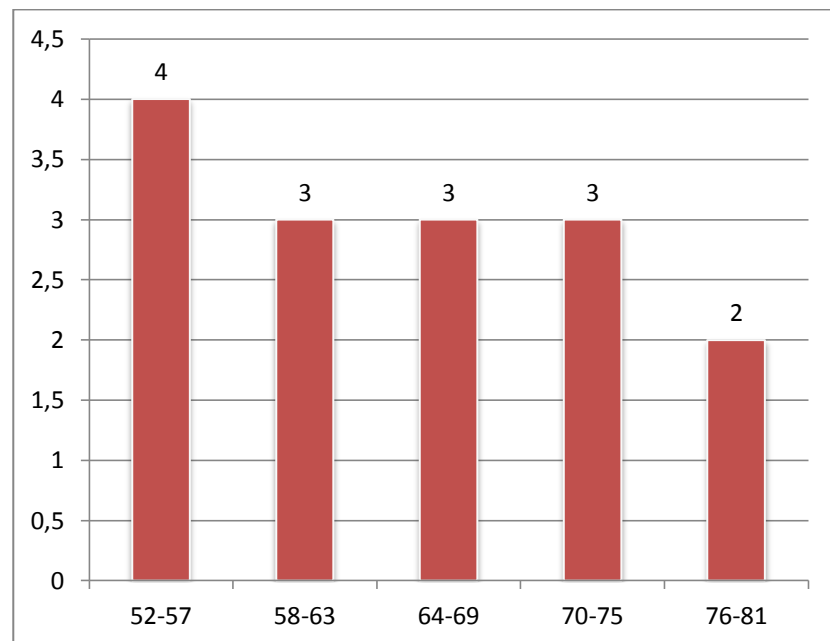


Figure 4: Description Data of Students' Writing Ability in Recount Text of Control Class (Post-Test)

Based on the figure above, the frequency of students' score from 58 up to 63 was 3; 64 p to 69 was 3; 70 uup to 75 was 3. Then, the interval which had highest frequency 52 up to 57 was 4 students and the interval which had lowest frequency 78 up to 81 was 2 students.

B. Description of Data Comparison between Pre-Test and Post-Tet of Experimental and Control Class

1. The Comparison Data between Pre-test of Control and Experiment Class

In pre-test, the researcher did not apply treatment to experimental and control class. By giving pre test to both of classes, the researcher knew the students' writing ability in recount text before giving the treatment. Based on the description data in pre-test of experimental and control class, there was comparison score between pre-test experimental class before and after gave a treatment by using mind mapping technique. It can be seen in the following table:

Table 14
The Comparison Score of Students' Writing Ability in Pre-Test Experimental Class and Control Class

Frequency				
No	Interval	Mid-Point	Experimental Class	Control Class
1	28 – 34	31	1	1
2	35 – 41	38	1	2
3	42 – 48	45	6	4
4	49 – 55	52	2	3
5	56 – 62	59	5	4
6	63 – 69	66	0	1

The frequency of mid point above is 31 there were 1 student of experimental class and 1 student of control class, on 38 there were 1 student of experimental class and 2 control class, on 45 there were 6 students of experimental class and 4 students of control class, on 52 there were 2 students of experimental class and 3 students of control class, on 59 there were 5 students of experimental class and 4 students of control class, on 66 there was 0 student of experimental class and 1 student of control class. In order to get description of the data clearly and completely, the researcher presents the histogram on the following figure:

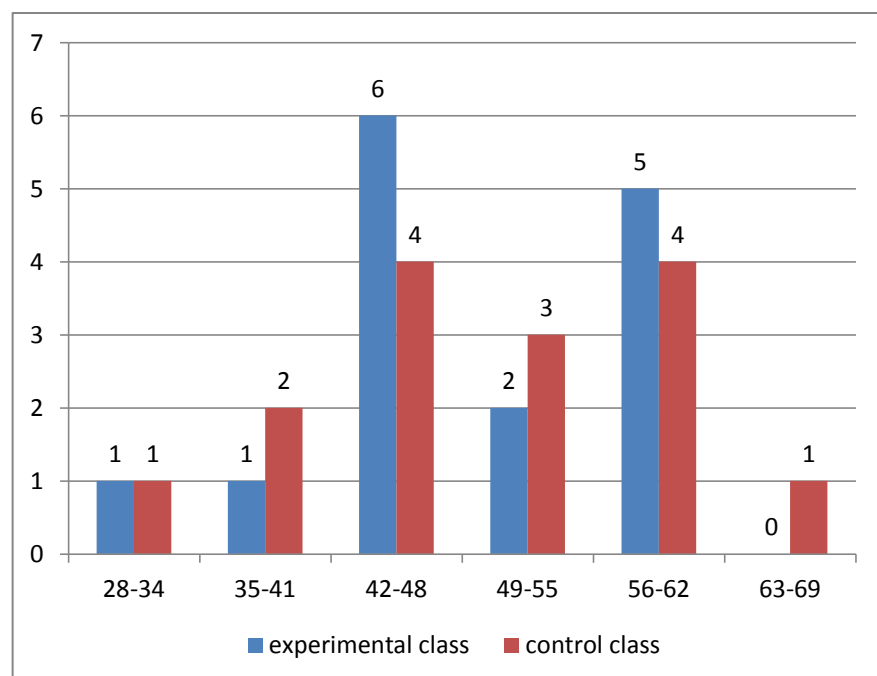


Figure 5: Hitogram The Comparison Data of Students' Writing Ability in Pre-Test Experimental Class and Control Class

2. The Comparison Data between Pre-Test and Post-Test of Control Class

The comparison data between pre-test and post-test by using conventional method. Based on the description data in pre-test and post-test of control class before and after gave a treatment by using conventional method. It can be seen in the table below:

Table 15
The Comparison Score of Students' Writing Ability in Pre-Test And Post-Test Control Class

No	Interval	Mid-Point	Pre-Test	Post-Test
1	30 – 39	34.5	2	0
2	40 – 49	44.5	5	0
3	50 – 59	54.5	5	6
4	60 – 69	64.5	3	4
5	70 – 79	74.5	0	4
6	80 – 89	84.5	0	1

The frequency of mid points above is 34.5 there were 2 students of pre-test and no from post-test, on 44 there were 5 students of pre-test and no from post-test, on 54.5 there were 5 students of pre-test and 6 students from post-test, on 64.5 there were 3 students of pre-test and 4 students from post-test, on 74.5 there were no students of pre-test and 4 student from post-test, on 84.5 there were no students of pre-test and 1 student from post-test.

Then, the interval which had highest frequency in pre-test was 5 students and the interval which had lowest frequency was 2 students. In post-test of the interval which had highest frequency was 6 students and the interval which had lowest frequency was 1 student. For the clear, the researcher presents the histogram on the following figure:

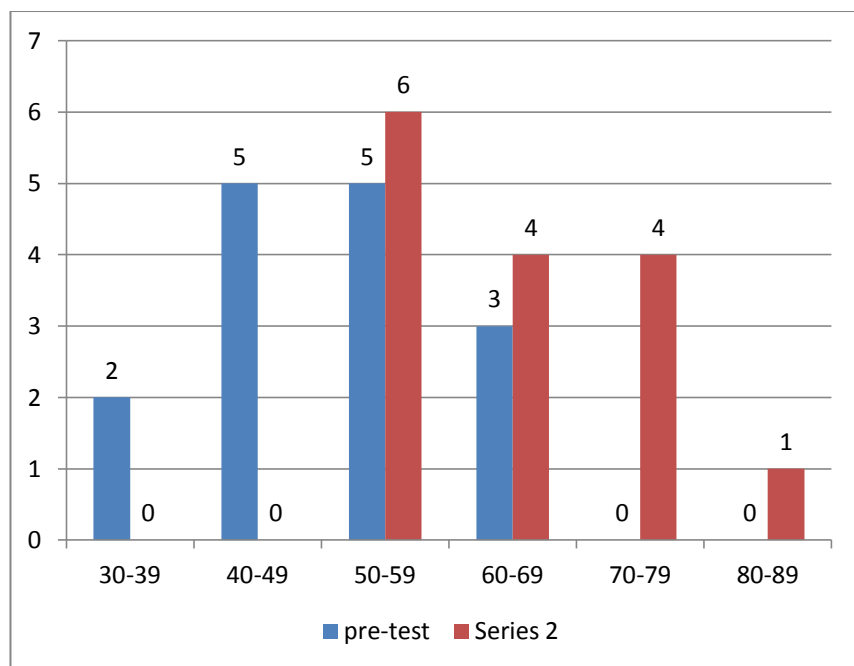


Figure 6: Histogram the Comparison Data of Students' Writing Ability in Pre-Test and Post-Test (Control Class)

