IMPROVING STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT GRADE X SMA NEGERI 1 ANGKOLA SELATAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement
for the Degree of Educational Scholar (S.Pd.) in English

Written By :

HELLI NOFRITA
Reg. No. 12 340 0052

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

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PADANGSIDIMPUAN
2019

LETTER OF AGREEMENT

Term : Munaqosyah

a.n. Helli Nofrita

Item : 7 (seven) exemplars

Padangsidimpuan, 19 Juni 2019

To:

Dean Tarbiyah and
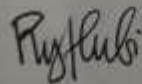
Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Helli Nofrita**, entitled *"Improving Students' Ability in Writing Descriptive Text by Using Mind Mapping Technique at Grade X SMA Negeri 1 Angkola Selatan"*, 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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DECLARATION OF SELF THESIS COMPLETION

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The Tittle of Thesis : Improving Students' Ability in Writing Descriptive Text by Using Mind Mapping Technique at Grade X SMA N 1 Angkola Selatan

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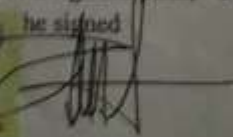Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2

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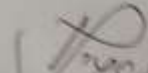
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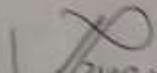
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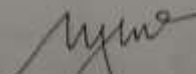
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Date   : June, 28th 2019
Time   : 14.00 WIB until finish
Result/Mark : 68,12 (C)
IPK   : 3.07
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LEGALIZATION

Thesis : Improving Students' Ability in Writing Descriptive Text by Using Mind Mapping Technique at Grade X SMA N 1 Angkola Selatan

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Title of Thesis   :**Improving Students' Ability in Writing Descriptive Text By Using Mind Mapping Technique at Grade X SMA N 1 Angkola Selatan**

ABSTRACT

This research was about the Improving Students' ability in Writing Descriptive Text By Using Mind Mapping Technique at Grade X SMA N 1 Angkola Selatan. Writing is a part of english learning to improve good skills writing, so many kinds of text in English to make a writing, researcher choosed descriptive text.Students' probloems is students' can't to develop a idea to writed, student not intereted to write englih language and teacher language didn't have teaching technique. The purposed of research to decribe students' achievement in writing students' ability by used mind mapping technique at class X IPA 1 SMA N 1 Angkoa Selatan.

The method is Classroom Action Reseach, by implementing the Kemmis design which consisted four steps. Those were planning, acting, observing, and reflecting.Moreover, to solve the writing problems the researcher applied Mind Mapping Technique.The participant of this research was one class of X-IPA 1 consisted of 30 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from writing tests, observation sheet, and also interview.

Based on the research result, showed that the students' writing ability mean score of the students' writing ability in the first cycle was 62.97 and 73.16 Then, the second cycle was 80.15 and 85.83. Therefore, the mean score in the second cycle was higher than the first cycle. In the first cycle categorized into enough category and the second cycle categorized into very good category. The data from observation sheet indicated the students got improvement. It indicated that the aplication of mind mapping technique improved students' writing ability. Basedon the hypotesis of the reseaarch mind mapping technique could improv students' writing ability at SMA N 1 Angkola Selatan. So, the researcher could concluded that hypothesis was accepted.

Keyword: Writing, Descriptive text, & Mind Mapping Technique

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Judul Skripsi : **Improving Students' Ability in Writing Descriptive Text By Using Mind Mapping Technique at Grade X SMA N 1 Angkola Selatan**

ABSTRAK

Penelitian ini tentang Peningkatan Kemampuan Siswa dalam Menulis Teks Deskriptif Dengan Menggunakan Teknik Mind Mapping di Kelas X SMA N 1 Angkola Selatan. Menulis adalah bagian dari pembelajaran bahasa Inggris untuk meningkatkan keterampilan menulis yang baik, begitu banyak jenis teks dalam bahasa Inggris untuk membuat tulisan, peneliti memilih teks deskriptif. Masalah siswa adalah siswa tidak dapat mengembangkan ide untuk menulis, siswa tidak tertarik untuk menulis bahasa Inggris dan bahasa guru tidak memiliki teknik mengajar. Tujuan penelitian untuk mendeskripsikan prestasi siswa dalam menulis kemampuan siswa dengan menggunakan teknik mind mapping di kelas X IPA 1 SMA N 1 Angkoa Selatan.

Metode yang digunakan adalah Penelitian Tindakan Kelas, dengan mengimplementasikan desain Kemmis yang terdiri dari empat langkah. Itu adalah perencanaan, tindakan, pengamatan, dan refleksi. Selain itu, untuk menyelesaikan masalah penulisan, peneliti menerapkan Teknik Pemetaan Pikiran. Partisipan dalam penelitian ini adalah satu kelas X-IPA 1 yang terdiri dari 30 siswa dan juga ada kolaborasi dengan bahasa Inggris. guru. Sementara itu, data berasal dari tes menulis, lembar observasi, dan juga wawancara.

Berdasarkan hasil penelitian, menunjukkan bahwa kemampuan menulis siswa rata-rata skor kemampuan menulis siswa pada siklus pertama adalah 62,97 dan 73,16 Kemudian, siklus kedua adalah 80,15 dan 85,83. Oleh karena itu, skor rata-rata pada siklus kedua lebih tinggi dari siklus pertama. Pada siklus pertama dikategorikan ke dalam kategori cukup dan siklus kedua dikategorikan ke dalam kategori sangat baik. Data dari lembar observasi menunjukkan bahwa siswa mendapat peningkatan. Ini menunjukkan bahwa penerapan teknik pemetaan pikiran meningkatkan kemampuan menulis siswa. Berdasarkan hipotesis teknik pemetaan pikiran reseaarch dapat meningkatkan kemampuan menulis siswa di SMA N 1 Angkola Selatan. Jadi, peneliti dapat menyimpulkan bahwa hypothesis dapat diterima.

Kata kunci: Menulis, Teks Deskriptif, & Teknik Pemetaan Pikiran

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

First of all I would like to say thank you to Allah SWT who has given me time and healthy in writing and finishing the thesis entitled "Improving Students' Ability in Writing Descriptive Text by Using Mind Mapping Technique at Grade X SMA Negeri I Angkola Selatan. Next I do not forget to send shalawat to the prophet Muhammad SAW who has given as brought the followers from the darkness into the lightness.

It is a pleasure to acknowledge the help and contribution to all of lectures, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In finishing this thesis I got a lot of advices suggestions and aids from the following ;

1. Mrs. Rayendriani Fahmei Lubis, M.Ag as the advisor who has helped supported and suggestion me to finish the thesis. May God bless Her
2. Mrs. Yusni Sinaga, M.Hum as the Co-advisor who has given much suggestions and helps in writing thesis
3. Mr. Prof. Dr. H. Ibrahim Siregar, MCL as the Rector of IAIN Padangsidimpuan
4. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty
5. Mrs. Fitri Rayani Siregar, M.Hum. The Leader of English Education Department.
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9. The exclusive thanks for lovely families that always support me in everything who always give their materials prays motivation and moral encouragement to finish my study especially my beloved parent and my brothers and sisters

10. My beloved best friends especially in TBI -2 good luck for you

11. All the people IAIN Padangsidimpuan who have helped me to finish my study that I cannot mention one by one.

      I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   June 2019

HELLI NOFRITA
Reg. No. 12 340 0052

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a tool of communication. A language has a systematic order to communicate by using sounds and conventional symbols. Language is so important in life. Everything in this world needs language. People cannot communicate and interact to other people without language.

Language is so important in life, as Hornby language is human and no instinctive method of communicating ideas and desire by means of system sounds and symbols[1]. From explain above without the language human cannot develop and live will in this world.

According to David Nunan: Writing is both a physical and a mental act the most basic level. On the other hand, writing is the mental work o inventing o the ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, draft, edits, and reads.[2] Writing improves communication skills, writing provide a vehicle for expression and communication, no matter age and grade level for student. Actually, there are kinds of text that should be mastered by students in the

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[1]A.S. Hornby. *Oxford Advanced Learner's Dictionary (Oxford* University Press, 1995), p.135
[2] David Nunan, *Practical English Language Teaching*, (USA: The Mecraw Hill Companies, 2003), p.88.

first grade of senior high schools. One of them is descriptive texts. A descriptive text is purposes to describe person, animals, thing and place. So descriptive text is essentially was needed for those students who want to describe about something physically; a person, place and things. It obviously involves five senses of human. So, an effort to find a good way to drill students' sense in order to produce English writing is really need to make them feel easy and enjoy in writing descriptive texts.

The improving students' ability in writing descriptive text help students to be more understood and talent in teaching English. In addition, students are be able to express anything what they want because one of the factors the students aren't confident to express or write something is lack ability in writing skills.And then I had found some writing's problem especially in descriptive text in SMA N I Angkola Selatan when researcher take observation and interviewed to the English teacherand students on September 4, 2018. Any some problem that researcher had found,the first problem is generatingthe idea ordealing with students' ability in writing descriptive texts. The teacher said that they often find difficulties in finding topics or developingideas, low students' writing ability,lack students' interest in learning English, lack the teacher's techniques in teaching English writing[3]. The second is transforming the ideas into correct words, sentences or

[3]Hotmatua Siregar , English Teacher at grade Xipa I of SMA N I Angkola Selatan, Private Interview,(SMA N I Angkola Selatan, September 4 2018 at 09.00 a.m)

paragraphs which should line with grammatical rules. The third problems deals with the vocabulary, many students find it hard to master English vocabularies. Even though they have had their ideas to write, it often becomes a hindrance for them when translating their ideas into English word.

Some of the students said when researcher interviewed, they felt difficulties in learning English in fact students hate study English and then researcher asked what is part of difficulties, students said in writing descriptive paragraph in the grammatical rules and vocabularyetc, like said them teacher above.The other problem is about the teaching technique. Many students do not pay attention to the teacher's explanation because it is boring and monotonic. The teacher never tries to use other ways of teaching which would make the students get attracted to the lesson.Every problem of course has solution for it.[4] So researcher was used mind mapping to solved the problems about teaching technique.

Based on the problems. Researcher expected that needs to be solved. Changes the teacher's teaching techniques such asusing kinds of technique as semantic mapping,mind mapping, collaborative, scramble. Choose a topic or title of text that connecting with students' daily activitiesor the familiar topic of the texts and use picture interesting. So in this research the researcher

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[4]Wirdatul Hasanah, The students of Grade X IPA I in Academic Year 2018/2019 SMA N I Angkola Selatan, Interview on 4 September 2018.

application above as processing my teaching learning in the class beside the used a technique that writer had choosed it is mind mapping.

Researcher has some reasons why researcher choose it. The first researcher's reason is because used method or technique students able to interest study English writingand mind mapping invited or motivation students' ability because mind map connecting with many picture and colour variation and was make students challenging and fun with the material that teacher given and students not boring because system learning as like learn while play.

As known, the teacher concludes many various efforts and endeavors to be upgrade the quality of the students' ability in English such as:, etc, but all of them have not showed the satisfy result. Based on the fact, most English teachers always choose lecture technique as the general technique in teaching without trying to compare with the other technique and the other strategies.

Mind Mapping is a creative note taking technique in a visualization and graphic form that is used to make people fell easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association.[5] Researcher has chosen the technique because mind map is a technique that very suitable to improve writing students' ability especially in descriptive text. The other

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[5]T. Buzan, *How to Mind Map: Mind Map Untuk Meningkatkan Kreativitas,* (Jakarta: PT Gramedia Pustaka Utama, 2006).p.6

hand researcher has some reasons why choose it, because mind mapping has excellence match the other technique.[6]

So from the reason above, researcher used mind mapping technique to improve students writing descriptive text in SMA N I Angkola Selatan at X grade.

B. The Identification of the problems

Based on the point of view in the background of this research, there are many factors that influence the successfulness it the learner itself. There are many materials in teaching English as vocabulary, grammar, writing, speaking, reading, listening and etc. Many students are difficult to study writing, because of two factors there is internal and external factor.Internal factor about students' motivation, students' interest, presents, etc and external factor is about students' attitude, curriculum of school, teacher, etc.

There are many strategies, technique or method to teach writing ability so in this case researcher wanted to teach writing abilityby using mind mapping technique as teaching technique process in teaching writing descriptive text. The problems of the research base on the above background need to be identifying in order to be characterizing.

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[6]T.Buzan, How to Mind map: *Mind Map untuk Meningkatkan Kreatifas*, p.10

C. The Limitation of the Problem

The problem of the research has limited in order to make it specific. The researcher used the writing descriptive text at grade X to increase the ability of the students in mind mapping technique. The ability of the students and researcher focus in content of text, grammatical in function, generic structure and grammatical language as on the English curriculum on the stage.

D. Formulation of the Problems

The problem of this research is formulated as follow: "To what extend can mind mapping improve writing indescriptive text at grade X students of SMA N I Angkola Selatan?"

E. Aim of the Research

Based on the statement of the problem above, the researcher would like to present one object of writing this thesis is follow: "To find whether mind mapping can improve the students' ability in writing descriptive text at grade X students of SMA N I Angkola Selatan".

F. The Significance of the Research

It is expected that the result of the research can give contribution theoretically and practically.

1. Theoretical significance

Theoretically this study is expected to enrich the knowledge on the techniques or teaching writing descriptive text for students by using mind mapping.

2. Practical Significance

Practically it is expect that this research is useful for:

    a. The Students

It is expect that this research can help the students of SMA N I Angkola Selatan to learn and improve their ability in writing descriptive texts well.

    b. The English Teachers

It is expect that this research can provide an input for the teachers in providing an alternative technique to improve students' ability in writing descriptive text through mind mapping.

    c. The Researcher and other researcher.

The researcher can get the new experience and knowledge which can be use for teaching in future and to helps the other researcher who has conduct further research in the same topic and technique.

G. The Definition of the Key Terms

1. Writing

Writing is written works of an author or person's handwriting or feeling.So writing is a process to express opinion, ideas, feeling, experience and information that made with written.[7]Writing is a personal

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[7]A.S. Hornby. *Oxford Advanced Learner's Dictionary*, p. 502

act in which the writers take ideas or prompts and transform them into "self-initiated" topics.[8]

2. Descriptive text

Descriptive text is a written English text in which the writer describes an object or descriptive text is purposes to describe person, animals, thing and place.[9]

3. Mind Mapping

Mind mapping is a creative note taking technique in visualization and a graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association.[10]

A strategy is that helps teacher in teaching learning process to deliver a massage or information for students.[11]

H. Outline of the Thesis

This study divided into five chapters:

Chapter I is an Introduction include background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the aims of the problem, the significances of the problem, the definition of key terms.

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[8]Michael O' Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learner's*,(Virginia: Addison- Wesley Publishing Company, 1995), p. 136

[9]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure,*(Yogyakarta: Graha Ilmu, 2008), p. 89

[10] T. Buzan. *How to Mind Map: Mind Map untuk Meningkatkan Kreativitas*, p. 10

[11]Azhar Arsyad, *Media Pembelajaran*,(Jakarta: PT Grafindo Persada, 2002), p. 79

Chapter II is a Theoretical description that consists of definition of nature of writing, the process of writing, micro and macro skills of writing, teaching writing and definition of descriptive text, generic structure descriptive text and hypothesis.

Chapter IIIis Methodology of the research dealing, type of the research, setting of the research, data collection and research procedure.

Chapter IV is Result of the Research it consists of Reconnaissance, the process of research and the result of the research.

Chapter V is consists of Conclusion, implication and suggestion.

CHAPTER II

REVEW OF RELATED LITERATURE

A. THEORITICAL DESCRIPTION

1. Writing

a. Definition of Writing

Writing is an activity to expression our ideas, knowledge and opinion. State of Troyka writing is a way of communication a message to a reader for a purpose. Communicating itself is meaning as sending. Therefore, a message must have destination. In the context of writing, there are three important elements, namely the text of the message, the writer who is presenting it and the reader.[1] Those three elements should be coherent in order to reach the goal of writing for the purpose of communication.