3. The Comparison Data between Pre-Test and Post-Test by Using Mind Mapping

By giving pre-test to both of classes (X IPS Pi-2 as experimental class and X IPS Pi-1 as control class), the researcher knew the students' writing ability in recount text before giving the treatment. In pre-test, the researcher did not apply treatment to experimental and control class. Then, the researcher gave the treatment to both of classes, experimental class by using mind mapping technique and control class by using conventional technique. The researcher got the comparison data between post-test score in experimental class and control class after giving the treatment. The comparison data can be seen on the following table:

Table 16
The Comparison Score of Students' Writing Ability in Pre-Test And Post-Test Experimental Class

Frequency				
No	Interval	Mid-Point	Pre-test	Post-test
1	28 – 37	32.5	1	0
2	38 – 47	42.5	4	0
3	48 – 57	52.5	6	0
4	58 – 67	62.5	4	6
5	68 – 77	72.5	0	5
6	78 – 87	82.5	0	4

The frequency of mid points above, on 32.5 there were 1 student of pre-test and no student of post-test, on 42.5 there were 4

students of pre-test and no students of post-test, on 45 there were 6 students of pre-test and no post-test, on 52.5 there were 6 students of pre-test and no student of post-test, on 52.5 there were 4 students of pre-test and 6 students of post-test, on 72.5 there were no student of pre-test and 5 students of post-test, on 82.5 there were no student of pre-test and 4 students of post-test. For the clear, the researcher presents the histogram on the following figure:

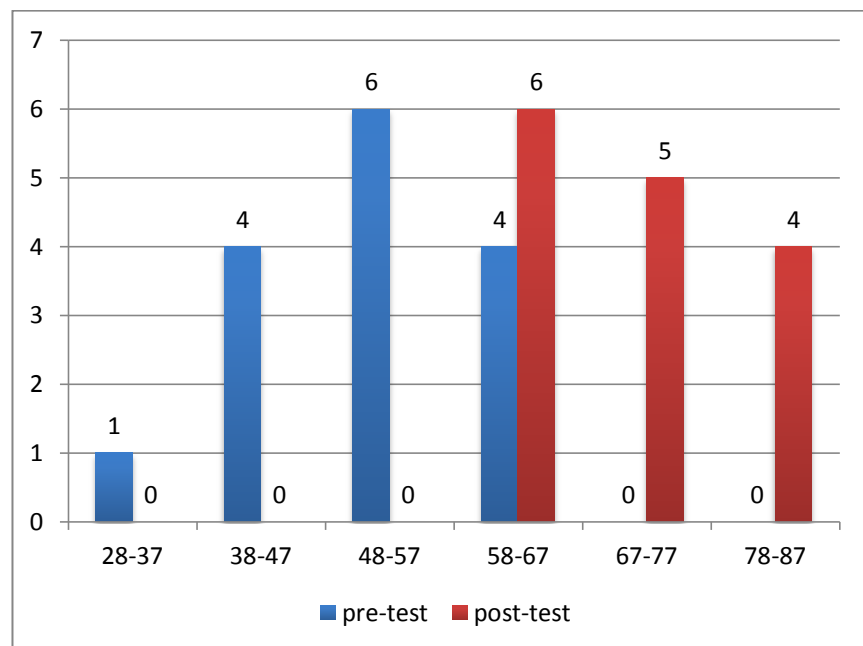


Figure 7: Histogram The Comparison Score of Students' Writing Ability in Pre-Test And Post-Test (Experimental Class)

Table 17
The Comparison Score of Students' Writing Ability Control Class and Experimental Class in Post-Test

Frequencyy				
No	Interval	Mid-Point	Experimental class	Control class
1	52 – 57	54,5	0	4
2	58 – 63	60,5	3	3
3	64 – 69	66,5	3	3
4	70 – 75	73	5	3
5	76 - 81	79	3	2
6	82 – 87	84,5	1	0

The frequency of mid points above, on 54,5 there were no student of experimental class and 4 students of control class, on 60,5 there were 3 students of experimental class and 3 students of control class, on 66,5 there were 3 students of experimental class and 3 students of control class, on 73 there were 5 students of experimental class and 3 students of control class, on 79 there were 3 students of experimental class and 2 students of control class, on 84,5 there were 1 student of experimental class and no tident of control calss.

Then, the interval which had highest frequency in experimental class was 5 students and the interval which had lowest frequency was 1 student. In control class of the interval which had highest was 4 students and the lowest frequency was 2

students. Based on the description the data, the interval could be seen the histogram on the following figure:

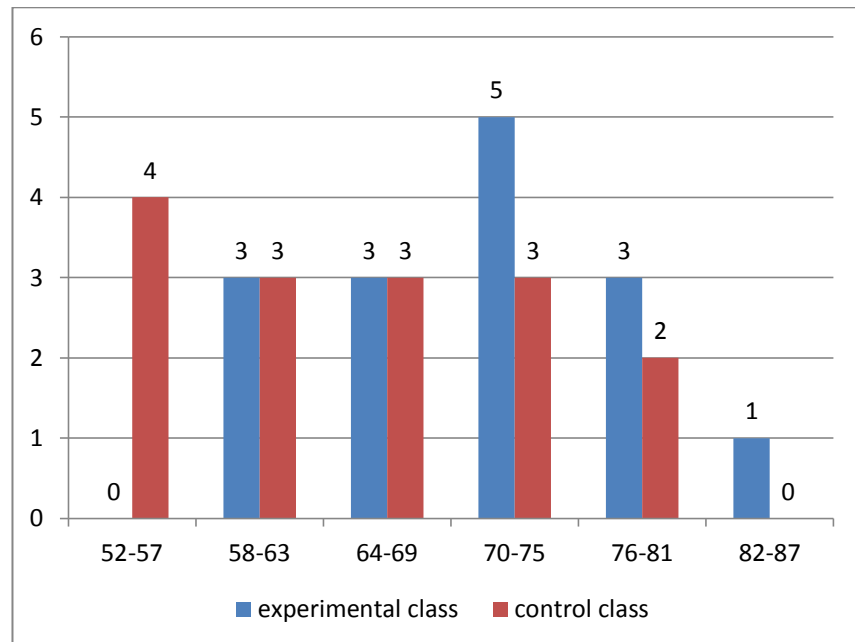


Figure 8: Histogram the Comparison Score of Students' Writing Ability in Post-Test Experimental Class and Control Class

C. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity of Experimental and Control Class in Pre-Test

The score of experimental class $Lo = 4,207 < Lt = 5,591$ with $n = 15$ and control class $Lo = 4,20 < Lt = 5,591$ with $n = 15$, and real level $\alpha 0,05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experimental class and control class were distributed normal.

The coefficient of $F_{\text{count}} = 1,04$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0,05$, and the different numerator $dk = n1 = 2 - 1 = 1$ and deminator $dk = n2 = 15 - 2 = 13$. By using the list of critical vvalue at F distribution is got $F_{0,05} = 2,70$. It showed that $F_{\text{count}} 1,04 < F_{\text{table}} 2,70$. It showed that both experimental and control class were homogeneous. The calculation can be seen in appendix 7. The description of the data can be seen on the table:

Table 18
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	F_{count}	F_{table}
Experimental Class	4,20	5,591	$1,04 < 2,70$	
Control Class	4,20	5,5911		

b. Normality and Homogeneity of Experimental and Control Class in Post-Test

The previous table showed that the core of experimental class $Lo = 1,53 < Lt = 5,591$ with $n = 15$ and control class $Lo = 3,56 < Lt = 5,591$ with $n = 15$, and real level $\alpha 0,05$. Because $Lo < Lt$ in the both class, it means H_a was accepted. It means that experimental class and control class were distributed normal. The calculation can be seen in appendix 9.

The coefficient of $F_{\text{count}} = 1,31$ was compared with F_{table} . Where F_{table} was determined at real level $\alpha 0,05$, the numerator $dk = n1 = 2 - 1 = 1$, and deminator $n2 = 15 - 2 = 13$. By using the list of critical value distribution F is got $F_{0,05} = 2,70$. It showed that $F_{\text{count}} 1,31 < F_{\text{table}} = 2,70$. The researcher concluded that the vaariants from the data of the writing ability at grade X MAS Darul Istiqomah Padangsidimpuan in experimental and control class was homogeneous. The calculation can be seen in appendix 10. The conclusion can be seen on this table below:

Table 19

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	F_{count}	F_{table}
Experimental Class	2,96	5,591	1,31 < 2,70	
Control Class	3,56	5,591		

D. Hypothesis Test

After calculating the data of post test, reearcher found that post-test result of experimental class and control class is normal and homogeneous. Based on the result, the researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was “Mind Mapping technique has effect on students’ writing ability in recount text at grade X MAS Darul Istiqomah

Padangsidimpuan”. The calculation can be seen in appendix 11. The result of t-test was as follow:

Table 20
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-1,18	2,132	3,448	2,132

The test hypothesis have two criteria. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} -1,18 while t_{table} 2,132 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 15 + 15 - 2 = 28$. Cause $t_{\text{count}} < t_{\text{table}}$ (-1,18 < 2,132), it meat that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test two classes were same. There is no diffence in the both classes. But, in post-test, researcher found that t_{count} 3,448 while t_{table} 2,232 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 15 + 15 - 2 = 28$. Cause $t_{\text{count}} > t_{\text{table}}$ (3,448 > 2,232), it meant that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 11. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 40,8 and in post-test was 78,3. Then, the mean score of control class in pre-test was 44,8 and in pot-test was 68,1. The gain scorre was 13,9. The calculation can be seen on the appendix 13.

E. Discussion

Based on the related finding , the researcher discussed the result of this research and compared with the related finding. First, Surya

Agung Budiono, the conclusion of his thesis where the mean score of experimental class 29.28 and control class 6.24. it mens the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted because calculation at the data showed *p*-value independent t test score 0.00 that is lower than error degree (α) 0.05 its make null hypothesis (H0) rejected and if *p*-value gained score is higher than error of degree (α) 0.05 the null hypothesis (H0) is accepted and alternative hypothesis (H1) is rejected.¹

Second, Mukhlisah the students gained score of the experimental class (30) is higher than the control class (13.93).² This score prove that the significant different between experimental class and control class. Therefore, teaching writing of narrative text by using mind mapping technique is affective.

Then, Khoiriyah result of the study showed that the students' mean score improved from the first cycle 70.96 to the econd cycle 76.68. and out of 65.91% of the subjects got the target scores 75 in cycle I and it had been reached by 84.08% of the students in cycle II. In the last cycle, students had realy made significant progress.³ The analysis resulted in the

¹ Surya Agung Budiono, "The Used of Mind Mapping to Improve English Writing Skill of Descriptive Text (at Eight Grade of SMPN 6 Kota Pasuruan)" (University of Muhammadiyah Malang, 2016), <http://eprints.umm.ac.id/id/eprint/35689>.

² Mukhlisah, "The Use of Mind Mapping as a Way to Improve Students' Ability in Writing Narrative Text" (Ar-Raniry State Islamic University, Darussalam- Banda Aceh, 2017), [https://repository.ar-raniry.ac.id/1937/1/MUKHLISAH PDF.pdf](https://repository.ar-raniry.ac.id/1937/1/MUKHLISAH%20PDF.pdf).

³ Khoiriyah, "Increasing the Students ' Writing Skill through Mind Mapping Technique" 1 (2014), [lp2m.unpkediri.ac.id/jurnal/pages/research/vol2no2/Hal 177-187. writing artcle KHOIRIYAH OK.pdf](http://lp2m.unpkediri.ac.id/jurnal/pages/research/vol2no2/Hal%20177-187.%20writing%20artcle%20KHOIRIYAH%20OK.pdf).

findings that mind mapping technique could improve the students' writing skill.

From the result of the research that is previously stated, it was proved that the students of the experimental class who were taught writing by using Mind Mapping technique got better result and has given the effect to the research. It means the technique was accepted.

F. Limitation of The Research

The research was limited in some situation. It was the problems in the class that appeared during doing the research, but the researcher couldn't hold these things. The limitation of the research was as follow:

1. The researcher was not sure whether all of the students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.
2. The students were noisy while in learning process. They were not concentrating in following the learning process. Some of them talked to their friends when the teacher gave rule.
3. Some of students were not too serious in answering the pre-test and post-test, because they knew that the test would not influence to their score.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on the result of the test, the mean score before using mind mapping technique in pre-test of experimental class was 40,8 and mean score of control class was 44,8. After using mind mapping technique, the mean score of experimental class was 78,3 and control class with conventional technique was 68,1. Besides it, the score of t_{count} was bigger than t_{table} ($3,448 > 2,232$). It meant that the resul of this research showed there was the effect of using mind mapping technique on the students' writing ability at grade X MAS Darul Istiqomah Padangsidimpuan. Therefore, the hypothesis alternative (H_a) was accepted and the hypothesis null (H_0) was rejected.

B. Suggestion

After finishing the research, got many information in English teaching and learning. Therefore, from the experience the researcher show some thinggs need to be improved. It makes the researcher give some suggestion, as follow:

1. From the research result, English teacher can use mind mapping technique in writing, to make them interesting and active in teaching learning process.

2. To headmater to suggest the English teacher to apply various of technique in learning proses, like mind mapping technique can achieve the students writing.
3. To students should be more practice to used mind mapping technique when they write text in order to increase their writing ability.
4. The researcher suggest to another researcher to use this technique in solving another problem or find another problem in English learning process.

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Appendix 1

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS DARUL ISTIQOMAH PADANGSIDIMPUAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2
Materi Pokok : Recount Text
Alokasi Waktu : 4 x 45 menit (2x pertemuan)

A. Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia,

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah,

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar,
- 1.2 Menunjukkan perilaku tanggungjawab, mengembangkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi internasional dengan guru dan teman.
- 1.3 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan member dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya,
- 1.4 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsure kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah,

C. Indikator Pencapaian Kompetensi

1. Sikap Sosial

Menunjukkan perilaku kerja sama, peduli, tanggungjawab dan jujur dalam berkomunikasi interpersonal dengan guru dan teman.

2. Pengetahuan

2.9.1 Mengidentifikasi fungsi social dan struktur teks tentang pengalaman/peristiwa sesuai dengan konteks penggunaannya.

2.9.2 Mengidentifikasi unsur kebahasaan yang terdapat dalam teks recount yang menceritakan pengalaman atau peristiwa.

2.9.3 Menemukan adverbial frasa proposional penunjuk waktu yang terdapat dalam teks recount.

3. Penerapan

3.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks recount tulisan dalam bentuk pengalaman pribadi seseorang.

3.7.2 Mempresentasikan hasil analisis text recount sesuai dengan konteks yang benar.

D. Materi Pembelajaran

1. Teks tulis tentang pengalaman atau peristiwa untuk menganalisis struktur teks dan fungsi social serta unsure kebahasaan yang terdapat di dalamnya.

2. Unsur Kebahasaan

1.) menggunakan simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

2.) Adverb penghubung waktu, seperti: On Saturday, On Monday, Last year and etc.

3.) Menggunakan kata penghubung, seperti: then, before, after, later etc.

4.) Menggunakan kata kerja aksi, seperti: went, stayed, slept etc

4. Fungsi social: meneladani, mengagumi, dan berbagi pengalaman dengan teman dan guru.

5.