According to Joyce Armstrong Carroll writing is a permanent form of communication. Writing is often the most effective way to communicate. Suppose you read an article in a newspaper that makes you feel angry or frustrate. Writing a thought to the editor can help

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[1]Joyce Armstrong Carroll, *Writing and Grammar*,(New Jersey: Prentice Hall, 2001), p. 5

express and share feeling, writing also bring surprising insight into yourself.[2]

Then according to Linse writing which combines a process and a product.[3] It is meant as a process of generating ideas and gathering information which is then processed into a comprehensible written product for the audience to the readers.

Finally, according to Kathleen says that writing is an excellent means of monitoring and improving your comprehension and retention also an affective learning strategy. In fact, many successful students almost always read with a pen in hand ready to underline, mark, annotate or paraphrase ideas. Then, after reading some students use writing to study and review the materials. The theory outlines to organize information, write to condense ideas or draw to show relationship.[4]So conclusion of the definitions above that writing is an activity to expression our ideas. If we want write sentence or text we must comprehension and mastery with grammar, vocabulary and pronunciation and then writing is a process to express thing, the meaning of thing can be idea, opinion, experience and information that make with written.

---

[2]Joyce Armstrong Carroll, *Writing and Grammar*, p. 5

[3]C. T. Linse.*Practical English Language Teaching: Young Learners*. (New York: MC Hill Companies. Inc). p. 98

[4] Kathleen T. Mc. Whorter, *Efficient and flexible Reading, (*USA: The Lehight Press,1992),p. 289

b. The Purposes of Writing

The purposes of writing consist of three byMichael and Lorraine such as:[5]

1. Expository or informative writing, to share knowledge and give information, direction or ideas. Examples of information writing include describing events or experiences, analyzing concepts, speculating on causes and effects and developing new ideas or relationship. Informative writing helps writers integrate new ideas and examine existing knowledge.

2. Expressive/ narrative writing is a personal or imaginative expression in which the writer produces stories or essays? This type of writing is often based on observations of people, object and place and may include creative speculation and interpretations. This type of writing is often used for entertainment, pleasure, discovery or simply as "fun" writing and can include poems and short plays.

3. Persuasive writing is type of writing is often based on background information, facts and examples the writer uses to support theview expressed. This type of writing might include evaluation of a book, a movie, a consumer product or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

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[5]Michael O' Malley and Lorraine, *Authentic Assessment for English Language*. p. 137-138

The three purposes of writing describe here can overlap, as when students write an informative, persuasive essay. The three purposes of writing describe the kinds of writing students so in second language class rooms as well as in grade level classroom. An important point to remember is that student writing ability may vary considerably depending on the purposes

c. The Process of Writing

According to Joyce ArmstrongCarroll the process of writing in several stages such as:[6]

1. Planning (Pre-writing) includes exploring topics, choosing a topic, and beginning to gather and organize details before write.

2. Drafting involves getting your ideas down on paper in roughly the format intend for the finished work.

3. Revising is the stages in which rework first draft to improve its content and structure.

4. Editing and proofreading involved correcting errors in grammar, spelling, and mechanics.

5. Publishing and presenting are the sharing of your work with others.

   The criteria for evaluation should be made known to students in advance.

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[6] Joyce Armstrong Carroll, *Writing and Grammar*, p,.5.

Step one: Prewriting
Thinking about the topic

Step Two: Planning
Organizing your material

Step Three: Drafting
Using your ideas and plans to write a first draft

Step Four: Revising & Editing
Improving the focus, content and organization of your first draft. Checking the grammar, spelling, punctuation etc.

Step Five: Writing the Final Draft
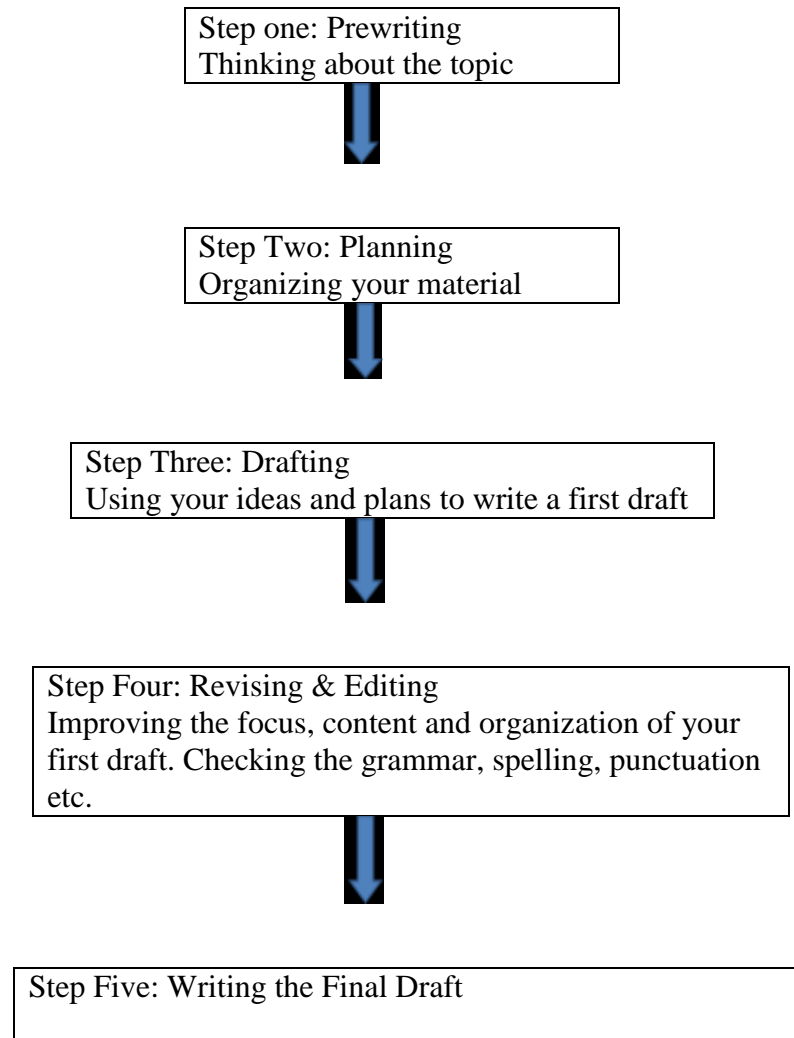
Figure 1: The chart of writing process[7]

The other process writing, According to Michael O'Malley and Lorraine Valdes Pierce there arethreeprocesses writing such as:[8]

1. Pre Writing or motivation, discussion and concept development

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[7] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA: Cambridge University Press, 2002), P.316.

[8] Michael O' malley and Lorraine Valdez*, Authentic Assessment for English Language*.., p.139

2. Writing, which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support.

3. Post Writing is which students share their writing with others, read aloud what they have written or change writing with other students.

In the pre writing stages, student might use graphic organizer as aid to clarify the concept they will use in writing, during writing process, opportunities should be provided for student to edit and revise their work, share ideas with other students on how improve their writing, or review the criteria against which the work will be evaluated with aneyetoward improvement.

From the explanation above, there are many process of writing. So, the writer concludes that process of writing is pre writing, writing and post writing.

d. The Assessment Criteria of Writing Ability

In writing assessments, the researcher needs to know their ability. Therefore, the assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. There are some criteria of writing assessment:

1. Grammar

   Grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

2. Vocabulary

   Based on Michael and O'Dell, English vocabulary has a remarkable range, flexibility, and adaptability.[9] There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary in Victoria New felt is defined as an interrelated group of non-verbal system, symbols, signs, gesture, etc.[10] It is simply understood as all the words that writer uses in writing.

3. Mechanics

   This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.[11]

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[9] Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper-intermediate & Advanced,* (Cambridge: University Press, 1994), p.2.

[10] Victoria Neufeldt, *Webster's New world College Dictionary,* (USA: Macmilan, 1998), p.1287.

[11] H.Doughlas Brown, *Language Assessment: Principles and Classroom Practice,* (New York: Pearson Education, 2004), p.244-245.

4. Fluency

In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.

5. Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task. Other hand it is content and lenguage feature,generic structure ang function.

2. Descriptive text

a. Definition of Descriptive Text

Descriptive text is description of a person, place or thing contain sensory details that bring to life actual people, place and things, and observations describe an event the writer has witnessed, often the event takes place over an extended period of time, travel brochures contain factual information as well as persuasive language to encourage tourism, finally character sketches describe fictional characteristic such as: appearances, personalities, hopes, dreams.[12]

According to George E.Wishon description gives sense impression they feel, sound, taste, smell, and look of things. Description helps the reader, through his or her imagination to visualize a scene or

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[12] Joyce Armstrong Carroll, *Writing and Grammar*,p.101

person, to understand a sensation or an emotion. Good description requires careful observation and organization.[13]

According to Sanggam Siahaan and Kisno Shinoda, descriptive text is a written English text in which the written describes and object, in the it text, the object. It can be a person, or an animal, on are tree, a house, or camping. It can be about any topic. The identification describes parts, qualities, and characteristic of the parts of the object.[14]

From the explanation above, the researcher concluded that descriptive text is process how to describe a person, animals, place or things.

a. Generic Structure Descriptive Text

Descriptive text has actions and steps such as generic structure and dominant grammatical aspect.[15]

1) Generic structure

   a) Identification is to identify phenomenon to be described.

   b) Description is to describe parts, qualities, and characteristics.

2) Dominant grammatical aspect

   a) Focus on specific participant.

   b) Use of attributive and identifying processes.

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[13] George E. Wishon, *Let's Write English,(*New York: Litton Educational Publishing, 1980),p. 128

[14] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*,(Yogyakarta: Graha Ilmu,2008),p. 89

[15] Sanggam Siahaan and Kisno Shinoda.*Generic Text Structur*.p.89

c) Frequent use of epithets and classifiers in nominal groups.

d) Use of simple present tense atc.

So from steps above researcer used steps to test evaluation to students test.

b. **Writing Descriptive Text Evaluation**

After researcher gives the lesson to the students by using mind mapping technique, it is importance to know how far their ability about the lesson, especially in writing descriptive text. Teacher needs to know their ability ; Therefore , the writing test will be design in order to measure the student's ability in writing descriptive text at grade X SMA Negeri I Angkola Selatan, because testing is one of tool to measure their ability.

The indicators of test evaluation are contet of test,organization of test,grammatical funtion of test, generic structure ang grammatical language.

3. **Mind Mapping**

a. **Definition of Mind Mapping**

Mind mapping is a creative note taking technique in a visualization and a graphic form that us used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination

and association.[16] A creative note taking technique requires writer's skill to be creative in comprehending the text. They would also feel easy keeping and memorizing the information in their brain and afterwards putting theminto a note which has been changed into visualization or graphic that is attractive enough for the students to pay more attention to the lesson[17].

Mind mapping has a work principle that is suitable with the natural work of the brain. It means that both of them can work together. If the students can control their brain either left or right brain, they can create a good mind mapping to make them easy to learn and save information in their brain and the recall it easily. Particularly, children tend to feel easy to remember and to memorize anything related to pictures, symbols and colors rather than any verbal or spoken language[18]. So, this is benefits for both the teacher and students with using mind mapping in teaching and learning process.

The recording of information through symbols, picture, emotional meaning and colors is exactly the same as how the human brain processes information. In nature, the brain tends to process information more easily in a picture form or image than in a verbal or spoken language.

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[16]T. Buzan, *How to Mind Map: Mind Map untuk Meningkatkan Kreativitas*,(Jakarta: PT Gramedia Pustaka Utama, 2006).p.6

[17]T. Buzan, *Buku Pintar Mind Map untuk Anak: agar Anak Mudah Menghafal dan Berkonsentrasi*, p.10

[18]S. Windura.*Mind Map Langkah Demi Langkah*,(Jakarta: PT Alex Media Komputindo, 2008).p. 17

b. **Characteristic of Mind Mapping**

Mind mapping has its own characteristics that have been considered as a creative way to be applied for the students especially children. The characteristics of mind mapping are explained below:[19]

1. Using many pictures

   Pictures are interesting things for students to attract their intention to study. If picture are used together with letters, both sides of brain will work in balance and it can create the best condition for learners to study and concentrate. It also will make students easy to learn and to receive the information they get and save it in their brain. Through pictures, it will be effective enough to attract students' attention because children kind of like to look at the pictures rather than written texts.

2. Using may colors

   With colors it would be easy for the students to distinguish and to remember about what things they learn before because of the characteristic of each color. Itmake easier to comprehend and to remember lesson materials because it makes the learning activity more fun for the learners.

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[19]T. Buzan, *Buku Pintar Mind Map untuk Anak: Agar Anak Mudah Menghafal dan Berkonsentrasi* ,p.17-21

3. Using keywords to present ideas

The use of one key word per line also stimulates learners to spark new ideas easily and helps the learners recall their memory. The students will find difficulties to remember long sentences or paragraph but it will be different if they just memorize the key word and then develop it in their own way. Therefore, with using key words, it will be easier for the students to present their ideas

4. Applying the classification of information

Classifying the information is important for students to categorize the information onto some parts in order to learn more easily. Mind mapping presents information in clear classification forms. In mind mapping, information is classified based on its category as follow:

a. Showing whole and detail information in the same time

b. Using Association

c. Presenting central image in the middle part

d. Making learners more creative

e. Helping learners to review materials in a short time

From the caracteristic above researcher was explain to students to made students understand about mind mapping.

c. Advantages and Disadvantage Mind Mapping

Every all implementation technique or method ofcoursehas advantages and disadvantages in the Mind Mapping.[20]

1. Advantages

    a. Quick: recording many ideas in short amount of time

    b. Make additions easy

    c. Highlights links between concepts

    d. Make the structure of arguments immediately visible

    e. Can reduce a wealth of information

2. Disadvantages

    a. Personal your mind map maybe difficult for other to understand

    b. Revisions can be time consuming

    c. May become Cultured

    d. Challenge to keep mind maps logical and consistent

    e. Hierarchy is often subjective

Form explanied above, researcher take a conclusion that all of learning of course has advantages and disadvatges in the used a technique. Advantages and disadventage were to give effect to students and teacher,students was not bored because mind mapp is fun technique and teacher must be creative and achievement.

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[20]Mueller, *http://www.teaching english.mueller–how –to-make- mind-map-advantages-disadvantages 7297*. Accessed on 11 December, 2018 at 10.00 a.m

d. Procedure Mind Mapping

There are some steps to make a mind mapping.[21]

a. Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.

b. Draw a picture in the middle of the page that sums up your main subject. The picture represents your main topic.

c. Draw some thick curved. Connected lines coming away from the picture in the middle of the page. One for each of themainideas you have about your subject. The central branches represent your main sub-topic.

d. Name each of these ideas and, if you want, draw a little picture of each branch. This uses both sides of the brain. Words are underlined throughout a mind map. This is because they are key words, and the underlying, as in normal notes, shows their importance.

e. From each of these ideas, you can draw others connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. These additional branches represent the details

As many theories stated by experts above, using mind mapping is one of the best alternatives to improve writing ability especially to make a descriptive text. As we know that in writing there are several steps that must be done in order to create good writing. At the planning stage, there is

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[21]T. Buzan. *Mind Maps for kids*, (Jakarta:PT Gramedia Pustaka Utama,2011).p.10

"clustering". Clustering is a way to place a topic that the students have and then develop it into branches or lines related to the topic. This is similar to mind mapping, where they put a specific topic, and develop it freely according to the present in mind.

More specifically, the students can classify the topic through mind mapping and branch it into creative diagram or unique lines, It would be more helpful for right and left brain to work faster and they can receive the information and then save it into their memory. Through mind mapping, it will be more helpful because commonly children tend to like a creative and unique way to study rather than just using a verbal way. So, from the explain above writer will make by hand mind mapping not with software mind mapping by computer because writer think is it more creative.