E. Metode Pembelajaran

Lecturer / Scientific learning Method

F. Media dan Sumber Pembelajaran

1. Media: Dictionary, buku yang relevan, papan tulis, spidol, penghapus, dan penggaris

2. Sumber :

1) Buku Bahasa Inggris Erlangga dan Pathway

2) Guru

3) Internet

G. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan

1) Guru memeberi salam, kemudian berdo'a sebelum belajar

2) Guru member apersepsi dan mereview pelajaran minggu lalu

3) Guru menstimulasi siswa mengenai gambaran materi yang akan dipelajari

2. Kegiatan Inti

1) Mengamati

- a. Guru membagikan contoh teks recount dalam bentuk pengalaman pribadi seseorang
- b. Siswa membaca teks yang diberikan dan mengidentifikasi bagian struktur teks recount.

2) Menanya

- a. Peserta didik menanyakan hal yang belum dipahami dalam hal struktur teks, fungsi social atau contoh dalam recount teks

3) Mengomunikasikan

Siswa mempresentasikan teks yang sudah mereka analisis

3. Penutup

- 1) Siswa dengan guru melakukan refleksi terhadap pembelajaran
- 2) Siswa memberikan pesan dan kesan terhadap pembelajaran teks recount
- 3) Siswa membaca doa dengan bimbingan salah satu siswa.

H. Penilaian

1. Instrument soal

Choose one of the topics bellow and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan) , event (rangkaian kegiatan) and re-orientation (penutup cerita).

- a. My Holiday
- b. Visiting my Village

Pedoman penilaian:

No	Indicator of Writing	Score
1	Grammar	
2	Vocabulary	
3	Fluency	

4	Mechanic	
5	Form	
	Maximal Score: 100	

Note:

80 – 100 = Very good

70 – 79 = Good

60 – 69 = Enough

50 – 5 = Bad

0 – 49 = Fail

Skor penilaian: Nilai: $\frac{\text{Skor diperoleh} \times 100}{\text{Skor maksimal}}$

Learning Material

RECOUNT TEXT

1. Definition of Recount Text

Literally, Recount means “to tell”. So, recount text interpreted as “text that tells”. Recount text is a text which retells event (story) or experience like action, activity in the past. The purpose of recount text is to list and describe past experiences by retelling events in order in which they happened.

2. The Generic Structure of Recount Text

- 1.) Orientation is gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- 2.) Event is a series of events, ordered in a chronological sequence.
- 3.) Re-orientation is a personal comment about the event or what happened in the end.

3. **Language Features of Recount Text**

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday, On Monday, Last year and etc.
3. Using the conjunctions, such as: then, before, after, later etc.
4. Using action verb, e.g. went, stayed, slept etc.

4. **Example of Recount text**

Last Weekend

Last weekend my family and I went to Bogor for vacation. Then, We went to garden of Bogor and looked variety of plants and tree. There, We felt relax because the view of place its very beautiful and comfortable.

First, we went to the hotel. We stayed at Jaya hotel in the heart of Bogor. It was a beautiful and comfort hotel to stay. My Brothers and I swam at the large pool at the hotel. We ate our lunch at the lemongrass restourant near to the pool, We ate delicious food like pasta, atc. We spent the first day at hotel and saw the beautiful view of park.

Last, we went home, even though We felt tired but We enjoyed the hotel facilities very much.

Padangsidempuan, September 2019

Mengetahui,

Guru Mata Pelajaran

Researcher

Mayurida Hasibuan, S.Pd
NUPTK: 4233764666210053

Syahroito Harahap
Nim: 1520300042

Appendix 2
Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS DARUL ISTIQOMAH PADANGSIDIMPUAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2
Materi Pokok : Recount Text
Alokasi Waktu : 4 x 45 menit (2x pertemuan)

I. Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia,
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah,
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

J. Kompetensi Dasar

- 1.4.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar,
- 2.2 Menunjukkan perilaku tanggungjawab, mengembangkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi internasional dengan guru dan teman.
- 3.9 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan member dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya,
- 4.7 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsure kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah,

K. Indicator Pencapaian Kompetensi

1. Sikap Sosial

Menunjukkan perilaku kerja sama, peduli, tanggungjawab dan jujur dalam berkomunikasi interpersonal dengan guru dan teman.

2. Pengetahuan

2.9.1 Mengidentifikasi fungsi social dan struktur teks tentang pengalaman/peristiwa sesuai dengan konteks penggunaannya.

2.9.2 Mengidentifikasi unsur kebahasaan yang terdapat dalam teks recount yang menceritakan pengalaman atau peristiwa.

2.9.3 Menemukan adverbial frasa proposional penunjuk waktu yang terdapat dalam teks recount.

3. Penerapan

3.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks recount tulisan dalam bentuk pengalaman pribadi seseorang.

3.7.2 Mempresentasikan hasil analisis text recount sesuai dengan konteks yang benar.

L. Materi Pembelajaran

1. Teks tulis tentang pengalaman atau peristiwa untuk menganalisis struktur teks dan fungsi social serta unsur kebahasaan yang terdapat di dalamnya.

2. Unsur Kebahasaan

5.) menggunakan simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

6.) Adverb penghubung waktu, seperti: On Saturday, On Monday, Last year and etc.

7.) Menggunakan kata penghubung, seperti: then, before, after, later etc.

8.) Menggunakan kata kerja aksi, seperti: went, stayed, slept etc

4. Fungsi social: meneladani, mengagumi, dan berbagi pengalaman dengan teman dan guru.

M. Metode Pembelajaran

Mind Mapping

N. Media dan Sumber Pembelajaran

1. Media: Dictionary, gambar mind mapping, papan tulis, spidol, penghapus, dan penggaris

2. Sumber:

1) Buku Bahasa Inggris Erlangga dan Pathway

2) Guru

3) Internet

O. Langkah-Langkah Pembelajaran

4. Kegiatan Pendahuluan

1) Guru memberi salam, kemudian berdoa sebelum belajar

- 2) Guru memberi apersepsi
- 3) Guru menstimulasi siswa mengenai gambaran materi yang akan dipelajari

5. Kegiatan Inti

4) Mengamati

- a. Fokus pada pusat atau representasi grafik dari topic utama ditempatkan di tengah halaman.
- b. Ide-ide biarkan mengikuti dengan bebas
- c. Kata kunci digunakan untuk mewakili ide ide, satu kata kunci ditulis per baris, kata kunci berhubungan kepada focus sentral.
- d. Warna digunakan untuk menyoroti dan menekankan ide-ide.
- e. Gambar, simbol dan kode digunakan untuk menyorot ide-ide dan merangsang fikiran untuk membuat hubungannya.

5) Menanya

- a. Peserta didik menanyakan hal yang belum dipahami dalam hal struktur teks, fungsi social atau contoh dalam recount teks

6. Penutup

- a. Siswa dengan guru melakukan refleksi terhadap pembelajaran
- b. Siswa memberikan pesan dan kesan terhadap pembelajaran teks recount
- c. Siswa membaca doa dengan bimbingan salah satu siswa.

P. Penilaian

1. Instrument soal

Choose one of the topics bellow and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan), event (rangkaian kegiatan) and re-orientation (penutup cerita).

- a. My Eid al-Fitr Experience
- b. Ramadhan Fasting

Pedoman penilaian:

No	Indicator of Writing	Score
1	Grammar	
2	Vocabulary	
3	Fluency	
4	Mechanic	
5	Form	
	Maximal Score: 100	

Note:

80 – 100 = Very good

70 – 79 = Good

60 – 69 = Enough

50 – 5 = Bad

0 – 49 = Fail

Skor penilaian: Nilai: $\frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 100 =$

Learning Material

RECOUNT TEXT

5. Definition of Recount Text

Literally, Recount means “to tell”. So, recount text interpreted as “text that tells”. Recount text is a text which retells event (story) or experience like action, activity in the past. The purpose of recount text is to list and describe past experiences by retelling events in order in which they happened.

6. The Generic Structure of Recount Text

4.)Orientation is gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

5.)Event is a series of events, ordered in a chronological sequence.

6.) Re-orientation is a personal comment about the event or what happened in the end.

7. Language Features of Recount Text

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday, On Monday, Last year and etc.
3. Using the conjunctions, such as: then, before, after, later etc.
4. Using action verb, e.g. went, stayed, slept etc.

8. Example of Recount text

Last Weekend

Last weekend my family and I went to Bogor for vacation. Then, We went to garden of Bogor and looked variety of plants and tree. There, We felt relax because the view of place its very beautiful and comfortable.

First, we went to the hotel. We stayed at Jaya hotel in the heart of Bogor. It was a beautiful and comfort hotel to stay. My Brothers and I swam at the large pool at the hotel. We ate our lunch at the lemongrass restaurant near to the pool, We ate delicious food like pasta, atc. We spent the first day at hotel and saw the beautiful view of park.

Last, we went home, even though We felt tired but We enjoyed the hotel facilities very much.

Padangsidempuan, September 2019

Mengetahui,

Guru Mata Pelajaran

Reseaecher

Mayurida Hasibuan, S.Pd
NUPTK:4233764666210053

Syahroito Harahap
Nim: 1520300042

Appendix 3

INSTRUMENT FOR PRE-TEST

1. Soal

Choose one of the topics bellow and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan), event (rangkaian kegiatan) and re-orientation (penutup cerita)!

- c. My Holiday
- d. Visiting my Village

Validator

Researcher

Mayurida Hasibuan, S.Pd
NUPTK: 4233764666210053

Syahroito Harahap
NIM: 1520300042

Appendix 4

INSTRUMENT FOR POST-TEST

A. Soal

Choose one of the topics bellow and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan) , event (rangkaian kegiatan) and re-orientation (penutup cerita)!

- e. My Eid al-fitrri Experience
- f. Ramadahn Fasting

Validator

Researcher

Mayurida Hasibuan, S.Pd
NUPTK: 4233764666210053

Syahroito Harahap
NIM: 1520300042

Appendix 5

A. Score of Control Class and Experimental Class on Pre Test

1. Score of Control Class Pre Test

No	Students Initial Name	Pre test
1	AD	56
2	CA	52
3	DSH	48
4	EM	60
5	FY	48
6	IRP	56
7	KM	45
8	NVD	40
9	NS	50
10	STH	60
11	WLR	46
12	WD	30
13	WLS	35
14	YLA	52
15	YLR	64
Total		742

2. Score of Experimental Class Pre Test

No	Students Initial Name	Pre Test
1	AH	44
2	ARA	40
3	AR	52
4	BP	62
5	ERH	60
6	ES	60
7	EL	44
8	JH	44
9	KHO	48
10	MSL	48
11	RNN	60
12	SKL	48
13	SA	52
14	SB	56
15	UP	28
Total		746

Appendix 6

RESULT OF NORMALITY TEST OF PRE TEST (EXPERIMENTAL AND CONTROL CLASS)

A. Result of Normality Test of X IPS Pi-1 in Pre Test (Control Class)

1. The score of X IPS-B1 in pre-test from low score to high score

30	35	40	45
46	48	48	50
52	52	56	56
60	60	64	

2. High = 64

Low = 30

Range = High - Low

= 64 - 30

= 34

3. Total of Classes = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (15)$
= $1 + 3,3 (1,17)$
= $1 + 3,86$
= 4,86
= 5

4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{34}{5} = 6,8 = 7$

5. Mean

Interval Class	F	X	x^1	Fx^1	x^2	Fx^2
30 - 36	2	33	+2	4	4	8

37 – 43	1	40	+1	1	1	1
44 – 50	5	47	0	0	0	0
51 – 57	4	54	-1	-4	1	4
58 – 64	3	61	-2	-6	4	12
$i = 7$	15	-	-	-5	-	25

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x^1}{N} \\
 &= 47 + 7 \left(\frac{-5}{15} \right) \\
 &= 47 + 7 (-0,3) \\
 &= 47 + (-2,1) \\
 &= 44,8
 \end{aligned}$$

$$\begin{aligned}
 SD^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{15 \times 37.950 - (742)^2}{15(15-1)} \\
 &= \frac{569.250 - 550.564}{15 \times 14} \\
 &= \frac{18.686}{210} \\
 &= 88.98095
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}} \\
 &= \sqrt{\frac{15 \times 37.950 - (742)^2}{15(15-1)}} \\
 &= \sqrt{\frac{569.250 - 550.564}{15 \times 14}} \\
 &= \sqrt{\frac{18.686}{210}}
 \end{aligned}$$

$$= \sqrt{88.98095}$$

$$= 9,43$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of score	Real upper limit	Z-Score	Limit of Large of the Area	Large of area	Fe	Fo	(fo-fe)	(fo-fe) ²	$\left(\frac{fo-fe}{fe}\right)^2$
30 – 36	29,5	-2,11	0,4826	0,06	1,01	2	0,98	0,96	0,48
37 – 43	36,5	-1,37	0,4147	0,17	2,68	1	- 1,68	2,83	2,83
44 – 50	43,5	-0,63	0,2357	0,19	2,93	5	2,06	4,24	0,84
51 – 57	50,5	0,10	0,0398	0,26	3,93	4	0,06	0,003	0,00
58 – 64	57,2	0,85	0,3023	0,18	2,70	3	0,29	0,08	0,02
X^2									4,20

Based on the table above, the researcher found that $x^2_{\text{count}} = 4,20$ while $x^2_{\text{table}} = 5,59$. Because $x^2_{\text{count}} < x^2_{\text{table}}$ ($4,20 < 5,59$) with degree of freedom (dk) = $5 - 3 = 2$ and significant level $\alpha = 5\%$, distribution of class X IPS-A class (fre-test) is normal.

6. Median

No.	Interval Class	F	Fk
1	30 – 36	2	2
2	37 – 43	1	3
3	44 – 50	5	8
4	51 – 57	4	12

5	58 – 64	3	15
i=7		15	

Position of Median in the interval of classes is number 3, that:

$$Bb = 43,5$$

$$i = 7$$

$$n = 15$$

$$Fm = 5$$

$$F = 3$$

$$1/2n = 7,5$$

With :

$$\begin{aligned}
 Me &= Bb + i \left(\frac{\frac{1}{2}n - F}{fm} \right) \\
 &= 43,5 + 7 \left(\frac{7,5 - 3}{5} \right) \\
 &= 43,5 + 7 (0,9) \\
 &= 43,5 + 6,3 \\
 &= 49,8
 \end{aligned}$$

7. Modus

No.	Interval Class	F	F
1	30 – 36	2	2
2	37 – 43	1	3
3	44 – 50	5	8
4	51 – 57	4	12

5	58 – 64	3	15
i=7		15	

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 43,5$$

$$d_1 = 5 - 1 = 4$$

$$d_2 = 5 - 4 = 1$$

$$i = 7$$

with :

$$\begin{aligned} Mo &= 43,5 + \frac{4}{4+1} \times 7 \\ &= 43,5 + 0,8 (7) \\ &= 43,5 + 5,6 \\ &= 49,1 \end{aligned}$$

B. Result of Normality Test X IPS Pi-2 in Pre Test (Experimental Class)

1. The score of X IPS Pi-2 in pre-test from low score to high score

28	40	44	44
44	48	48	48
52	52	56	60
60	60	62	

$$2. \text{ High} = 62$$

$$\text{Low} = 28$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 62 - 28$$

$$= 34$$

$$3. \text{ Total of Classes} = 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (15)$$

$$= 1 + 3,3 (1,17)$$

$$= 1 + 3,86$$

$$= 4,86$$

$$= 5$$

$$4. \text{ Leng of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{34}{5} = 6,8 = 7$$

5. Mean

Interval Class	F	X	x^1	fx^1	x^2	fx^2
28 - 34	1	31	+2	2	4	4
35 - 41	1	38	+1	1	1	1
42 - 48	6	45	0	0	0	0
49 - 55	2	52	-1	-2	1	2
56 - 62	5	59	-2	-10	4	20
$i=7$	15	-	-	-9	-	27

$$\begin{aligned} M_x &= M^1 + i \frac{\sum fx^1}{N} \\ &= 45 + 7 \left(\frac{-9}{15} \right) \\ &= 45 + 7 (-0,6) \\ &= 45 + (-4,2) \\ &= 40,8 \end{aligned}$$

$$\begin{aligned} SD^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\ &= \frac{15 \times 38.292 - (746)^2}{15(15-1)} \\ &= \frac{574.380 - 556.516}{15 \times 14} \\ &= \frac{17.864}{210} \\ &= 85,06667 \end{aligned}$$

$$\begin{aligned}
SD_t &= \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}} \\
&= \sqrt{\frac{15 \times 38.292 - (746)^2}{15(15-1)}} \\
&= \sqrt{\frac{574.380 - 556.516}{15 \times 14}} \\
&= \sqrt{\frac{17.864}{210}} \\
&= \sqrt{85,06667} \\
&= 9,223159
\end{aligned}$$