B. Review Related Findings

In this research, the researcher is related finding to some researchers. The first is Research found that student's ability influenced thewriting skill of the students. Then, the conclusions are: the students' achievement in writing is 7.30.[22]

The second, the result of the research was students could improve their writing achievement significantly better. Their better achievement toward writing achievement can be seen based on the scores of the post-

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[22]Marpaung Tiarma,*The Influence of the Students Structure Ability to the Writing Skill*, (Script UMTS Padangsidimpuan, 2005).

test, which were higher than the scores of the pretest. The result of the paired sample t-test, paired experimental group was 16.51 with standard deviation of 10.29 and t-obtained was 9.22 at the significant level of 0.05 and the degree of value of t-table for two tailed was 2.0.[23]

The third, the result of the research, it was 60.58 for the t-test and the students' mean score in the post-test 1 is 70.81 and then the students' mean score in the post-test 2 is 78.60, which the last mean score is higher than KKM which is 75.00.[24]

The fourth, the conclude of the research result, students could to improve their writing students' ability by using mind mapping. That score of the post-test were higher than the score of the pre-test. It was 68.26 in pre-test and 85.40 in the post-test.[25]

The fifth, by the result show that mind mapping picture could improve to students' writing skill in descriptive text. The score of test 1

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[23]Suryo, *"The Use of Mid Mapping Strategy in the Teaching of Writing SMA N 3 Bengkulu",* Journal of Humanities and Social Science,(http:ijhssnet.com,Indonesia. accessed on November, 2015 at 8.30 p.m).

[24]F.P Salem*, "Improving Students' Writing descriptive Text Using Mind Mapping Technique Strategy",* International Jurnal of Research Granthaalayah, vol. 5 (Iss.12), 2017 (http:www.granthaalayah.com, Accessed on 15 July 2019, at 11.00 am).

[25]Kamelia, *"The Use of Mind Mapping on Improving Students' Writing Ability at Tenth Grade of SMAN 7 Kota Tangerang"* JurnalPenelitiandanKaryaIlmiah, Vol. 18 No 2, 2018. (http: www.ejournal.unis.ac.id, Accessed on 15 July 2019, at 11.00 a.m.

was 60.38 then the result of test 2 was 71.13 and then the result of the test 3 was 77.50, it could be seen that there were improvement in students' writing.[26]

The last, the result of students pre-test and post-test show that mind mapping could improve the students' writing in descriptive text with the score in the pre-test was 52.87 and 62.66 in the post-test 1 and then in the post-test 2 it was 75.56, which the last mean score is higher than KKM which is 75.00.[27]

Based on the research, she found that the students' ability in understanding references in descriptive text of grade VIII at MTS Negeri Angkola can be categorized into "enough" category with score 59.05%.[28] Based on the related finding above, the researcher concluded that mind mapping technique to improve students' writing descriptive text.

C. Conceptual Frame Work

Writing is one of the productive skills that should be acquire by students. They should be give more opportunity to practice producing texts to make them accustomed to that activity especially writing descriptive textin line with this study.

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[26]D.E. Sukma, *"The Use of Mind Mapping Picture to Improve Students' Writing Skill of Descriptive Text at Grade VIII of SMP S Johan Sentosa",* Jurnal Pendidikan, Vol. 10 No.2, 2018 (http:www.download.garuda.ristekdikti.go.id, Accessed on 15 July 2019, at 10.30 a.m)

[27] N.H Lukmono, *"Improving Students' Writing Descriptive Text Using Mind Mapping Technique",* Jurnal Mahasiswa, 2017 (http:www.jurnal-mahasiswa.unisri.ac.id, Accessed on 15 July 2019,at 10.00 a.m)

[28]Khotimahde, *An Analysis of Students Ability in Understanding References in Descriptive Text at Grade VIII Students of MTS N Batang Angkola*, (Padangsidimpuan : STAIN,2013).

Descriptive text is a kind of the text that to describe something such as place, person, animal.etc. Descriptive text has many benefits by using mind mapping. It will help students to make them easy to generate ideas and find topics and to enrich and master vocabularies and grammatical order.

Mind Mapping can avoid any bad behavior of the students in the class. Using colors and pictures which are the characteristic of mind mapping will make the students more focus on the teacher's explanation.

Chart 1.Conceptual Framework

Students' problems	→	Students' Low Writing in descriptive text
Problem Solving	→	Mind Mapping Technique
Expect Result	→	Increase of students' writing ability
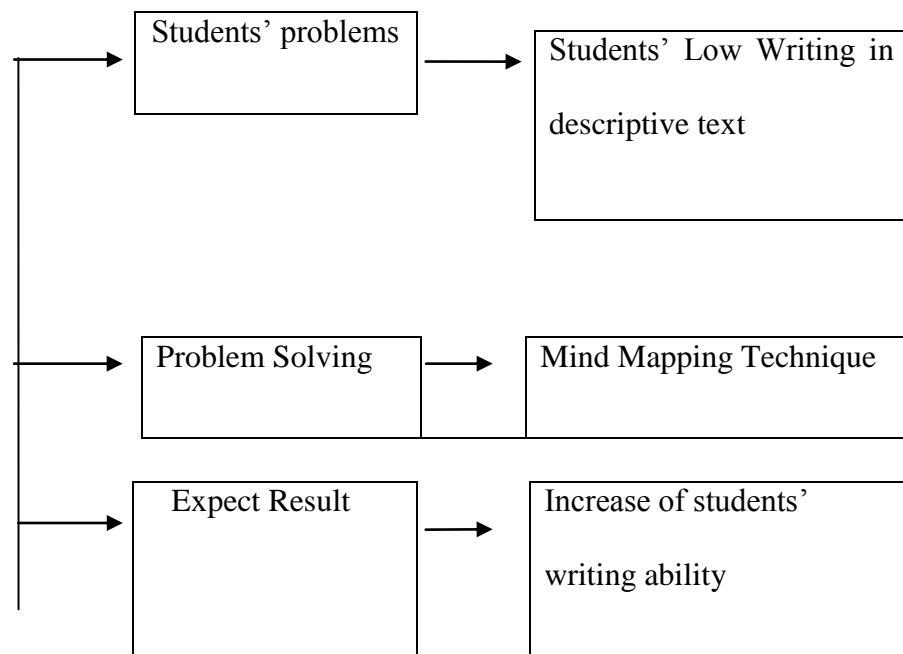
D. Hypothesis

The hypothesis is needed to show the writer thinking and expectation about outcomes of the writer relate to this study. The hypothesis of this research is state that: Using mind mappingcan improve students' writing ability in descriptive text at SMA N I Angkola Selatan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and schedule of the Research

In research methodology, location of research is important to known. The research was conducted in SMA Negeri I Angkola Selatan. The research was start from February up to finish.

B. The Research Design

Classroom Action Research is the study of a social situation with a view to improvethe quality of action in it. Classroom Action Research is done in the context of teacher swilling to introspection, reflect, reflect or evaluate them so that his ability as a teacher is expected professional enough. To do a Classroom Action Research means, theteacher also serves as writer, who always willing to improve the quality of learning ability.[1]

Figure 2: Scheme Action Research [2]

4. Reflection

1. Planning

3. Observation
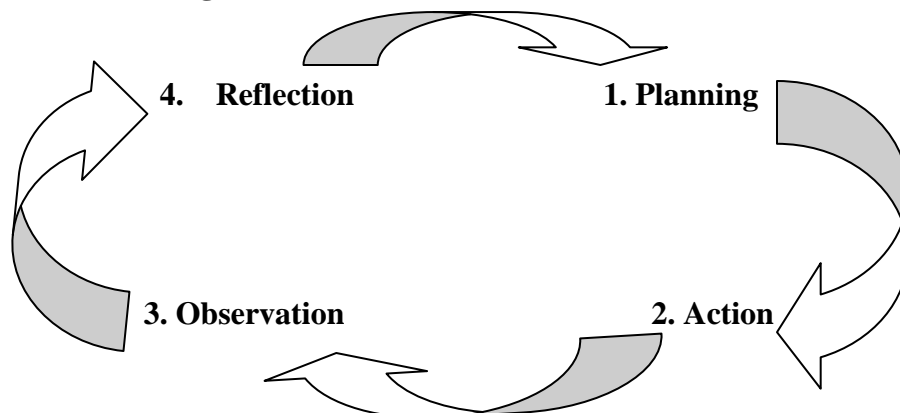
2. Action

[1]L.R. Gay and Peter Airasian, *Education Research* (New Jersey: Prentice hall 2000), p. 539.
[2]Geoffery E. Mills, *Action Research A Guide for the teacher Research* (New Jersey:Prentice Hall 2000),p. 6

In this research the researcher was applyed two cycles. Each cycle consist of two meetings each meeting consists of 80 minutes. So, there are four meeting during research process. Each cycle consist of four steps; planning, acting, observing and reflecting.

C. Participants

The participant of the research is the X grade students of SMA Negeri I Angkola Selatan it consist of 30 students, the reason of choosing this class because the writer found the problems of writing descriptive text.

Another participant in this research was an English teacher of SMA N I Angkola Selatan the researcher will observation the activities in the class while teacher done an action in this class. Then, teacher also helping the researcher analyzed the data from the observation and make plane for each cycle.

D. Instrumentations

The instrumentations in this research is:

1. Interview Guidance

Interview is purposeful instruction usually between two people, focused on one person trying to get information from the other person. Researcher will be do interview the students to know the students difficulties in writing descriptive text.

2. Observation Sheet

The observation used to collect data during teaching-learning process. On the other word, before going to field researcher prepared observation. It is purpose to make a lot easier. Here, the researcher observed students' activities during the teaching-learning process and the factors which influence the teaching-learning process, such as: Whether the students are active or not when learning by using object and whether the students have motivation or not when learning writing descriptive text by using mind mapping. So, the data got from the students activities during teaching-learning process.

The other said, the observation method is the most commonly used method especially in studies relating to behavioral science. Observation sheet use writes something that happens in the classroom. The researcher will observe the learning-teaching activities in the classroom.

The researcher used observation sheet on list of observation and two form observations, the first form observation to teacher doing by collaborator and the second form observation to students' observation. Observation sheet will do in cycle 1 and cycle 2. In cycle 1 and 2 the researcher was observe every meeting so the observation consists of four times.Observation sheet to the teacher in every cycle has five indicators like physic appearance and written, procedure of lesson,

learning material, reinforcement and interaction with the students, and sound and classroom management.

To the students observation, the researcher was observe to all students activities during the teaching learning-process and the factors which influence the teaching-learning process like student active write learning material, students have motivation when learning descriptive text by using mind mapping technique, students have full attention when learning descriptive text by using mind mapping, students active ask some question, students enthusiastic when learning descriptive text by using mind mapping and the last students doing all the test and collect the test on time.

Observation sheet used content validity because observation sheet look what happen occur during teaching learning process where in the observation has some indicator same as curriculum. So the researcher used content validity to valid the observation. Observation sheet valued by validator such as student's observation sheet and teacher observation sheet to determine valid or not valid the observation.

3. Test

Researcher used writing descriptive text, relate with the instrument of the research, researcher want to know the students' ability in writing descriptive text.

Table1. Indicators of writing score.

Adapted from Jacob et all's scoring profile in Weigle[3]

Indicators	Score	Criteria
Content	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Organization	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical function	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Generic structure	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical Language	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor

Score:

The criteria of scoring were as determined by ranges of the scores as following:

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[3]H.Douglous Brown .*Language Assessment Pprinciple and Cclassroom Practice,* p244-245

a. content

No	Indicator	Score
1	Knowledge- substantive- trough development of thesis-relevant to assign topic.	20
2	Some knowledge of subject- adequate rang- limited development of thesis- mostly relevant to topic but lack detail	15
3	Limited knowledge of subject-little substance-inadequate development of topic.	10
4	Does not show knowledge of subject- non substantive- not pertinent or not enough to evaluate	5

b. organization

No	Indicator	Score
1	Fluent expression- ideas clearly- stated/supported-succinct-well organized- logical sequencing-cohesive	20
2	Somewhat choppy- loosely organized but main ideas	15

	stand out-limited support- logical but incomplete sequencing	
3	Non fluent- ideas confused or disconnected- lack logical sequencing and development	10
4	Does not communicate –not organization or not enough to evaluate.	5

c. Grammatical function

No	Indicator	Score
1	Far errors of spelling, punctuation, capitalization, and paragraphing	20
2	Occasional errors of spelling, punctuation, capitalization, and paragraphing	15
3	Frequent errors of spelling, punctuation, capitalization, and paragraphing	10
4	Dominated by errors	5

d. Generic structure

No	Indicator	Score
1	Relevant to topic or focuses on describing particular place or things- Good identify things or subject- describe the parts and qualities and characteristics- using simple present tense	20
2	Relevant to the topic but lack detail identify –lack error structure	15
3	In adequate development of topic	10
4	Not relevant to topic	5

e. Language use

No	Indicator	Score
1	Ideas clearly stated and supported, well-organized, cohesive	20
2	Loosely organized but main ideas stand out, not well-organized	15
3	Ideas confused or even to main ideas, bad organization	10
4	Doesn't communicate	5

The test used construct validity, validity is means to the degree to which a test measures what it claims, or purports, to be measuring In the classical model of test validity, construct validity is one of three main types of validity evidence, alongside content validity and criterion validity.

E. Procedure of Class Action Research

First Cycle

The first cycleresearcher was conducted for two meeting. Every meeting will do for eighty minutes. The researcher was done observation all the activities in the classroom.

First meeting

In this cycle the research procedures would:

a. Planning

1) Arranging the lesson plan that was consists of the step action.

2) Determining the lesson material about writing descriptive text about My school.

3) Designing a procedure teaching writing descriptive text by mind mapping technique.

4) Preparing the test each cycle.

5) Preparing the instrument used by student.

b. Action

1) Tell the purpose of the learning.

2) Giving the topic for the students about "My school

3) Introducing the procedure by mind mapping activity

4) Giving students function was acting.

5) Task students to execute the activity to pair test.

6) Discussing together the mind mapping do.

7) Encouraging and conclude learn.

8) Observing the classroom

c. Observation

1) Observing the execution of the mind mapping technique.

2) Observing the students' ability writing descriptive text.

3) Evaluating students' by taking the score of students' ability writing descriptive text base on the mind mapping essay.

d. Reflection

1) Discussing with collaborator about the action.

2) Making any decision for the next meeting.

3) Developing another environment to be simulating.

4) Analyzing the find data.

5) Clarifying the find problems in the activity whether in the case of students or teacher.

Second Meeting

These meetings researcher expend to repair the problems in the meeting before.

a. Planning

   1) Analyzing the reflection result in the first meeting and expend to be done in the next meeting.

   2) Arranging lesson plan.

   3) Determining the lesson material about My house.

   4) Designing procedures of teaching.

   5) Preparing the instrument for students, teacher and observer.

b. Action

   1) Rearranging the classroom arrangement.

   2) Changing the new scenario.

   3) Explaining that students; students' writing descriptive text must better than first meeting.

   4) Celebrating the achievement together.

   5) Helping the students to keep their writing descriptive text that just will get.

   6) Giving the individual test to students

   7) Observing the classroom.

c. Observation

Both teacher and observer will observe students' ability in writing descriptive text and activity of the leaning by using mind mapping technique.

1) Observing the procedure that have been arranging whether working.

2) Observing students' ability in writing descriptive text is that better than before or not.

3) Observing students' ability in writing descriptive text by use instrument.

d. Reflection

1) Analyzing the weakness and progress when mind mapping technique will do to determine the next activity planning

2) Reflecting of mind mapping technique that using learning process.

3) Reflecting of teaching activity and students learning result that using mind mapping technique

4) Evaluating or interpreted the data get from the class and make any decisions for the next cycle.

Second Cycle

This cycle the researcher evaluated all the activity in cycle before and repairing the problems. Conduct two meeting will do eighty minutes.

Third Meeting

These meetings researcher expend to repair the problems in the meeting before;

a. Planning

1) Analyzing the reflection in the first meeting and expend to be do in the next meeting.

2) Preparing all material that need in the teaching learning process, as lesson plan, media, and value criteria.

3) Encoding the problem on the learning process.

4) Designing the three preparing base on the first and second meeting.

b. Action

1) Rearranging the classroom arrangement.

2) Give explaining and hint about the topic of picture or titles will apply.

3) Giving students a unfinished paragraph test

4) Giving the information about the topic before the students does work the test

5) Students complete the paragraph of test

6) Mention time allocation with the all activity will do.

7) Collecting the students result

8) Observing the classroom.

c. Observation

1) Observing the procedure that will be arranging whether work.

2) Observing students' ability in writing descriptive text is that better than before or not.

3) Observing students' ability in writing descriptive text by using instrument.

d. Reflection

1) Analyzing the weakness and progress when mind mapping technique will do to determine the next activity plan.

2) Reflecting of mind mapping technique that using learning process.

3) Reflecting of teaching activity and students learning result that using mind mapping technique.

4) Evaluating or interpret the data get from the class and make any decisions for the next cycle.

Fourth Meeting

This is the last meeting of the second cycle. As a procedure:

a. Planning

1) Analyzing the reflection result in the first cycle and expend the third repair to be done in the next meeting.

2) Preparing all material that was needed in the teaching learning process as lesson plan, media, and value criteria.

3) Encoding the problem on the learning process.

4) Designing the three prepare base on the first and second meeting

b. Action

1) Giving motivation to students, it is the last test who has the fist high value of the all test after account got prize by writer.

2) Organizing the chair mate, in this meeting researcher changed the chair mate.

3) Giving explanation and hint about the topic of picture or titles apply as the title "My Hero"

4) Giving the information about the topic before the students does work the test

5) Monitoring time allocation with the all activity was done

6) Collecting the students task result

7) Ordering the students' to present theirs discussion result

8) Observing the classroom.

c. Reflection

1) Analyzing the weakness and progress when word square technique will do to determine the next activity planning

2) Reflecting of mind map technique that using learning process

3) Reflecting of teaching activity and students learning result that using mind mapping technique

4) Evaluating or interpret the data get from the class and make any decisions for the meeting.

F. Technique of Collecting Data

In collecting data, the researcher as the key instrument use interview,observation, and test as following:

1. Interview

Interview is technique of data collection by asking question to the respondents and the answer was be noted or recorded. According to Hornby state that interview is to talk somebody and ask his/her questions at a meeting for getting out information that suitable for job or study.[4]

The purpose of interview to know the condition or situation of the students also to know the problems students in study English especially in writing descriptive text by using mind mapping. The interview consists to steps are before test and after test, the researcher was interviewed about their suggestion about the English study, researcher was interviewed the some students and students English teacher.

Interview doing at SMA N I Angkola Selatan at grade X. Interview used at September 4 2018. Before test for students, researcher was questioned about what students problem in study English and what

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[4] A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 788.

difficult in English study and then after test researcher was asked about the material.

Interview was done to obtain further instruction information about the students' ability and difficulty in writing text. The researcher was used interview to know the condition of the students and also to know students' problem ability in writing descriptive text by using mind mapping technique in the classroom.

2. Observation

The observation method is the most commonly used method specially in students relating to behavioral science. Observation is use to get information about phenomenon systematically. It also used write something that happen in the classroom. Researcher was observed students' activities and teachers' activities during the teaching-learning process and the factors which influence the teaching-learning process.

3. Test

Brown defines test is a method of measure a person's ability; knowledge or performance in a given domain. Further, test is sequence of question or practice that was used for measure the intelligence, skill, knowledge, ability to trail that is own be use for surveying by individual or group. The form of the test is writing to measure students' ability in writing descriptive text, the researcher give a writing test. Test is some

title to get information that point understanding the text.[5] Appropriate with the instrument of this research, the researcher wants to know the students' ability in writing text. Test will do at SMA N I Angkola Selatan academic year 2018/2019 at class X consist 30 students.

Test was done at when the researcher after researcher give explanation or teaching in the class about the material of the title. How to use the test are students, the first meeting test in cycle I and II researcher gove individual test and the second meeting test for cycle II researcher gove discussion test (chair mate). In every cycle consists two meeting.

G. Technique of Data Analysis

In analyze the data; the researcher used quantitative and qualitative data. Qualitative data was described the situation during the teaching process. Qualitative data was used to analyze the score of students. The qualitative data was collected and analyze by computing the score of writing descriptive text test. Then item of discriminate separate the students who are able to answer the test items from those who are not able to answer the test items.

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[5] H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2004), p. 3.

The study emphasizes of achievements the students in English writing. To obtain the score that each respondent gets the following formula had used[6]

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

Where:

X: The mean of students

$\sum \times$: Total scores

N: The students Size

In order to get description of the students answer the formula as follow:

$$P = 1 + \frac{\sum the\ students\ complate\ study}{\sum students} \times 100\% \text{or formula below}$$

$$P = \frac{R}{T} \text{ X } 100\%$$

Where:

P: The percentage of students who get point 75

R: The number of students who get point up 75

T: The total numbers of students do the test

After that researcher used t-test for both of small samples less than 30 students as followed:

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[6]Wayan and Sumartana, *Evaluasi Pendidikan* (Surabaya: Usaha Nasional 1986)p.76

$$M_D = \frac{\sum D}{N}$$

$$\sum_D = D = X-Y$$

N= Total of students

$$SD_D = x = \frac{\sqrt{\sum D^2 - [\sum D2]}}{N \qquad N}$$

$$t_o = \frac{MD}{SEMD}$$

Degrees of freedom (df) = N-1=N

After calculating and scoring students' answer sheets then, their score are consulted the classification quality on the table below:

Table 2.The Classification Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:[7]

a. If the value of mean score $81 - 100\%$, it can be categorized into very high

b. If the value of mean score $61 - 80\%$, it can be categorized into high

c. If the value of mean score 41 - 60%, it can be categorized into enough

d. If the value of mean score 21 - 40%, it can be categorized into low

e. If the value of mean score 0 - 20%, it can be categorized into very low

Finally, researcher wouldsummarized qualitative data by six steps as suggest Creswell as in the following[8]

Steps 1: Organizing and preparing the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or sorting, and arranging the data into different type spending on the source of information.

Steps 2: Reading all the data. This is down by obtaining a generalsense of the information, and reflecting on its overall meaning.

Steps 3: Beginning detail analysis with a coding process it was organizing material into chunks before Bringing meaning to those chunks. It involves taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

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[8]John W. Creswell, *Research Design: Qualitative, Qualitative, and Mixed Methods Approaches,* (USA: Sage Publication, 2003), p. 190.

Steps 4: Using the coding process to generate a description of the setting or people as well as categories or analysis. Description involves a detail rendering of information about the notes. Then, researchers use this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Steps 5: Advancing how the description and themes are represent in the qualitative. This is discussion that mentions a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher use visual or figure to convey descriptive information about participants in a table.

Steps 6: Making interpretation or meaning of the data. It is researcher's personal interpretation, meaning derive from a comparison of the findings with information glean from the literature.

CHAPTER IV

RESEARCH RESULT

This chapter presents a discussion on how mind mapping was conducted through cycles to improve students' writing ability in descriptive text. It explains the research conducted in cycle 1 and cycle II. It consists of reconnaissance steps are planning action observation and reflection. The chapter also presents the result of the research in the form of qualitative and quantitative data. The details of the research process are presented below.

A. The Description of Data

Before conducting the research the researcher identified the problem related to the English teacher the students and the teaching and learning processsed especially in teaching writing descriptive text. After that the problems were selected and some problems were chosen to be overcome. Finally the actions to overcome those problems were determined.

1. Identification of the Field Problems

This research was started by gathering the information dealing with the teaching and learning process of grade X in SMAN 1Angkola Selatan. To gather the information the researcher conduct on 17 May 2019. Before done to the class researcher was interview the English teacher base on the interview the learning was not conduct successfully. The English teacher did not use any interesting way to attract the students' interest .In teaching and learning process the students tend

to play and talk with other friends. As result they paid no attention to the teacher's explanations. It means that the students' involvement during the teaching and learning process was needed to be improved. The researcher also interview some students as result students' mastery of vocabularies was still very low and students' difficult to understand about grammatical language and generic structure by the text.

a. **The Result in Cycle I**

1) **First Meeting**

This part described the process of the research in the two meetings. It was held on Friday and Saturday 2019. It described the planning the action and observation and the teaching and learning process during the research. It can be seen in the Explain below.

a) **Planning**

In the planning stage the researcher prepared two lesson plans for two meetings which were noted in the course grid. In the first meeting researcher planned to explain descriptive text; the social purpose generic structure and language features. Researcher would explain the steps in writing; planning drafting and final version. Then researcher would introduce and explain the mind mapping technique as a main purpose in the research. Researcher would explain what mind mapping is and how to use mind mapping in writing descriptive text.

The researcher also focused on improving students' ability in term of grammatical rules. Therefore researcher also gave knowledge about the use auxiliary including.To be *have/has* and also how to distinguish nouns and adjectives and researcher also prepare observation checklist and interview. It aimed to get data and information from the teaching and learning process. The researcher also prepared handout as test for students.

b) Action

In implementing the actions, the researcher worked collaboratively with the English teacher and the collaborator. During the actions, he acted as the teacher while the English teacher and the collaborator acted at the observer. Both of them observed the teaching and learning process while completing the checklists and taking notes about anything happened in the classroom. Sometimes the collaborator took pictures for documentation. The following were the descriptions of each meeting in Cycle I:

In the first meeting which was held on Friday 17th May, the researcher opened the lesson with praying and checked students' attendance. Researcher prepared a descriptive text entitled "My house". Then, the researcher asked the students to read the text. Then researcher said "What is the text about?" and the students answered "House". Researcher also asked the students about the

social purpose, the generic structure and language features of descriptive texts. However, many students did not know about that. Therefore, the researcher explained about it.

Then, the researcher introduced the steps of writing: planning, drafting, editing and final version because he intended to improve students' ability in writing. Researcher asked the students to follow those steps when they tried to write any kind of texts especially descriptive texts. If they followed the steps, they would be easier in making a good text.

After teaching about the steps of writing, the researcher asked the students to pay attention to a new way of learning. It is using mind mapping. The researcher asked them whether they knew about it or not. The writer asked "*Have you all heard about Mind Mapping? Or have you used it before?")*. In fact, all of them never heard and never used it before. In fact, the students were a bit confused firstly because that was their first time knowing this technique. However, they were curious about mind mapping because the pictures and colors made them interested and paid attention to the learning process.

After researcher given material about it researcher gave individual test and the researcher given a little explained about the test and indicates of test. After several minutes the researcher asked

the students to collect their the test sheet. After analyzed the first
test data which was done by the grade X students' the writer found
that the students' writing ability still categorized into low. This the
result as follow:

Table.3 Students writing ability score in first meeting cycle I

No.	Student name	Gender	Cycle 1					Total
			meeting 1					
			Criteria					
			C	O	G	G	G	
1.	AS	L	20	15	10	20	15	80
2.	ASS	L	20	20	15	10	10	75
3.	AW	P	15	15	15	15	10	70
4.	ASH	L	10	15	5	5	5	40
5.	FA	P	20	15	15	15	5	60
6.	HN	L	15	10	20	20	20	85
7.	MS	P	15	15	15	15	15	75
8.	MW	P	10	10	15	10	5	50
9.	MNI	L	15	15	15	10	10	65
10.	NA	P	15	15	15	15	10	70
11.	NA	P	15	15	10	15	15	70
12.	NH	P	15	10	15	15	10	65
13.	PA	P	15	15	15	15	15	75
14.	PS	P	15	15	10	10	10	60
15.	RA	L	15	15	15	15	10	70
16.	RA	L	15	10	15	15	15	70
17.	RL	P	15	10	15	15	15	70
18.	RS	P	15	15	15	15	10	70
19	RC	L	15	10	10	5	5	45
20.	RA	P	15	10	15	5	10	55
21.	SK	P	15	15	15	15	10	70
22.	SB	L	10	10	5	5	5	35
23.	SA	L	15	15	15	15	15	75
24.	SR	P	5	5	5	5	5	25
25.	TP	L	10	5	5	5	5	30
26.	WH	P	20	20	20	15	15	90
27.	WS	P	20	15	10	10	15	70
28.	YS	P	10	10	10	5	5	40
29.	YW	P	15	20	15	10	10	70
30.	ZT	L	15	10	15	15	15	70

Jumlah		440/30 = 14.66	395/30 = 13.16	380/30 = 12.66	355/30 11.83	320/30 = 10.66	1895
Mean $= X = \frac{\Sigma x}{N} SOX = \frac{1895}{30} = 63.16$							

Table 4. The result of first meeting in cycle I

No	Criteria writing	MEAN SCORE	STUDENTS
1	CONTENT	14.66	30
2	ORGANIZATION	13.16	30
3	GRAMMATICAL FUNCTION	12.66	30
4	GRAMATICAL STRUCTURE	11.83	30
5	GRAMATICAL LANGUAGE	10.66	30
TOTAL MEAN SCORE		62.97	

From the table could see in contet was 14.66 and 0rganization 13.16 , grammatical function was 12.66 and t then in grammatical structuree was 11.83, in the grammatical language was 10.66 with the 30 students. For to known the percentages students score could seen the table below:

c) Observation

In implementing the actions, the researcher worked collaboratively with the English teacher and the collaborator. During the actions, he acted as the teacher while the English teacher and the collaborator acted as the observer. Both of them observed the teaching and learning process while

completing the checklists and taking notes about anything happened in the classroom. Sometimes the collaborator took pictures for documentation.

When the researcher conducted the test, many students seemed really confused. Many of them always asked the teacher about the vocabularies which they wanted to translate. They were not able to distinguish nouns, verbs, and adjectives. They also did not know how to make a correct sentence according to grammatical rules. For example, many of them did not know the use of auxiliary including To be (*Is, Am, Are)* and *Has/Have*. In addition, they could not use simple present correctly. Dealing with punctuations, they also made many mistakes about that. They still did not know how to use capital letters and comma correctly.

2) **Second Meeting**

   a) **Planning**

   The planning that had repaired to improve the students' writing in second meeting below:

   (1) Designed the lesson plan

   (2) Repaired the teaching learning Material

   (3) Changed the scenario

b) Action

In the second meeting which was held on Saturday 18th May 2019, the researcher provided same topic as the previous meeting. It was about a house. However, in this meeting, the students would be asked to give it a try to make a mind mapping for the first time. In the beginning, he opened the lesson with praying and checking students' attendance. Then, he asked and checked their understanding related to what they learned in the previous meeting about the descriptive text including the social purpose, the generic structure and language features.

The researcher asked "What is a descriptive text?" and the students answered "It is a text to describe something". It indicated that they had understood the social purpose of the descriptive text. After that, the researcher re-explained the generic structure and the language features in order to recall their memories about what they had learned before. The researcher also explained more details about mind mapping to assure they would be ready to use it properly.