Table of Normality Data Test With Chi Quadrat Formula

Interval of score	Real upper limit	Z-Score	Limit of Large of the Area	Large of area	Fe	Fo	(fo-fe)	(fo-fe) ²	$\left(\frac{fo - fe}{fe}\right)$
28 – 34	27,5	-2,41	0,492	0,27	4,1	1	-3,19	10,21	2,43
35 – 41	34,5	-1,65	0,2123	0,10	1,5	1	-0,51	0,26	0,17
42 – 48	41,5	-0,89	0,3133	0,26	3,9	6	2,07	4,30	1,09
49 – 55	48,5	-1,13	0,0517	0,18	2,7	2	-0,71	0,50	0,18
56 – 62	55,5	0,62	0,2324	0,25	3,8	5	1,10	1,22	0,31
X²									4,20

Based on table above, the researcher found that $x^2_{\text{count}} = 4,20$ while $x^2_{\text{table}} = 5,591$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($4,20 < 5,591$) with degree of freedom (dk) = 5 – 3 = 2 and significant level $\alpha = 5\%$, distribution of X IPS Pi-2 (class pre-test) is normal.

6. Median

No	Interval Class	F	Fk
1	28 – 34	1	1
2	35 – 41	1	2
3	42 – 48	6	8
4	49 – 55	2	10
5	56 – 62	5	15
i=7		15	36

Position of Me in the interval of classes is number 4, that:

$$Bb = 41,5$$

$$F = 2$$

$$Fm = 6$$

$$i = 7$$

$$n = 15$$

$$\frac{1}{2}n = 7,5$$

With:

$$\begin{aligned} Me &= Bb + i \left(\frac{\frac{1}{2}n - F}{fm} \right) \\ &= 41,5 + 7 \left(\frac{15 - 2}{6} \right) \\ &= 41,5 + 7 (2,16) \\ &= 41,5 + 15,12 \\ &= 56,62 \end{aligned}$$

7. Modus

No	Interval Class	F	Fk
1	28 – 34	1	1
2	35 – 41	1	2
3	42 – 48	6	8
4	49 – 55	2	10
5	56 – 62	5	15
i=7		15	36

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 41,5$$

$$d_1 = 6 - 1 = 5$$

$$d_2 = 6 - 2 = 4$$

$$i = 7$$

with:

$$\begin{aligned} Mo &= 41,5 + \frac{5}{5+4} 7 \\ &= 41,5 + 0,55 (7) \\ &= 41,5 + 3,85 \\ &= 45,35 \end{aligned}$$

Appendix 7

RESULT OF HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 = \delta_1^2 = \delta_2^2$$

$$H_1 = \delta_1^2 \neq \delta_2^2$$

A. Variant of the X IPS Pi-1 class is

No	Xi	Xi ²
1	30	900
2	35	1225
3	40	1600ss
4	45	2025
5	46	2116
6	48	2304
7	48	2304
8	50	2500
9	52	2704
10	52	2704
11	56	3136
12	56	3136
13	60	3600

14	60	3600
15	64	4096
Total	742	37950

$$N = 15$$

$$\sum xi = 742$$

$$\sum xi^2 = 37950$$

So:

$$\begin{aligned}
 S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{15(37950) - (742)^2}{15(15-1)} \\
 &= \frac{569250 - 550564}{15 \times 14} \\
 &= \frac{18686}{210} \\
 &= 88,98
 \end{aligned}$$

B. Variant of IPS Pi-2 class is:

No	Xi	Xi ²
1	28	784
2	40	1600
3	44	1936
4	44	1936
5	44	1936
6	48	2304
7	48	2304
8	48	2304
9	52	2704
10	52	2704
11	56	3136
12	60	3600

13	60	3600
14	60	3600
15	62	3844
Total	746	38292

$$N = 15$$

$$\sum xi = 746$$

$$\sum xi^2 = 38292$$

So:

$$\begin{aligned}
 S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{15(38292) - (746)^2}{15(15-1)} \\
 &= \frac{574380 - 556516}{15 \times 14} \\
 &= \frac{17864}{210} \\
 &= 85,06
 \end{aligned}$$

The formula was used to test the homogeneity was:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

1. X IPS-B1 and X IPS-B2

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$\begin{aligned}
 F &= \frac{88,98}{85,06} \\
 &= 1,04
 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1,04$ with α 5% and dk or same ($n_1 = 2 - 1 = 1$, $n_2 = 15 - 2 = 13$), from the distribution list F

researcher found that $F_{table} = 2,70$, so $F_{count} < F_{table}$ ($1,04 < 2,70$). It could be concluded that there is no difference variant between the X IPS Pi-1 class and X IPS Pi-2 class. It means that the variant is homogenous.

Appendix 8

Score of Experimenta and Control class in Post-Test

a. Score of Control Class Post-Test

No	Students Initial Name	Post test
1	AD	64
2	CH	66
3	DSH	58
4	EM	73
5	FY	57
6	IRP	70
7	KM	59
8	DVD	61
9	NS	70
10	STH	76
11	WLR	52
12	WD	52
13	WLS	54
14	YLA	65
15	YLR	80
Total		957

b. Score of Experimental Class Post-Test

No	Students Initial Name	Post Test
1	AH	60
2	ARA	74
3	AR	78
4	BP	82
5	ERH	75
6	ES	78
7	EL	64
8	JH	64
9	KHO	72
10	MSL	63
11	RNN	64
12	SKL	73
13	SA	80
14	SB	73
15	UP	58
Total		1060

Appendix 9

RESULT OF NORMALITY TEST IN POST TEST (CONTROL AND EXPERIMENTAL CLASS)

A. Result of Normality Test of X IPS Pi-1 in Post Test (Control Class)

1. The Score of X IPS Pi-1 in Post Test (Control Class)

52	52	54	57
58	59	61	64
65	66	70	70
73	76	80	

2. High = 80

Low = 52

Range = High - Low

$$= 80 - 52$$

$$= 28$$

3. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (15)$$

$$= 1 + 3,3 (1,17)$$

$$= 1 + 3,86$$

$$= 4,86$$

$$= 5$$

4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{28}{5} = 5,6$

5. Mean

Interval class	F	X	x^1	Fx^1	x^2	Fx^2
52 – 57	4	54,5	+2	8	4	16
58 – 63	3	60,5	+1	3	1	3
64 – 69	3	66,5	0	0	0	0
70 – 75	3	73	-1	-3	1	3
76 – 81	2	79	-2	-4	4	8
Σ	15	-	-	4	-	30

$$\begin{aligned}
 M_x &= M^1 + i \frac{\Sigma f x^1}{N} \\
 &= 66,5 + 6 \frac{4}{15} \\
 &= 66,5 + 1,6 \\
 &= 68,1
 \end{aligned}$$

$$\begin{aligned}
 SD^2 &= \frac{n \Sigma x_i^2 - (\Sigma x_i)^2}{n(n-1)} \\
 &= \frac{15 \times 62121 - (957)^2}{15(15-1)} \\
 &= \frac{931815 - 915849}{15 \times 14} \\
 &= \frac{15966}{210} \\
 &= 76,02857
 \end{aligned}$$

$$\begin{aligned}
SD_t &= \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}} \\
&= \sqrt{\frac{15 \times 62121 - (957)^2}{15(15-1)}} \\
&= \sqrt{\frac{931815 - 915849}{15 \times 14}} \\
&= \sqrt{\frac{15,966}{210}} \\
&= \sqrt{76,02857} \\
&= 8,71
\end{aligned}$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of score	Real upper limit	Z score	Limit of large of area	Large of area	Fe	Fo	(fo-fe)	(fo-fe) ²	$\left(\frac{fo-fe}{fe}\right)^2$
52 – 57	51,5	-1,41	0,4207	0,15	2,34	4	1,65	2,73	1,16
58 – 63	57,5	-0,72	0,2642	0,25	3,78	3	-0,78	0,61	0,16
64 – 69	63,5	-0,03	0,012	0,23	3,45	3	-0,45	0,29	0,05
70 – 75	69,5	0,65	0,2422	0,18	2,73	3	0,26	0,06	0,02
76 – 81	75,5	0,15	0,0596	0,36	5,41	2	-3,41	11,6	2,15
								X ²	3,56

Based on the table above, the researcher found that $x^2_{\text{count}} = 3,56$ while $x^2_{\text{table}} = 5,991$, cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3,56 < 5,991$) with degree of freedom (dk) = $5 - 3 = 2$ significant level $\alpha = 5\%$, distribution of X IPS Pi-1 class (post test) is normal.