Based on had been conducted in the first meeting, the researcher found some problems in terms of grammar. Actually, many students had known the meaning of pronouns including *I, They, You, We, She, He and It*. However, they still could not use the auxiliary well including To be (*Is, Am and Are).* They also could not use *Has or*

Have correctly. Thus, after giving some explanations about the descriptive text and mind mapping, the researcher gave a brief explanation dealing with To be (*Is, Am and Are)* and *Has/Have*. When the researcher explained the use of pronouns to be applied correctly with *Is, Am, Are* and *Has/Have*, he used an interesting way to make the students got the explanation given. In reality, it attracted students' attention

After that writer give a test as a second test in the meeting II still in the cycle I before students do the test writer gave some explain about the topic. Students had 40 minutes to done the test. When students' done the test writer monitored. As result for second test it can saw below:

Table 5. Students writing ability score in second meeting cycle I

No.	Student name	Gen Der	Cycle 1					Total
			meeting 1					
			Criteria					
			C	O	G	G	G	
1.	AS	L	20	20	10	20	15	85
2.	ASS	L	20	20	20	10	10	80
3.	AW	P	20	15	15	15	10	75
4.	ASH	L	20	20	15	10	10	75
5.	FA	P	15	15	15	15	15	75
6.	HN	L	15	20	20	15	20	90
7.	MS	P	20	20	15	20	15	90
8.	MW	P	20	20	15	10	10	75
9.	MNI	L	20	15	15	10	10	70
10.	NA	P	20	15	15	15	15	80
11.	NA	P	20	15	15	15	15	80
12.	NH	P	15	20	15	15	10	75

13.	PA	P	20	20	15	15	15	85
14.	PS	P	15	20	10	15	15	75
15.	RA	L	15	20	15	15	10	75
16.	RA	L	15	20	15	15	15	75
17.	RL	P	15	20	15	15	15	75
18.	RS	P	20	15	15	15	10	75
19	RC	L	15	15	10	10	10	60
20.	RA	P	15	10	15	10	10	65
21.	SK	P	20	20	15	15	10	80
22.	SB	L	10	10	10	10	10	50
23.	SA	L	20	20	15	15	15	85
24.	SR	P	15	10	10	5	10	50
25.	TP	L	15	10	5	10	10	50
26.	WH	P	20	20	20	15	15	90
27.	WS	P	20	20	10	10	15	75
28.	YS	P	20	10	10	5	5	50
29.	YW	P	20	20	15	15	15	85
30.	ZT	L	20	15	15	15	15	80
	Jumlah		525/30 = 17.5	500/30 = 16.66	420/30 = 14.00	390/30 = 13	375/30 = 12.5	2.230 =74.33
	Mean $= X = \frac{\sum x}{N} SOX = \frac{2.230}{30} = 74.33$							

Table 6. The result of second meeting in cycle I

No	Criteria writing	MEAN SCORE	STUDENTS
1	CONTENT	17.5	30
2	ORGANIZATION	16.66	30
3	GRAMMATICAL FUNCTION	14.00	30
4	GRAMATICAL STRUCTURE	13.00	30
5	GRAMATICAL LANGUAGE	12.5	30
TOTAL MEAN SCORE		73.16	

From the table could see in contet was 17.5 and 0rganization 16.66 , grammatical function was 14.00 and t then in grammatical structuree was 13.00, in the grammatical language was 12.00 with the 30 students.

c) **Observation**

Based on the observation the researcher found that many students had difficulties in using auxiliary including to be (*Is, Am, Are)* and also *has or have.* Thus, after explaining and reviewing descriptive texts with its generic structure and mind mapping, he taught students an interesting way to make them learn easier in using to be and *has or have.* So, just remember about it then you will be easier to use To be, It is easy, right?" Then, one student said "Oh, I see. What about the use of *has/have*? Is it same?" After that the researcher answered "That is simpler actually, Is it clear now? So it will be easier for you". In fact, the students were interested in the way the researcher taught. Furthermore, many of them started to use it correctly in making sentences. However, there were some students who still needed to be guided by the writer

Through that simple way, the researcher tried to check their understanding. To make them more interested, researcher explained more through mind mapping. Researcher drew a mind map contained with the explanation of to be and *has/have.* After that, researcher

asked some students who sat at the front to make a sentence orally based to be and *has/have*. Many of them had been able to make correct sentences. However, there were still a few students who still could not do well. Then, the teacher guided them in making their sentences. In fact, the students interested with that examples. As a result, the students started to memorize and to use To be and *Has/Have* correctly.

d) Reflection

After implementing the action, the researcher and the collaborator reflected on the actions that had been done in order to evaluate the actions. The discussion was done based on the observations in the teaching and learning process with the English teacher's and students' opinions. The researcher intended to find out whether the action was successful or unsuccessful on improving students' ability in writing descriptive texts. As the result was increased from 63.16 become 74.33

Based on the observation and interviews done in cycle I, it can be concluded that the teaching and learning process run well. In fact, the students showed their interest following the lesson given by the researcher. It is because writing using mind mapping is a unique way for them. They also could focus on the lesson well because writing using mind mapping could avoid their boredom with monotonic

explanations like their English teacher did before. Moreover, they did not feel sleepy anymore because they seemed very enthusiastic during the teaching and learning process.

b. The result in Cycle II

From the reflection of cycle I, the researcher found some problems which should be improved more in cycle II. This part described the process of cycle II. There were two meetings. It was held on Friday 24th and 25th May. It described the planning, the action and observation and the teaching and learning process during the research. It can be seen in the descriptions below:

3) Third Meeting

a) Planning

In the planning stage, the researcher prepared two lesson plans in two meetings which were rooted in the course grid. Based on the discussion with the collaborator, it was determined that cycle II would focus on some problems found in cycle I. The researcher decided to implement some activities and some new actions with the hope that the teaching and learning process would be more enjoyable and the students' ability in writing descriptive texts would significantly improve

b) Action

In the third meeting which was held on Friday 24st May, the researcher opened the lesson with greeting and checking students' attendance. Then, he checked students' understanding about the

materials in the last two meetings. He said "*Saya yakin kalian masih ingatkan tujuan teks descriptive, kalau untuk Generic Structure-nya, masihingat?"* ("I'm sure you still remember the social purpose of descriptive text, what about the generic structure? Do you still remember?"). Then the students answered "Identification and description". Researcher added "What about the verb that is usually used in making descriptive texts?" And the students also said "Simple Present". Then, the researcher gave a text entitled "My School". Researcher asked the students to read the text. After that, researcher called some students to decide which one was the correct generic structure of the text. Fortunately, students had been able to answer it well. It indicated that the students had understood about descriptive texts and its generic structure.

To check students' understanding about auxiliary including to be and *Has/Have*, the researcher gave a task which the students should be able to complete a missing text entitled "Lionel Messi" with the correct auxiliary. The students showed improvement after they were given some explanations about it in the last meeting. Many of them did the task correctly. In addition, it only took a few minutes to do the task. However, some students who still needed to be guided by the teacher in doing the task.

After it researcher gave the third test for cycle II and students had 40 minutes to done the test. When the students done the test the researcher around class for monitored the students' activity and finally researcher collect the task after time over. As result of the test it can saw the table below:

Table 7.Students writing ability score in Third meeting cycle II

No.	Student name	Gen Der	Cycle 1 meeting 1II Criteria					Total
			C	O	G	G	G	
1.	AS	L	20	20	20	20	15	95
2.	ASS	L	20	20	15	15	15	85
3.	AW	P	20	15	15	15	15	80
4.	ASH	L	20	15	15	15	15	80
5.	FA	P	20	15	15	15	15	80
6.	HN	L	15	15	20	20	20	90
7.	MS	P	15	20	15	20	20	90
8.	MW	P	20	20	15	15	15	85
9.	MNI	L	15	15	15	15	15	75
10.	NA	P	20	20	15	15	15	85
11.	NA	P	20	20	15	10	15	80
12.	NH	P	20	20	15	15	10	80
13.	PA	P	20	20	15	20	15	90
14.	PS	P	20	15	15	15	15	80
15.	RA	L	20	15	15	15	10	75
16.	RA	L	20	20	10	15	15	80
17.	RL	P	15	15	15	15	15	75
18.	RS	P	15	15	15	15	15	75
19	RC	L	20	15	10	15	15	75
20.	RA	P	15	15	15	15	15	75
21.	SK	P	20	20	15	15	10	80
22.	SB	L	15	15	10	15	15	70
23.	SA	L	20	20	15	15	15	85
24.	SR	P	10	10	10	15	15	60
25.	TP	L	10	10	10	15	15	60
26.	WH	P	20	20	20	15	20	90
27.	WS	P	20	15	15	15	15	80
28.	YS	P	15	15	10	15	15	70

29.	YW	P	20	20	20	15	10	85
30.	ZT	L	20	20	15	20	15	90
	Jumlah		500/30 =18	510/30 = 17	440/30 = 14.66	470/30 =15.66	445/30 = 14.83	2400
	Mean $= X = \frac{\sum x}{N} SOX = \frac{2400}{30} = 80$							

Table 8. The result of third meeting in cycle II

No	Criteria writing	MEAN SCORE	STUDENTS
1	CONTENT	18.00	30
2	ORGANIZATION	17.00	30
3	GRAMMATICAL FUNCTION	14.66	30
4	GRAMATICAL STRUCTURE	15.66	30
5	GRAMATICAL LANGUAGE	14.83	30
TOTAL MEAN SCORE		80.15	

From the table could seen in contet was 18.00 and 0rganization 17.00 , grammatical function was 14.66 and t then in grammatical structuree was 15.66, in the grammatical language was 14.83with the 30 students.

c) **Observation**

In the observed of the action in this cycle was similar with previous cycle. Base on the observation sheet. There was an improvement to students' enthusiastic in teaching learning writing ability descriptive text process.

d) Reflection

After implementing the action, the researcher and the collaborator reflected on the actions that had been done in order to evaluate the actions. The discussion was done based on the observations in the teaching and learning process and the students' and the English teacher's opinions.

The researcher intended to find out whether the action was successful or unsuccessful on improving students' ability in writing descriptive texts. Therefore, Base on student result in the third meeting was 80.15 it was increased then results of first and second meeting.

4) Fourth Meeting

a) Planning

In this meeting it was the last meeting in cycle II was done at Saturday 25 May 2019. The planning that had repaired to improve the students' writing ability.

(1) Designed the lesson plan

(2) Repaired the teaching learning process

b) Action

In the second meeting which was held on Saturday 25th May, the researcher provided a topic as the previous meeting. It was about the famous person. However, the researcher extended the content of the topic which was not only about Indonesian people but also the famous

people around the word. Thus, the students would be free to choose any favorite person they like to describe. The researcher gave the students a text entitled "My Hero" and asked students to read it. Because this was the last meeting in the research, the researcher intended to check students' understanding about materials which had been given in the previous meetings. Therefore, researcher once more reviewed about descriptive texts and its generic structure. Researcher also re-explained the steps of writing and mind mapping.

In the previous meeting, they had been taught the positive and negative patterns of the simple present tense. In this chance, the researcher gave a brief explanation of interrogative patterns. To check how far they understood about the formulas which had been learned. After the time over writer collect the task. As the result can saw the table below:

Table 9.Students writing ability score in four meeting cycle II

No.	Student name	Gen Der	Cycle 1					Total
			meeting 1V					
			Criteria					
			C	O	G	G	G	
1.	AS	L	20	20	20	20	15	95
2.	ASS	L	20	20	15	20	20	95
3.	AW	P	20	20	15	20	10	85
4.	ASH	L	20	15	15	20	15	85
5.	FA	P	20	15	15	15	20	85
6.	HN	L	20	20	15	20	20	95
7.	MS	P	20	20	15	20	20	95
8.	MW	P	20	20	20	15	15	90

9.	MNI	L	20	20	15	15	10	80
10.	NA	P	20	20	15	20	15	90
11.	NA	P	20	20	15	15	15	85
12.	NH	P	20	20	15	15	15	85
13.	PA	P	20	20	20	20	15	95
14.	PS	P	20	20	15	15	15	85
15.	RA	L	20	15	15	15	15	80
16.	RA	L	20	20	15	20	10	85
17.	RL	P	20	15	15	15	15	80
18.	RS	P	20	15	15	15	15	80
19	RC	L	15	15	15	15	20	80
20.	RA	P	20	15	15	15	15	80
21.	SK	P	20	20	20	10	15	85
22.	SB	L	15	15	15	15	15	75
23.	SA	L	20	20	20	20	10	90
24.	SR	P	15	15	15	15	15	75
25.	TP	L	15	15	15	15	15	75
26.	WH	P	20	20	20	20	15	95
27.	WS	P	20	20	15	15	15	85
28.	YS	P	15	15	15	15	15	75
29.	YW	P	20	20	20	20	10	90
30.	ZT	L	20	20	15	20	20	95
	Jumlah		575/30 = 19.16	545/30 = 18.16	485/30 = 16.16	510/30 = 17.02	460/30 = 15.33	2575
	Mean = $X = \frac{\sum x}{N} SOX = \frac{2575}{30} = 85.83$							

Table 10. The result of four meeting in cycle I

No	Criteria writing	MEAN SCORE	STUDENTS
1	CONTENT	19.16	30
2	ORGANIZATION	18.16	30
3	GRAMMATICAL FUNCTION	16.16	30
4	GRAMATICAL STRUCTURE	17.02	30
5	GRAMATICAL LANGUAGE	15.33	30
TOTAL MEAN SCORE		85.83	

From the table could see in contet was 19.16 and 0rganization 18.16 , grammatical function was 16.16 and t then in grammatical structuree was 17.02, in the grammatical language was 15.33 with the 30 students. For to known the percentages students score could seen the table below:

c) **Observation**

In observation of the action in this cycle was similar with the pervious cycle. Based on the observation sheet there was an improvement on students' enthusiastic in teaching learning writing ability in descriptive text processed. The mean score was 85.83 it was into categorized very well. One of student said he field interested with this technique because was funny and more made understand to make a paragraph.

d) **Reflection**

Based on the result in this meeting as the last meeting was showed that the students value was 85.83 In the first meeting students value was 62.97 it was into low categorized and the second meeting was 73.15 it was enough categorized and then the third meeting was 80.15 it was into high and the last meeting was 85.83 it was very high categorized.

B. Technique of Data Analysis

1. Analysis Data of Cycle 1

a. Analysis Data of First Meeting in Cycle I

From explain the table above the under 75 was 24 students 80 % and get 75 was 4 student with 13.32%, students get 80 was 1 students with 3.33% and then 90 was 1 students with 3.33% and in 95-100 there is no students get score. From that table above researcher concluded in content that students get score 75 -95 was 6 students , the students not get score was 24 students. It can seen the table below:

Table 11.The percentages of students score first meeting

Students' Score	Total of students	Percentages
Under 75	24	80%
75	4	13.32%
80	1	3.33%
90	1	3.33%
95	0	0%
100	0	0%

b. Analysis Data of second meeting in cycle I

From explain the table above the under 75 was 7 students 23.31 % and get 75 was 11student with 36.63%, students get 80 was 5 students with 16.65% and then 90 was 3 students with 9.99% and in 95-100 there is no students get score. The students passed the test was 23 students. It could be seen table below:

Table 12.The percentages of students score second meeting

Students' Score	Total of students	Percentages
Under 75	7	23.31%
75	11	36.63%
80	5	16.65%
85	4	13.32%
90	3	9.99%
95	0	0%
100	0	0%

2. Analysis Data of Cycle 2

a. Analysis Data of third Meeting in Cycle II

From explain the table above the under 75 was 8 students 26.64 % and get 75 was 6 students with 19.98%, students get 80 was 9 students with 29.66% and 85 was 5 students with 16.65% and then 90 was 2 students with 6.66% and in 95-100 there is no students get score. From that table above researcher concluded in content that students get score 75 -95 was 22 students , the students who not get passed 8 students.

Table 13.The percentages of students score third meeting

Students' Score	Total of students	Percentages
Under 75	8	26.64%
75	6	19.98%
80	9	29.97%
85	5	16.65%
90	2	6.66%
95	0	0%
100	0	0%

b. Analysis Data of third meeting in cycle II

From explain the table above the under 75 was 0 students 0% and get 75 was 4 students with 13.32%, students get 80 was 6 students with 19.98% and 85 was 9 students with 29.97% and then 90 was 4 students with 13.32% and in 95 was 7 with 23.31% and 100 there is no students get score. From that table above researcher concluded in content that students get score 75 -95 was 30 students , there is no students didn't passed. It can be saw the table below:

Table 14.The percentages of students score fourth meeting

Students' Score	Total of students	Percentages
Under 75	0	26.64%
75	4	13.32%
80	6	19.98%
85	9	29.97%
90	4	13.32%
95	7	23.31%
100	0	0%

C. The Comparative Result of the Action

By application mind mapping technique the students' score was significantly improved. There were differences in the lowest and the highest of students' writing ability in descriptive text. The differences showed that there was a significant improvement of students' writing ability in descriptive text.

Table 15.Comparison Score of Students ability in writing descriptive text

Category	First test	Second test	Third test	Fourth test
	Cycle I		Cycle II	
Lowest	25	50	70	75
Highest	90	90	95	95
Student	30	30	30	30

From the table above, it can be seen that students' score kept improved. The lowest score in first meeting were 25 and the highest were 90. The second meeting the lowest score 50 and the highest was 90. Forthe second cycle in third meeting that lowest was 70 the highest was 95 and then in fourth meeting the lowest was 75 ands the highest was 95.It showed the significant improvement in students' ability in descriptive text.