6. Median

No	Interval class	F	Fk
1	52 – 57	4	4
2	58 – 63	3	7
3	64 – 69	3	10
4	70 – 75	3	13
5	75 – 81	2	15
i=6		15	

Position of Me in the interval of classes is number 3, that:

$$Bb = 63,5$$

$$F = 7$$

$$Fm = 3$$

$$i = 6$$

$$n = 15$$

$$1/2n = 7,5$$

With:

$$\begin{aligned} Me &= Bb + i \left(\frac{\frac{1}{2}n - F}{fm} \right) \\ &= 63,5 + 6 \frac{7,5 - 7}{3} \\ &= 63,5 + 6 (0,1) \\ &= 63,5 + 0,6 \\ &= 64,1 \end{aligned}$$

7. Modus

No	Interval class	F	Fk
1	52 – 57	4	4
2	58 – 63	3	7

3	64 – 69	3	10
4	70 – 75	3	13
5	75 – 81	2	15
i=6		15	

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 51,5$$

$$d_1 = 4$$

$$d_2 = 1$$

$$i = 6$$

So,

$$\begin{aligned} Mo &= 51,5 + \frac{4}{4+1} 6 \\ &= 51,5 + 0,8 (6) \\ &= 51,5 + 4,8 \\ &= 56,3 \end{aligned}$$

B. Result of Normality Test of X IPS Pi-2 Class in Post Test (Experimental Class)

1. The Score of X IPS Pi-2 Class in Post Test from Low Score to High Score

58	60	63	64
64	66	72	73
73	74	75	78
78	80	82	

2. High = 82

$$\text{Low} = 58$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 82 - 58$$

$$= 24$$

$$\begin{aligned} 3. \text{ Total of Classes} &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log (15) \\ &= 1 + 3,3 (1,17) \\ &= 1 + 3,86 \\ &= 4,86 \\ &= 5 \end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{24}{5} = 4,8 = 5$$

5. Mean

Interval Class	F	X	x^1	Fx	x^2	Fx^2
58 – 62	2	60	+3	6	9	18
63 – 67	3	65	+2	6	4	12
68 – 72	2	70	+1	2	1	2
73 – 77	4	75	0	0	0	0
78 – 82	4	80	-1	-4	1	4
$i=5$	15	-	-	10	-	36

$$\begin{aligned} M_x &= M^1 + i \frac{\sum fx^1}{N} \\ &= 75 + 5 \left(\frac{10}{15} \right) \\ &= 75 + 5 (0,66) \\ &= 75 + 3,3 \\ &= 78,3 \end{aligned}$$

$$\begin{aligned}
 SD^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{15 \times 75716 - (1060)^2}{15(15-1)} \\
 &= \frac{1135740 - 1123600}{15 \times 14} \\
 &= \frac{12140}{210} \\
 &= 57,80952
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}} \\
 &= \sqrt{\frac{15 \times 75716 - (1060)^2}{15(15-1)}} \\
 &= \sqrt{\frac{1135740 - 1123600}{15 \times 14}} \\
 &= \sqrt{\frac{12140}{210}} \\
 &= \sqrt{57,80952} \\
 &= 7,60
 \end{aligned}$$

Table of normality Data Test with Chi Quadrat Formula

Interval class	Real upper limit	Z score	Limit of large of the area	Larg e of area	Fe	Fo	(fo-fe)	(fo-fe) ²	$\left(\frac{fo-fe}{fe}\right)^2$
58 – 62	57,5	-1,73	0,4582	0,10	1,5	2	0,49	0,24	0,16
63 – 67	62,5	-1,07	0,3577	0,19	2,9	3	0,02	0,00	0,00
68 – 72	67,5	-0,41	0,1591	0,06	0,9	2	1,03	1,07	1,11
73 – 77	72,5	0,24	0,0948	0,21	3,2	4	0,72	0,52	0,15

78 – 82	77,5	0,89	0,3133	0,14	2,1	4	1,82	0,33	1,53
								X ²	2,966

Based on the table above, the researcher found that $x^2_{\text{count}} = 2,966$ while $x^2_{\text{table}} = 5,591$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($2,966 < 5,591$) with degree of freedom (dk) = $5 - 3 = 2$ and significant level $\alpha = 5\%$, distribution of X IPS Pi-2 class (post test) is normal.

6. Median

No	Interval class	F	Fk
1	58 – 62	2	2
2	63 – 67	3	5
3	68 – 72	2	7
4	73 – 77	4	11
5	78 – 82	4	15
i=5		15	

Position of Me in the interval of classes is number 3, that:

$$Bb = 67,5$$

$$F = 5$$

$$Fm = 2$$

$$i = 5$$

$$n = 15$$

$$1/2n = 7,5$$

So:

$$\begin{aligned}
\text{Me} &= \text{Bb} + i \left(\frac{\frac{1}{2}n - F}{f_m} \right) \\
&= 67,5 + 5 \left(\frac{7,5 - 5}{2} \right) \\
&= 67,5 + 5 (1,25) \\
&= 67,5 + 6,25 \\
&= 73,75
\end{aligned}$$

7. Modus

No	Interval class	F	Fk
1	58 – 62	2	2
2	63 – 67	3	5
3	68 – 72	2	7
4	73 – 77	4	11
5	78 – 82	4	15
i=5		15	

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 72,5$$

$$d_1 = 2$$

$$d_2 = 0$$

$$i = 5$$

So:

$$\text{Mo} = 72,5 + \frac{2}{2+0} \times 5$$

$$= 72,5 + (1) 5$$

$$= 72,5 + 5$$

$$= 77,5$$

Appendix 10

HOMOGENEITY TEST (POST TEST)

Calculation of parameter to get variant of the of the first class as control class sample and variant of the second class as experimental class sample are used homogeneity test by using formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 = \delta_1^2 = \delta_2^2$$

$$H_1 = \delta_1^2 \neq \delta_2^2$$

A. Variant of the X IPS Pi-1 class is:

No	Xi	Xi ²
1	52	2704
2	52	2704
3	54	2916
4	57	3249
5	58	3364
6	59	3481
7	61	3721
8	64	4096
9	65	4225

10	66	4356
11	70	4900
12	70	4900
13	73	5329
14	76	5776
15	80	6400
Tota	957	62121

$$N = 15$$

$$\sum xi = 957$$

$$\sum xi^2 = 62121$$

So:

$$\begin{aligned}
 S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{15(62121) - (957)^2}{15(15-1)} \\
 &= \frac{931815 - 915849}{15 \times 14} \\
 &= \frac{15966}{210} \\
 &= 76,02
 \end{aligned}$$

B. Variant of X IPS Pi-2 class is:

No	X_i	X_i^2
1	58	3364
2	60	3600
3	63	3969

4	64	4096
5	64	4096
6	66	4356
7	72	5184
8	73	5329
9	73	5329
10	74	5476
11	75	5625
12	78	6084
13	78	6084
14	80	6400
15	82	6724
Total	1060	75716

$$N = 15$$

$$\sum xi = 1060$$

$$\sum xi^2 = 75716$$

So:

$$\begin{aligned}
 S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{15(75716) - (1060)^2}{15(15-1)} \\
 &= \frac{1135740 - 1123600}{15 \times 14}
 \end{aligned}$$

$$= \frac{12140}{210}$$

$$= 57,80$$

The formula was used to test the homogeneity was:

1. X IPS-B1 and X IPS Pi-2

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variat}}$$

So:

$$F = \frac{76,02}{57,80}$$

$$= 1,31$$

After doing the calculation, , researcher found that $F_{\text{count}} = 1,31$ with α 5% and dk or same ($n_1 = 2 - 1 = 1$, $n_2 = 15 - 2 = 13$), from the distributionn list F researcher found that $F_{\text{table}} = 2,70$, so $F_{\text{count}} < F_{\text{table}}$ ($1,31 < 2,70$). It could be concluded that there is no difference variant between the X IPS Pi-1 class and X IPS Pi-2 class. It means that the variant is homogenous.