From the result the implementation of simulation to improve students in writing ability in descriptive text at SMA N I Angkola Selatan has become one of technique that can be used by the English teacher in teaching writing descriptive text.

Table 16.The Result of Difference Score Between First Cycle and Second

Cycle

No	Students name	Score cycle 1& II		D=	∑D=	∑D2
		Meeting I	Meeting IV			
		X	Y	(X-Y)	D-MD	
1	AS	80	95	15	-2.16	4.66
2	ASS	75	95	20	-2.16	4.66
3	AW	70	85	10	12.16	147.86
4	ASH	40	85	45	22.84	521.66
5	FA	60	85	25	2.84	8.06
6	HN	85	95	10	12.16	147.86
7	MS	75	95	20	-2.16	4.66
8	MW	50	90	40	17.84	318.26
9	MNI	65	80	15	7.16	51.26
10	NA	70	90	20	-2.16	4.66
11	NA	70	85	15	7.16	51.26
12	NH	65	85	20	-2.16	4.66
13	PA	75	95	20	-2.16	4.66
14	PS	60	85	15	7.16	51.26
15	RA	70	80	10	12.16	147.86
16	RA	70	85	15	7.16	51.26
17	RL	70	80	10	12.16	147.86
18	RS	70	80	10	12.16	147.86
19	RC	45	80	35	12.84	164.86
20	RA	55	80	25	2.84	8.06
21	SK	70	85	15	7.16	51.26
22	SB	35	75	40	17.84	318.26
23	SA	75	90	15	7.16	51.26
24	SR	25	75	50	27.84	775.06
25	TP	30	75	45	22.84	521.66
26	WH	90	95	5	17.16	294.46
27	WS	70	85	15	7.16	51.26
28	YS	40	75	35	12.84	164.86
29	YW	70	90	20	-2.16	4.66
30	ZT	70	95	25	2.84	8.06
	Total N	1895/30	2575/30	665/30	262.84/30	4.233.7/30
	Mean	M=63.16	M=85.83	MD=22.16	MD=8.76	∑D=141.12

Based on explanation above, it can be concluded that the mean score

of the second cycle first meeting had improved than first cycle in the first test.

The mean score in first test was 62.97. It included into enough categories and mean score in second test was 85.83. This mean score was categorized into very good category. It can be looked also from the chart below:

Chart 3. The Comparison Mean Score Between First Test and Second Test (First Cycle and Second Cycle)
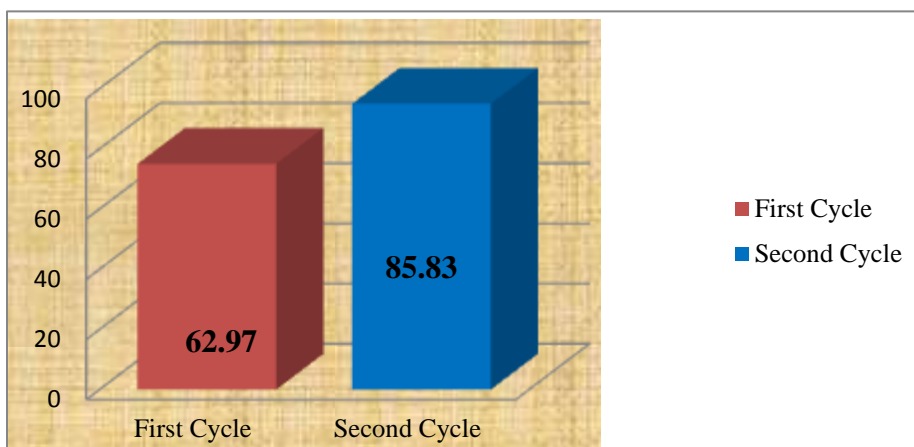
Table 17.The Comparative result of the action

Indicator	Cycle I		Cycle II		Total of students
	Meeting		Meeting		
	1	2	3	4	
CONTENT	14.66	17.5	18.00	19.16	30
ORGANIZATION	13.16	16.66	17.00	18.16	30
GRAMMATICAL FUNCTION	12.66	14.00	14.66	16.16	30
GRAMATICAL STRUCTURE	11.83	13.00	15.66	17.02	30
GRAMATICAL LANGUAGE	10.66	12.5	14.83	15.33	30
Mean Score	62.97	73.16	80.15	85.83	30
Percentage	20%	76.66%	73.33%	100%	

So from the table above, show that the result compare in every action from cycle 1 to cycle 2.

D. The Percentage of Students the Complete in Study at Cycle I up to Cycle II

In this part is percentages how many persen students who get passed score up 75 the KKM(KetentuanKetuntasan Minimal)

Cycle I

1. First Meeting

   The total of students who get the points up 75 = 6

   The total number of students do the test = 30

   $P = \frac{R}{T} = \frac{6}{30}$X100% =20%

2. Second Meeting

   The total of students who get the points up 75 = 23

   The total number of students do the test = 30

   $P = \frac{R}{T} = \frac{23}{30}$X100% = 76.66%

Cycle II

1. Third Meeting

   The total of students who get the points up 75 = 22

   The total number of students do the test = 30

   $P = \frac{R}{T} = \frac{22}{30}$X100% =73.33%

2. Fourth Meeting

The total of students who get the points up 75 = 30

The total number of students do the test = 30

$$P = \frac{R}{T} = \frac{23}{30}X100\% = 100\%$$

From the explain above the percentages= in first meeting in cycle I is 20% the students get the KKM was 6 and students not passed was 24. In the second meeting with percentage 76.66% the students get passed was 23. In the second cycle in third meeting is 73.33% the students passed was 22 students and the last meeting is 100% the students passed was 30 students.

E. The Discussion

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. It also discussed with the theory that has been started by the researcher. The first, the research by Suryo, he concluded that in the teaching of writing was improved by use mind mapping. It is provide by more precise in writing. He found the score the result of the paired sample t-test, paired experimental group was 16.51 with standard deviation of 10.29 and t-obtained was 9.22 at the significant level of 0.05 and the degree of value of t-table for two tailed was 2.0.[1]

The second, the Frangelina Salem's research, she found that the value in the t-test was 60.58 and the students' mean score in the post-test 1 is 70.81

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[1]Suryo, *"The Use of Mid Mapping Strategy in the Teaching of Writing SMA N 3 Bengkulu"*, Journal of Humanities and Social Science,(http:ijhssnet.com,Indonesia. accessed on November, 2015 at 8.30 p.m).

and then the students' mean score in the post-test 2 is 78.60, which the last mean score is higher than KKM which is 75.00.[2] So Mind mapping technique could improve the students' writing descriptive text.

The third, Kamelia's Journal, she concluded that the use of mind mapping is significance as it helps to improve students writing ability. The result of the journal in the pre-test of experiment class was 68.26 and in the post-test was 85.40.[3]

The fourth, Dewi Eka Sukma's journal, she concluded that mind mapping picture could to improve the students' writing skill. As the result of score in test 1 was 60.38 then the result of test 2 was 71.13 and then the result of the test 3 was 77.50, it could be seen that there were improvement in students' writing.[4]

The last, N.H Lukmono's journal, he found the value was 52.87 in the pre-test and 62.66 in the post-test 1 and then in the post-test 2 it was 75.56, which the last mean score is higher than KKM which is 75.00.[5] So, that using

[2]F.P Salem, *"Improving Students' Writing descriptive Text Using Mind Mapping Technique Strategy",* International Jurnal of Research Granthaalayah, vol. 5 (Iss.12), 2017 (http:www.granthaalayah.com, Accessed on 15 July 2019, at 11.00 am).

[3]Kamelia, *"The Use of Mind Mapping on Improving Students' Writing Ability at Tenth Grade of SMAN 7 Kota Tangerang"* Jurnal Penelitian dan KaryaIlmiah, Vol. 18 No 2, 2018. (http: www.ejournal.unis.ac.id, Accessed on 15 July 2019, at 11.00 a.m.

[4]D.E. Sukma, *"The Use of Mind Mapping Picture to Improve Students' Writing Skill of Descriptive Text at Grade VIII of SMP S Johan Sentosa",* Jurnal Pendidikan, Vol. 10 No.2, 2018 (http:www.download.garuda.ristekdikti.go.id, Accessed on 15 July 2019, at 10.30 a.m)

[5] N.H Lukmono, *"Improving Students' Writing Descriptive Text Using Mind Mapping Technique",* Jurnal Mahasiswa, 2017 (http:www.jurnal-mahasiswa.unisri.ac.id, Accessed on 15 July 2019,at 10.00 a.m)

mind mapping technique could to improve the students' writing descriptive text.

Based on the explanation above, mind mapping technique is very good technique to teach writing in text. The researcher found of using mind mapping technique were higher in every research. In the research, the researcher found was 62.97 in the first meeting cycle I, in the second meeting was 73.16 and then in the cycle II for the third meeting the score was 80.15, in the last meeting the score was 85.83. It means the research is better to use mind mapping technique to improve students' writing descriptive text.

F. The Threat of the Research

In this research, the researcher believed that there were many threats of the writer. It started from the titled until the technique of analyzed data, so the researcher know that was is so far from excillence the thesis.

On doing the interview, there were the threats of time, because the subject of this research had many activities. So researcher has difficulties to found the real condition of the improving students'ability in writing descriptive text in SMA N I Angkola Selatan. Finnaly this thesis has been done because they helped from the entrie advisors, headmaster and english teacher.

CHAPTER V

CONCLUSIOAND SUGGESTION

In this chapter, the researcher presents three parts. Those are Conclusion, implication and suggestion. Each part is described as follows:

A. Conclusions

Based on the accounting result of the research, so the conclusion that mind mapping technique could to improved students writing ability in descriptive text at SMA N I Angkola Selatan. Because in the cycle I in first meeting was get score 67.89 and second meeting was 74.33 and then in cycle II in third meeting was 80.15 and the fourth meeting was 85.83.

So from conclusion above that mind mapping could improved students' ability in writing descriptive text at SMA N 1 Angkola Selatan.

B. Suggestions

After conveying the conclusion and implication, the researcher has suggestion for English teacher, further researcher and the students.

1. English Teacher

Using mind mapping in writing process, it can help the English teachers to vary their way of teaching English to attract students' attention to the lesson.

2. Further Researcher

      Further researcher are recommended to use mind mapping with different ways to see how far its effectiveness in improving writing ability. They can conduct the researches with other genre of texts.

3. English Student

      Through mind mapping, the students can solve their difficulties in learning writing descriptive text. It also improves students' ability, motivation and attention.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA N 1 Angkola Selatan

Kelas/Semester   : X (Sepuluh)

Subjek   : English

Skill   : Writing

Duration   : 2x40 Menit (Pertemuan 1)

A. Kompetensi Inti

1.KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya

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

3.KI 3:Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, sesuai dengan bidang dan lingkup kajian/kerja spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

4.KI 4:Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja bidang bahasa inggris, menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan diri yang spesifik di bawah pengawasan langsung.

B. **KompetensiDasar**

1. KD pada KI pengetahuan

   3.4 Menganalisifungsi social, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

2. KD pada KI keterampilan

   4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sedrhana, terkait orang, benda, dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks

C. **TujuanPembelajaran**

   Pada akhir pembelajaran, siswa dapat mengungkapkan makna dalam:

   a. Menulis teks sesuai dengan content, organization, grammatical function, generic structure, grammatical langguage dalam bentuk teks deskriptif.

D. **Karakter siswa yang diharapkan:**

   Dapat dipercaya *(Trustworthhiness)*

   Rasa hormat dan perhatian *(Respect)*

   Tekun *(Diligence)*

E. MateriPembelajaran

Menulis Descriptive text.

F. MetodePembelajaran

-Mind mapping

Langkah-langkah pembelajaran mind mapping technique

a. Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.

b. Draw a picture in the middle of the page that sums up your main subject. The picture represents your main topic.

c. Draw some thick curved. Connected lines coming away from the picture in the middle of the page. One for each of the main ideas you have about your subject. The central branches represent your main sub-topic.

d. Name each of these ideas and, if you want, draw a little picture of each branch. This uses both sides of the brain. Words are underlined throughout a mind map. This is because they are key words, and the underlying, as in normal notes, shows their importance.

e. From each of these ideas, you can draw others connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. These additional branches represent the details.

f. After finish to do mind map next to make a paragraph by mind map.

-PP (Presentation, Practice).

G. Langkah-langkah Kegiatan

No	Aktifitas Guru	Aktifitas Siswa
1	**Kegiatan Awal** a. Guru membuka kelas denga mengucapkan salam, da mempersilahkan siswa untu membaca do'a sesuai agam masng-masing. b. Guru mengabsen siswa c. Guru bertanya kepada siswa d. Guru menjelaskan tujua pembelajaran yang aka dicapai.	e. Siswa memberikan salam dan berdo'a sesuai dengan kepercayaan masing-masing. f. Siswa mendengarkan guru mengabsen. g. Siswa menjawab pertanyaan guru tentang materi yang berkaitan. h. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
2	**KegiatanInti**	
	a. Persentasi	**a. Kegiatan Belajar Siswa**
	1. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari. 2. Guru mengaplikasikan langkah-langkah pembelajaran dari metode mind mapping technique	1. Siswa mendengarkan penjelasan dari guru dengan penuh perhatian. 2. Siswa mengaplikasikan metode mind mapping technique ,yaitu: a. (Use a blank sheet of unlined paper and some crayon). Siswa mempersiapkan

		kepada siswa,yaitu:	kertas dan pensil
		a. (Use a blank sheet of unlined paper and some crayon). Guru menyuruh murid untuk menyiapkan lembar kertas kosong dan beberapa crayon.	warna.
			b. (Draw a picture in the middle of the page). Siswa mulai menggambar dengan topic yang diberikan guru "My School" tepat ditengah-tengah kertas kosong.
		b. (Draw a picture in the middle of the page). Guru menyuruh siswa untuk mengikuti langkah-langkanya dengan menggambarkan topic mind mappingnya tepat ditengah-tengah kertas kosong tersebut.	c. (Draw some thick curved). Siswa menggambar garis-garis tebal berasal dari arah gambar yang ada ditengah-tengah kertas.
		c. (Draw some thick curved). Guru menggambarkan garis-garis tebal yang berasal dari arah gambar yang ditengah-tengah kertas.	d. (Name each of these ideas and, if you want, draw a little picture of each branch). Siswa membuat kata-kata kunci atau kata yang menerangkan gambar diujung garis tebal tersebut.
		d. (Name each of these ideas and, if you want, draw a little picture of	e. (From each of these ideas, you can draw

		each branch). Guru membuat kata-kata kunci diujung garis tebal guna untuk menggambarkan gambar yang ada ditengah kertas.	others connected lines spreading like the branches of a tree. Add your thoughts on each of these ideas).
		e. (From of these ideas, you can draw others connected lines spreading like the branches of a tree. Add your thoughts on each of these ideas). Guru membuat contoh mind mapping dengan garis-garis yang lainnya seperti merambat membentang atau menjalar seperti cabang atau ranting pohon. Kemudian menambahkan kata kunci diujung garis-garis tersebut. f. (After finish to do mind map next to	Siswa bisa menggambarkan garis-garis yang lainnya seperti merambat, membentang, menjalar seperti cabang-cabang atau ranting pohon. kemudian menambahkan masing-masing kata kunci. f. (After finish to do mind map next to make a paragraph). Siswa membuat sebuah paragraph berdasarkan mind mapping yang digambarkan. g. Guru dan siswa bersama-sama mengoreksi hasil tugas siswa.

		make a paragraph). Setelah guru selesai menggambarkan mind mapping guru dan siswa membuat contoh paragraph singkat yang berdasarkan mind mapping tersebut. g. Guru dan siswa sama-sama mengoreksi hasil tugas siswa.	
	b. Praktek		**b.Praktek**
	a. Guru memberikan soal aktivitas sesuai materi tentang "My School" dengan petunjuk soal sebagai berikut: "Write a paragraph about school base on mind mapping above" b. Guru memberikan alokasi waktu kemudian guru dan siswa bersama-sama mengoreksi hasil test.		a. Siswa mengerjakan soal test yang diberikan guru dengan membuat paragraph berdasarkan mind mapping yang tersedia. b. Siswa dan guru bersama-sama untuk mengoreksi hasil test.
3	**KegiatanPenutup** a. Guru dan siswa bersama-sama menyimpulkan pelajaran. b. Guru mengumpulkan soal yang dikerjakan siswa.		

	c. Guru menanyakan kesulitan siswa ketika menjawab soal
	d. Guru memberikan feedback atas kesulitan yang dihadapi siswa.
	e. Guru menyampaikan sekilas kegiatan di pertemuan selanjutnya.
	f. Siswa member salam kepada guru.