Appendix 11

T-test of the Both Averages in Post Test

The formula was used to analyze hypothesis test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{78,3 - 68,1}{\sqrt{\left(\frac{(15-1)57,80 + (15-1)72,02}{15+15-2}\right)\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$Tt = \frac{10}{\sqrt{\left(\frac{(14)57,80 + (14)72,02}{28}\right)\left(\frac{2}{15}\right)}}$$

$$Tt = \frac{10}{\sqrt{\left(\frac{809,2 + 1008,28}{28}\right)\left(\frac{2}{15}\right)}}$$

$$Tt = \frac{10}{\sqrt{\left(\frac{1817,48}{28}\right)(0,13)}}$$

$$Tt = \frac{10}{\sqrt{(64,91)(0,13)}}$$

$$Tt = \frac{10}{\sqrt{8,4383}}$$

$$Tt = \frac{10}{2,90}$$

$$Tt = 3,448$$

Based on calculation above, the result of hypothesis test of the both averages, researcher found that $t_{\text{count}} = 3,448$ with opportunity $(1 - \alpha) = 1 - 5\% =$

95% and $dk = n_1 + n_2 - 2 = 15 + 15 - 2 = 28$, $t_{table} = 2,132$, cause $t_{count} > t_{table}$

($3,448 > 2,132$). It means that H_a was accepted, it means there was the difference average between experimental class and control class in post test.

Appendix 12

INDICATOR OF WRITING IN PRE-TEST AND POST-TEST

A. Assesment Indicator Writing in Pre-Test and Post-Test of Experimental Class

No	The Initial Name of Students	Pre-Test						Post-Test					
		G	V	M	F	F	SCORE	G	V	M	F	F	SCORE
1	AH	2	3	2	2	2	44	3,5	3,5	2,5	3,5	2	60
2	ARA	2	2	2	3	1	40	4	4,5	4	3,5	2,5	74
3	AR	2	3	3	3	2	52	4	4,5	3,5	4	3,5	78
4	BP	3	4	3	3,5	2,5	62	4	4,5	4	4	4	82
5	ERH	3	4	3	3	2	60	4	4	3,5	3,7	3,6	75
6	ES	3	4	3	3	2	60	4,5	4	3,5	3,5	4	78
7	ELH	2	3	2	2	2	44	3,5	4	3	3,5	2	64
8	JH	2,5	2,5	2	2	2	44	3	4	2	3,5	3,5	64
9	KHO	2	2,5	3	2,5	2	48	4	4	3,5	3,5	3	72
10	MSL	2	3	2	3	2	48	3	3,5	3,3	3,5	2,5	63
11	RNN	3	3	3	3	3	60	3,5	4	2,5	3	3	64
12	SKL	2	3	2	3	2	48	3,5	4,5	3	4,1	3,2	73
1	SA	3	3	3	2,	1,	52	4	4,	4	4	3,	80

3					5	5			5			5	
1 4	SB	3	3	3	3	2	56	4, 5	3, 5	3, 2	4, 1	3	73
1 5	UP	1	2	1	2	1	28	3	3	2, 5	3, 5	2, 5	58

B. Assesment Indicator Writing in Pre-Test and Post-Test of Control

Class

No	The Initial Name of Students	Pre-Test						Post-Test						
		G	V	M	F	F	SCORE	G	V	M	F	F	SCORE	
1	AD	3	3	3	3	2	56	3, 5	3	3	3	3, 5	3	64
2	CA	3	3	3	2	2	52	3, 5	3	4	3	3	3	66
3	DSH	2, 5	2, 5	2	2, 5	2, 5	48	3	3	3	3	2, 5	58	
4	EM	3	4	3	3	2	60	3, 5	4, 5	3	4, 1	3, 2	73	
5	FY	2	3	2	3	2	48	3	3, 5	2, 5	3	2, 3	57	
6	IRP	2, 5	3, 5	3	2, 5	2, 5	56	3, 5	4	3, 5	3, 5	3	70	
7	KM	2	2, 5	2, 5	2, 3	2	45	3	3, 5	3	3	2, 3	59	
8	NVD	2	2	2	2	2	40	3	4	3, 3	3	2	61	
9	NS	2, 5	3	2, 5	2, 5	2	50	4	4	3, 5	3, 5	2, 5	70	
10	STH	3	4	3	3	2	60	4	4	4	4	3	76	
11	WLR	2, 5	2, 5	2	2	2, 5	46	3	3	1, 5	3	2, 5	52	
1	WD	1,	2	1	1,	1	30	2,	3	3	3	1,	52	

2		5			5			5				5	
1 3	WLS	2	2, 5	1	2, 3	1	35	2, 5	3	2, 5	2, 5	3	54
1 4	YLA	2	3	3	3	2	52	3	4	3	3, 3	3	65
1 5	YLR	3	3, 5	3	3, 5	3	64	4, 5	4	4	3, 5	4	80

Appendix 13

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test scores	Post-test score	Improvement	Gain score
Experimental class	40,8	78,3	37,2	13,9
Control class	44,8	68,1	23,3	



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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 1451 /In.14/E.1/TL.00/09/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

September 2019

Yth. Kepala MAS Darul Istiqomah Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Syahroito Harahap
NIM : 1520300042
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Simbolon

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Mind Mapping Towards Students' Writing Ability at Grade X MAS Darul Istiqomah Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk membenarkan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIPK 19800413 200604 1 002



YAYASAN PONDOK PESANTREN DARUL ISTIQOMAH
MADRASAH ALIYAH SWASTA DARUL ISTIQOMAH
Jln. Pulo Bauk / Abror Km.10 No. Telp. Fax.....
Desa Hutapadang Kecamatan Padangsidempuan Tenggara Kota Padangsidempuan Kode Pos 22725
Email : masdarulistiqomah@yahoo.com atau ponpesdarulistiqomahpsp@ymail.com

SURAT KETERANGAN
Nomor :163/MAS/Mdi/-Hp-Pk/2019

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Swasta Darul Istiqomah Padangsidempuan dengan ini menerangkan bahwa:

Nama : **Syahroito Harahap**
NIM : 1520300042
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Simbolon

Adalah benar telah melakukan penelitian di Madrasah Aliyah Swasta Darul Istiqomah Padangsidempuan, terhitung 26 September 2019 s/d 07 Oktober 2019 untuk tujuan penyelesaian penulisan Skripsi dengan judul **"The Effect of Mind Mapping Technique Towards Students' Writing Ability at Grade X MAS Darul Istiqomah Padangsidempuan."**

Demikianlah surat keterangan ini dibuat dengan sebenarnya, supaya dapat digunakan seperlunya.

Padangsidempuan, 07 Oktober 2019

Kepala MAS,

Habibah Suryani, S.HI, S.Pd.I

Appendix 14

DOCUMENTATION





CURICULUM VITAE

1. Personal Identify

Name : Syahroito Harahap
Register Number : 15 203 00042
Place / Date of Birth : Simbolon, 03 Juni 1996
Sex : Female
Religion : Moeslim
Address : Gunungtua, Padang Lawas Utara

2. Parents Identify

Father's name : Alm. Lutan Harahap
Mother's name : Roslaini Simbolon

3. Educational Background

Graduate from Primary School 101120 Simbolon
Graduate from MTs N Purba Bangun in 2012
Graduate from SMA Negeri Padang Bolak 2015
Student at The State Institute for Islamic Studies (IAIN) Padangsimpuan

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