H. Peralatan

Picture Mind Mapping

I. Sumber

1. Relevant Book
2. Buzan, T. Mind Maps for Kids. Jakarta:PT.Gramedia Pustaka Umum
3. Internet.

J. Penilaian

Teknik Penilaian	Bentuk Test	Instrument Soal
Writing test	Essay test	1. Attention to the mind mapping about school and then make to a paragraph.

Indicators	Score	Criteria
Content	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Organization	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
	20	Very good to excellent
Grammatical function	15	Average to good

	10	Poor to pair
	5	Very poor
Generic structure	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical Language	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor

RUMUS = $\underline{\text{Skor tertinngi x jumlah indicator x 100}}$ = 100

total skor

$\underline{\text{25 x 5 x 100}}$ = 100

100

Angkola Selatan.   /   /2019

ENGLISH TEACHER   RESEARCHER

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APPENDIX 2

Cycle I (First Meeting)

Name:

Class:

Instructions

1. Write your name before
2. If any not understand ask the teacher
3. Work in pairs (chair mate)

    A.   **Attention to the mind mapping school. Write a paragraph base on the mind mapping !**

APPENDIX 3

SIKLUS I (CYCLE I)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA N 1 Angkola Selatan

Kelas/Semester   : X (Sepuluh)

Subjek   : English

Aspect/Skill/Topik : Writing

Duration   : 2x40 menit (pertemuan II)

K. Kompetensi Inti

1.KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya

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

3.KI 3:Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, sesuai dengan bidang dan lingkup kajian/kerja spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

4.KI 4:Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja bidang bahasa inggris, menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan diri yang spesifik di bawah pengawasan langsung.

L. Kompetensi Dasar

1. KD pada KI pengetahuan

   3.4 Menganalisi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dsn tempat sesuai dengan konteks penggunaannya.

2. KD pada KI keterampilan

   4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sedrhana, terkait orang, benda, dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks

M. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengungkapkan makna dalam:

   b. Menulis teks sesuai dengan grammar, vocabulary, mechanic, fluency, and form (organization) dalam bentuk teks deskriptif.

N. Karakter siswa yang diharapkan:

Dapat dipercaya *(Trustworthhiness)*

Rasa hormat dan perhatian *(Respect)*

Tekun *(Diligence)*

O. Materi Pembelajaran

Menulis Descriptive text.

P. Metode Pembelajaran

-Mind mapping

Langkah-langkah pembelajaran mind mapping technique

g. Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.

h. Draw a picture in the middle of the page that sums up your main subject. The picture represents your main topic.

i. Draw some thick curved. Connected lines coming away from the picture in the middle of the page. One for each of the main ideas you have about your subject. The central branches represent your main sub-topic.

j. Name each of these ideas and, if you want, draw a little picture of each branch. This uses both sides of the brain. Words are underlined throughout a mind map. This is because they are key words, and the underlying, as in normal notes, shows their importance.

k. From each of these ideas, you can draw others connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. These additional branches represent the details.

l. After finish to do mind map next to make a paragraph by mind map.

-PP (Presentation, Practice)

Q. Langkah-langkah Kegiatan

No	Aktifitas Guru	AktifitasSiswa
1	**KegiatanAwal** a. Guru membuka kelas denga mengucapkan salam, da mempersilahkan siswa untu membaca do'a belajar sesua agama masing-masing. b. Guru mengabsensisa c. Guru bertanya kepada siswa d. Guru menjelaskan tujua pembelajaran yang aka dicapai.	i. Siswa memberikan salam dan berdo'a sesuai dengan kepercayaan masing-masing. j. Siswa mendengarkan guru mengabsen. k. Siswa menjawab pertanyaan guru tentang materi yang berkaitan. l. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
2	**Kegiatan Inti**	
	b. Persentasi	**c. Kegiatan Belajar Siswa**
	3. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari. 4. Guru mengaplikasikan langkah-langkah pembelajaran dari metode mind mapping technique kepada siswa,yaitu: h. (Use a blank sheet of unlined paper and some	3. Siswa mendengarkan penjelasan dari guru dengan penuh perhatian. 4. Siswa mengaplikasikan metode mind mapping technique ,yaitu: h. (Use a blank sheet of unlined paper and some crayon). Siswa mempersiapkan kertas dan pensilwarna.

| | | crayon).Guru menyuruh siswa untuk menyiapkan lembar kertas kosong dan beberapa crayon. | i. (Draw a picture in the middle of the page). Siswa mulai menggambar dengan topic yang diberikan guru "a. My House, b. My Bedroom, c. My Family, d. My Village "tepat ditengah-tengah kertas kosong. |

i. (Draw a picture in the middle of the page). Guru menyuruh siswa untuk mengikuti langkah-langkahnya dengan menggambarkan topic mind mapping tepat ditengah-tengah kertas kosong tersebut.

j. (Draw some thick curved). Guru menggambarkan garis-garis tebal yang berasal dari arah gambar yang ditengah-tengahkertas.

k. (Name each of these ideas and, if you want, draw a little picture of each branch). Guru membuat kata-kata kunci diujung garis tebal guna untuk menggambarkan gambar yang ada ditengah kertas.

l. (From each of these ideas, you can draw others connected lines spreading

j. (Draw some thick curved). Siswa menggambar garis-garis tebal berasal dari arah gambar yang ada ditengah-tengah kertas.

k. (Name each of these ideas and, if you want, draw a little picture of each branch). Siswa membuat kata-kata kunci atau kata yang menerangkan gambar diujung garis tebal tersebut.

l. (From each of these ideas, you can draw others connected lines

		like the branches of a tree. Add your thoughts on each of these ideas).	spreading like the branches of a tree. Add your thoughts on each of these ideas).Siswa bisa menggambarkan garis-garis yang lainnya seperti merambat, membentang, menjalar seperticabang-cabang atau ranting pohon. kemudian menambahkan masing-masing kata kunci.
		Guru membuat contoh mind mapping dengan garis-garis yang lainnya seperti merambat membentang ataumenjalarseperti cabang atau ranting pohon.Kemudian menambahkan kata kunci diujung garis-garis tersebut.	
		m. (After finish to do mind map next to make a paragraph).	m. (After finish to do mind map next to make a paragraph).
		Setelah guru selesai menggambarkan mind mapping guru dan siswa membuat contoh paragraph singkat yang berdasarkan mind mapping tersebut.	Siswa membuat sebuah paragraph berdasarkan mind mapping yang digambarkan.
		n. Guru dan siswa sama-sama mengoreksi hasil tugas siswa.	n. Guru dan siswa bersama-sama mengoreksi hasil tugas siswa.
	d. Praktek		**b.Praktek**
		c. Guru memberikan soal aktivitas dengan beberapa judul soal	c. Siswa mengerjakan soal test yang diberikan guru sesuai judul pilihan

		yang akan dipilih oleh massing-masingsiswa, dengan petunjuk soal sebagai berikut: "Choose one of the titles below then draw a mind mapping ,and then make a paragraph about it" a. My House b. My bedroom c. My Family d. My Village d. Guru memberikan alokasi waktu kemudian guru dan siswa bersama-sama mengoreksi hasil test.	siswa,kemudian siswa menggambarkan mind mappingnya serta membuat paragraph descriptive text berdasarkan mind mapping tersebut. d. Siswadan guru bersama-sama untuk mengoreksi hasil test.
3	**Kegiatan Penutup** g. Guru dan siswa bersama-sama menyimpulkan pelajaran. h. Guru mengumpulkan soal yang dikerjakan siswa. i. Guru menanyakan kesulitan siswa ketika menjawab soal j. Guru memberikan feedback atas kesulitan yang dihadapi siswa. k. Guru menyampaikan sekilas kegiatan di pertemuan selanjutnya. l. Siswa member salam kepada guru.		

R. Peralatan

Picture Mind Mapping.

S. Sumber

4. Relevant Book

5. Buzan, T. Mind Maps for Kids. Jakarta:PT.Gramedia Pustaka Umum

6. Internet

T. Question

Task1. Choose one of the titles below then draw a mind mapping,and then make a paragraph about it.

a. **My House**

b. **My bedroom**

c. **My Family**

d. **My Village**

U. Penilaian

Teknik Penilaian	Bentuk Test	Instrument Soal

Writing test	Essay test	1. Choose one of the titles below then draw a mind mapping, and then make a paragraph about it.
		  a. My House
		  b. My bedroom
		  c. My Family
		  d. My Village

Indicators	Score	Criteria
Content	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Organization	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical function	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Generic structure	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical Language	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor

RUMUS = $\dfrac{\text{Skor tertinngix jumlah indicator x 100}}{\text{total skor}} = 100$

$$\dfrac{25 \times 5 \times 100}{100} = 100$$

APPENDIX 4

Cycle I (Second Meeting)

Name:

Class:

Instructions

1. Write your name before
2. If any not understand ask the teacher
3. Work individual test (self)

    B. Choose one of the titles below then draw a mind mapping, and then make a paragraph about it.
- a. **My House**
- b. **My bedroom**
- c. **My Family**
- d. **My Village**

APPENDIX 5

SIKLUS II (CYCLE II)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA N 1 Angkola Selatan

Kelas/Semester   : X (Sepuluh)

Subjek   : English

Aspect/Skill/Topik : Writing

Duration   : 2x40 menit (pertemuan III)

V. Kompetensi Inti

1.KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya

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

3.KI 3:Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, sesuai dengan bidang dan lingkup kajian/kerja spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

4.KI 4:Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja bidang bahasa inggris, menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan diri yang spesifik di bawah pengawasan langsung.

W. Kompetensi Dasar

1. KD pada KI pengetahuan

   3.4 Menganalisi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dsn tempat sesuai dengan konteks penggunaannya.

2. KD pada KI keterampilan

   4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sedrhana, terkait orang, benda, dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks

X. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengungkapkan makna dalam:

   c. Menulis teks sesuai dengan grammar, vocabulary, mechanic,fluency, and form (organization) dalam bentuk teks deskriptif.

Y. Karakter siswa yang diharapkan:
Dapat dipercaya *(Trustworthhiness)*

Rasa hormat dan perhatian *(Respect)*

Tekun *(Diligence)*

Z. Materi Pembelajaran

Menulis Descriptive text.

AA.   **Metode Pembelajaran**

-Mind mapping

Langkah-langkah pembelajaran mind mapping technique

m. Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.

n. Draw a picture in the middle of the page that sums up your main subject. The picture represents your main topic.

o. Draw some thick curved. Connected lines coming away from the picture in the middle of the page. One for each of the main ideas you have about your subject. The central branches represent your main sub-topic.

p. Name each of these ideas and, if you want, draw a little picture of each branch. This uses both sides of the brain. Words are underlined throughout a mind map. This is because they are key words, and the underlying, as in normal notes, shows their importance.

q. From each of these ideas, you can draw others connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. These additional branches represent the details.

r. After finish to do mind map next to make a paragraph by mind map.

-PP (Presentation, Practice)

BB.   **Langkah-langkah Kegiatan**

No	Aktifitas Guru	Aktifitas Siswa
1	**KegiatanAwal**	
	e. Guru membuka kelas denga mengucapkan salam, da mempersilahkan siswa untu membaca do'a belajar sesu agama masing-masing. f. Guru mengabsensi g. Guru bertanya kepadasiswa h. Guru menjelaskan tujua pembelajaran yang aka dicapai.	m. Siswa memberikan salam dan berdo'a sesuai dengan kepercayaan masing-masing. n. Siswa mendengarkan guru mengabsen. o. Siswa menjawab pertanyaan guru tentang materi yang berkaitan. p. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
2	**Kegiatan Inti**	
	c. Persentasi	**e. Kegiatan BelajarSiswa**
	5. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari. 6. Guru mengaplikasikan langkah-langkah pembelajaran dari metode mind mapping technique kepada siswa,yaitu:	5. Siswa mendengarkan penjelasan dari guru dengan penuh perhatian. 6. Siswa mengaplikasikan metode mind mapping technique ,yaitu: o. (Use a blank sheet of unlined paper and some crayon). Siswa mempersiapkan

o. (Use a blank sheet of unlined paper and some crayon). Guru menyuruh murid untuk menyiapkan lembar kertas kosong dan beberapa crayon. p. (Draw a picture in the middle of the page). Guru menyuru siswa untuk mengikuti langkah-langkanya dengan menggambarkan topic mind mappingnya tepat ditengah-tengah kertas kosong tersebut. q. (Draw some thick curved). Guru menggambarkan garis-garis tebal yang berasal dari arah gambar yang ditengah-tengah kertas. r. (Name each of these ideas and, if you want, draw a little picture of each branch). Guru membuat kata-kata	kertas dan pensil warna. p. (Draw a picture in the middle of the page). Siswa mulai menggambar dengan topic yang diberikan guru "Lionel Messi"tepat ditengah-tengah kertas kosong. q. (Draw some thick curved). Siswa menggam bargaris-garis tebal berasal dari arah gambar yang ada ditengah-tengah kertas. r. (Name each of these ideas and, if you want, draw a little picture of each branch). Siswa membuat kata-kata kunci atau kata yang menerangkan gambar diujung garis tebal tersebut.

		kunci diujung garis tebal guna untuk menggambar kangambar yang ada ditengah kertas.	s.	(From each of these ideas, you can draw others connected lines spreading like the branches of a tree. Add your thoughts on each of these ideas).
	s.	(From each of these ideas, you can draw others connected lines spreading like the branches of a tree. Add your thoughts on each of these ideas).		Siswa bisa menggambarkan garis-garis yang lainnya seperti merambat, membentang, menjalar seperti cabang-cabang atau ranting pohon. kemudian menambahkan masing-masing kata kunci.
		Guru membuat contoh mind mapping dengan garis-garis yang lainnya seperti merambat membentang atau menjala rseperti cabang atau ranting pohon.Kemudian menambahkan kata kunci diujung garis-garis tersebut.		
	t.	(After finish to do mind map next to make a paragraph).	t.	(After finish to do mind map next to make a paragraph).
		Setelah guru selesai menggambarka mind mapping guru dan siswa		Siswa membuat sebuah paragraph berdasarkan mind mapping yang digambarkan.

		membuat contoh paragraph singkat yang berdasarkan mind mapping tersebut.	u. Guru dan siswa bersama-sama mengoreksi hasil tugas siswa.
		u. Guru dan siswa sama-sama mengoreksi hasil tugas siswa.	
	f. Praktek		**b.Praktek**
		e. Guru memberikan soal aktivitas sesuai materi tentang "Pasha Ungu" dengan petunjuk soal sebagai berikut: "Complete the unfinished text about Lionel Messi base on your ideas"	e. Siswa mengerjakan soal test yang diberikan guru dengan membuat paragraph berdasarkan mind mapping yang tersedia.
		f. Guru memberikan alokasi waktu kemudian guru dan siswabersama-samamengoreksihasil test.	f. Siswa dan guru bersama-sama untuk mengoreksi hasil test.
3	**KegiatanPenutup**		
	m. Guru dan siswa bersama-sama menyimpulkan pelajaran.		
	n. Guru mengumpulkan soal yang dikerjakansiswa.		
	o. Guru menanyakan kesulitan siswa ketika menjawab soal		
	p. Guru memberikan feedback atas kesulitan yang dihadap isiswa.		
	q. Guru menyampaikan sekilas kegiatan di pertemuan selanjutnya.		

	r. Siswa member salam kepada guru.

CC.   Peralatan

Picture Mind Mapping.

DD.   Sumber

7. Relevant Book

8. Buzan, T. Mind Maps for Kids. Jakarta:PT.Gramedia Pustaka Umum

9. Internet

EE.   Question

Task 1. Complete the unfinished text below with your own ideas.

Lionel Messi

I have a favorite athlete. His name is Lionel Andrea Messi. everybody calls him Messi. He was born on 24 June 1987 in Rosario, Argentina. He is football player._____

_____

_____.

FF.Penilaian

Teknik Penilaian	Bentuk Test	Instrument Soal
Writing test	Essay test	1. Complete the unfinished text below with your own ideas.

Indicators	Score	Criteria
Content	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Organization	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical function	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Generic structure	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical Language	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor

APPENDIX 6

Cycle II (Third Meeting)

Name:

Class:

Instructions

1. Write your name before
2. If any not understand ask the teacher
3. Work individual test (self)

C. Attentions to the mind mapping Lionel Messi below, and complete the unfinished text with your own ideas.

Lionel Messi

I have a favorite athlete. His name is Lionel Andrea Messi. Everybody calls him Messi. He was born on 24 June 1987 in Rosario, Argentina. He is football player.

_____

_____

_____

_____ .

APPENDIX 7

SIKLUS II (CYCLE II)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA N 1 Angkola Selatan

Kelas/Semester   : X (Sepuluh)

Subjek   : English

Aspect/Skill/Topik   : Writing

Duration   : 2x40 menit (pertemuan IV)

GG.   Standar Kompetensi

1.KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya

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

3.KI 3:Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, sesuai dengan bidang dan lingkup kajian/kerja spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

4.KI 4:Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja bidang bahasa inggris, menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan diri yang spesifik di bawah pengawasan langsung.

HH.   Kompetensi Dasar

1. KD pada KI pengetahuan

    3.4 Menganalisi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dsn tempat sesuai dengan konteks penggunaannya.

2. KD pada KI keterampilan

    4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sedrhana, terkait orang, benda, dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks

II. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengungkapkan makna dalam:

    d. Menulis teks sesuai dengan grammar, vocabulary, mechanic,fluency, and form (organization) dalam bentuk teks deskriptif.

JJ. Karakter siswa yang diharapkan:
Dapat dipercaya *(Trustworthhiness)*

Rasa hormat dan perhatian *(Respect)*

Tekun *(Diligence)*

KK.   Materi Pembelajaran

Menulis Descriptive text.

LL.   Metode Pembelajaran

-Mind mapping

Langkah langkah pembelajaran mind mapping technique

s. Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.

t. Draw a picture in the middle of the page that sums up your main subject. The picture represents your main topic.

u. Draw some thick curved. Connected lines coming away from the picture in the middle of the page. One for each of the main ideas you have about your subject. The central branches represent your main sub-topic.

v. Name each of these ideas and, if you want, draw a little picture of each branch. This uses both sides of the brain. Words are underlined throughout a mind map. This is because they are key words, and the underlying, as in normal notes, shows their importance.

w. From each of these ideas, you can draw others connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. These additional branches represent the details.

x. After finish to do mind map next to make a paragraph by mind map.

-PP (Presentation, Practice)

MM.   Langkah-langkah Kegiatan

No	Aktifitas Guru	Aktifitas Siswa
1	**Kegiatan Awal** i. Guru membuka kelas denga mengucapkan salam, da mempersilahkan siswa untu membaca do'a belajar sesua agama masing-masing. j. Guru mengabsen sisa k. Guru bertanya kepada siswa l. Guru menjelaskan tujua pembelajaran yang aka dicapai.	q. Siswa memberikan salam dan berdo'a sesuai dengan kepercayaan masing-masing. r. Siswa mendengarkan guru mengabsen. s. Siswa menjawab pertanyaan guru tentang materi yang berkaitan. t. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
2	**Kegiatan Inti**	
	d. Persentasi	**g. Kegiatan Belajar Siswa**
	7. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari. 8. Guru mengaplikasikan langkah-langkah pembelajaran dari metode mind mapping technique kepada siswa,yaitu: v. (Use a blank sheet of unlined paper and some	7. Siswa mendengarkan penjelasan dari guru dengan penuh perhatian. 8. Siswa mengaplikasikan metode mind mapping technique ,yaitu: v. (Use a blank sheet of unlined paper and some crayon). Siswa mempersiapkan kertas dan pensil warna.

crayon). Guru menyuruh murid untuk menyiapkan lembar kertas kosong dan beberapa crayon.

w. (Draw a picture in the middle of the page).
Guru menyuru siswa untuk mengikuti langkah-langkanya dengan menggambarkan topic mind mappingnya tepat ditengah-tengah kertas kosong tersebut.

x. (Draw some thick curved).
Guru menggambarkan garis-garis tebal yang berasal dari arah gambar yang ditengah-tengah kertas.

y. (Name each of these ideas and, if you want, draw a little picture of each branch).
Guru membuat kata-kata kunci diujung garis tebal guna untuk menggambarkan gambar yang ada ditengah kertas.

z. (From each of these ideas, you can draw others connected lines spreading

w. (Draw a picture in the middle of the page). Siswa mulai menggambar dengan topic yang diberikan guru "My Hero" tepat ditengah-tengah kertas kosong.

x. (Draw some thick curved).
Siswa menggambar garis-garis tebal berasal dari arah gambar yang ada ditengah-tengah kertas.

y. (Name each of these ideas and, if you want, draw a little picture of each branch).
Siswa membuat kata-kata kunci atau kata yang menerangkan gambar diujung garis tebal tersebut.

z. (From each of these ideas, you can draw others connected lines spreading like the branches of a tree. Add

		like the branches of a tree. Add your thoughts on each of these ideas). Guru membuat contoh mind mapping dengan garis-garis yang lainnya seperti merambat membentang atau menjalar seperti cabang atau ranting pohon.Kemudian menambahkan kata kunci diujung garis-garis tersebut. aa. (After finish to do mind map next to make a paragraph). Setelah guru selesai menggambarka mind mapping guru dan siswa membuat contoh paragraph singkat yang berdasarkan mind mapping tersebut. bb. Guru dan siswa sama-sama mengoreksi hasil tugas siswa.	your thoughts on each of these ideas). Siswa bisa menggambarkan garis-garis yang lainnya seperti merambat, membentang, menjalar seperti cabang-cabang atau ranting pohon. kemudian menambahkan masing-masing kata kunci. aa. (After finish to do mind map next to make a paragraph). Siswa membuat sebuah paragraph berdasarkan mind mapping yang digambarkan. bb. Guru dan siswa bersama-sama mengoreksi hasil tugas siswa.
	h. Praktek		**b.Praktek**
	g. Guru memberikan soal aktivitas sesuai materi tentang "My Hero"		g. Siswa mengerjakan soal test yang diberikan guru dengan membuat

		dengan petunjuk soal sebagai berikut: "Draw mind mapping about your parent and a title My Hero,and draw with your favorite colour after that make a paragraph about it". h. Guru memberikan alokasi waktu kemudian guru dan siswa bersama-sama mengoreksi hasil test.	paragraph berdasarkan mind mapping yang tersedia. h. Siswa dan guru bersama-sama untuk mengoreksi hasil test.
3	**Kegiatan Penutup** s. Guru dan siswa bersama-sama menyimpulkan pelajaran. t. Guru mengumpulkan soal yang dikerjakan siswa. u. Guru menanyakan kesulitan siswa ketika menjawab sol v. Guru memberikan feedback atas kesulitan yang dihadapi siswa. w. Guru menyampaikan sekilas kegiatan di pertemuan selanjutnya. x. Siswa member salam kepada guru.		

NN. **Peralatan**

Picture Mind Mapping

OO. **Sumber**

10. Relevant Book

11. Buzan, T. Mind Maps for Kids. Jakarta:PT.Gramedia Pustaka Umum

12. Internet

PP.Question

Task1. Draw mind mapping about your parent make a title " My Hero" and draw with your favorite color after that make a paragraph about it.

QQ.   Penilaian

Teknik Penilaian	Bentuk Test	Instrument Soal
Writing test	Essay test	1. Draw mind mapping about your parent make a title " My Hero" and draw with your favorite color after that make a paragraph about it.

Indicators	Score	Criteria
Content	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Organization	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical function	20	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Generic structure	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor
Grammatical Language	10	Very good to excellent
	15	Average to good
	10	Poor to pair
	5	Very poor

APPENDIX 8

Cycle II (Fourth Meeting)

Name:

Class:

Instructions

1. Write your name before
2. If any not understand ask the teacher
3. Work individual test (self)
4. Prepare grabble color

D. Draw mind mapping about your parent make a title "My Hero", and draw with your favorite color after that make a paragraph about it.

Padangsidimpuan,   2018
Mengetahui
Validator

Yusraini, S.Pd
NIP. 19810814 200502 2 003

APPENDIX 9

Students writing ability score in first meeting cycle I

No.	Student name	Gender	Cycle 1 meeting 1 Criteria					Total
			C	O	G	G	G	
1.	AS	L	20	15	10	20	15	80
2.	ASS	L	20	20	15	10	10	75
3.	AW	P	15	15	15	15	10	70
4.	ASH	L	10	15	5	5	5	40
5.	FA	P	20	15	15	15	5	60
6.	HN	L	15	10	20	20	20	85
7.	MS	P	15	15	15	15	15	75
8.	MW	P	10	10	15	10	5	50
9.	MNI	L	15	15	15	10	10	65
10.	NA	P	15	15	15	15	10	70
11.	NA	P	15	15	10	15	15	70
12.	NH	P	15	10	15	15	10	65
13.	PA	P	15	15	15	15	15	75
14.	PS	P	15	15	10	10	10	60
15.	RA	L	15	15	15	15	10	70
16.	RA	L	15	10	15	15	15	70
17.	RL	P	15	10	15	15	15	70
18.	RS	P	15	15	15	15	10	70
19	RC	L	15	10	10	5	5	45
20.	RA	P	15	10	15	5	10	55
21.	SK	P	15	15	15	15	10	70
22.	SB	L	10	10	5	5	5	35
23.	SA	L	15	15	15	15	15	75
24.	SR	P	5	5	5	5	5	25
25.	TP	L	10	5	5	5	5	30
26.	WH	P	20	20	20	15	15	90
27.	WS	P	20	15	10	10	15	70
28.	YS	P	10	10	10	5	5	40
29.	YW	P	15	20	15	10	10	70
30.	ZT	L	15	10	15	15	15	70
	Jumlah		440/30 = 14.66	395/30 = 13.16	380/30 = 12.66	355/30 11.83	320/30 = 10.66	1895

$$\text{Mean} = X = \frac{\Sigma x}{N} SOX = \frac{1895}{30} = 63.16$$

APPPENDIX 10

Students writing ability score in second meeting cycle I

No.	Student name	Gen Der	Cycle 1 meeting 1 Criteria					Total
			C	O	G	G	G	
1.	AS	L	20	20	10	20	15	85
2.	ASS	L	20	20	20	10	10	80
3.	AW	P	20	15	15	15	10	75
4.	ASH	L	20	20	15	10	10	75
5.	FA	P	15	15	15	15	15	75
6.	HN	L	15	20	20	15	20	90
7.	MS	P	20	20	15	20	15	90
8.	MW	P	20	20	15	10	10	75
9.	MNI	L	20	15	15	10	10	70
10.	NA	P	20	15	15	15	15	80
11.	NA	P	20	15	15	15	15	80
12.	NH	P	15	20	15	15	10	75
13.	PA	P	20	20	15	15	15	85
14.	PS	P	15	20	10	15	15	75
15.	RA	L	15	20	15	15	10	75
16.	RA	L	15	20	15	15	15	75
17.	RL	P	15	20	15	15	15	75
18.	RS	P	20	15	15	15	10	75
19	RC	L	15	15	10	10	10	60
20.	RA	P	15	10	15	10	10	65
21.	SK	P	20	20	15	15	10	80
22.	SB	L	10	10	10	10	10	50
23.	SA	L	20	20	15	15	15	85
24.	SR	P	15	10	10	5	10	50
25.	TP	L	15	10	5	10	10	50
26.	WH	P	20	20	20	15	15	90
27.	WS	P	20	20	10	10	15	75
28.	YS	P	20	10	10	5	5	50
29.	YW	P	20	20	15	15	15	85
30.	ZT	L	20	15	15	15	15	80
	Jumlah		525/30 = 17.5	500/30 = 16.66	420/30 = 14.00	390/30 = 13	375/30 = 12.5	2.230 =74.33

$$\text{Mean} = X = \frac{\Sigma x}{N} SOX = \frac{2.230}{30} = 74.33$$

APPENDIX 11

Students writing ability score in Third meeting cycle II

No.	Student name	Gen Der	Cycle 1 meeting 1II Criteria					Total
			C	O	G	G	G	
1.	AS	L	20	20	20	20	15	95
2.	ASS	L	20	20	15	15	15	85
3.	AW	P	20	15	15	15	15	80
4.	ASH	L	20	15	15	15	15	80
5.	FA	P	20	15	15	15	15	80
6.	HN	L	15	15	20	20	20	90
7.	MS	P	15	20	15	20	20	90
8.	MW	P	20	20	15	15	15	85
9.	MNI	L	15	15	15	15	15	75
10.	NA	P	20	20	15	15	15	85
11.	NA	P	20	20	15	10	15	80
12.	NH	P	20	20	15	15	10	80
13.	PA	P	20	20	15	20	15	90
14.	PS	P	20	15	15	15	15	80
15.	RA	L	20	15	15	15	10	75
16.	RA	L	20	20	10	15	15	80
17.	RL	P	15	15	15	15	15	75
18.	RS	P	15	15	15	15	15	75
19	RC	L	20	15	10	15	15	75
20.	RA	P	15	15	15	15	15	75
21.	SK	P	20	20	15	15	10	80
22.	SB	L	15	15	10	15	15	70
23.	SA	L	20	20	15	15	15	85
24.	SR	P	10	10	10	15	15	60
25.	TP	L	10	10	10	15	15	60
26.	WH	P	20	20	20	15	20	90
27.	WS	P	20	15	15	15	15	80
28.	YS	P	15	15	10	15	15	70
29.	YW	P	20	20	20	15	10	85
30.	ZT	L	20	20	15	20	15	90
	Jumlah		500/30 =18	510/30 = 17	440/30 = 14.66	470/30 =15.66	445/30 = 14.83	2400

$$\text{Mean} = X = \frac{\Sigma x}{N} SOX = \frac{2400}{30} = 80$$

APPPENDIX 12

Students writing ability score in four meeting cycle II

No.	Student name	Gen Der	Cycle 1 meeting 1V Criteria					Total
			C	O	G	G	G	
1.	AS	L	20	20	20	20	15	95
2.	ASS	L	20	20	15	20	20	95
3.	AW	P	20	20	15	20	10	85
4.	ASH	L	20	15	15	20	15	85
5.	FA	P	20	15	15	15	20	85
6.	HN	L	20	20	15	20	20	95
7.	MS	P	20	20	15	20	20	95
8.	MW	P	20	20	20	15	15	90
9.	MNI	L	20	20	15	15	10	80
10.	NA	P	20	20	15	20	15	90
11.	NA	P	20	20	15	15	15	85
12.	NH	P	20	20	15	15	15	85
13.	PA	P	20	20	20	20	15	95
14.	PS	P	20	20	15	15	15	85
15.	RA	L	20	15	15	15	15	80
16.	RA	L	20	20	15	20	10	85
17.	RL	P	20	15	15	15	15	80
18.	RS	P	20	15	15	15	15	80
19	RC	L	15	15	15	15	20	80
20.	RA	P	20	15	15	15	15	80
21.	SK	P	20	20	20	10	15	85
22.	SB	L	15	15	15	15	15	75
23.	SA	L	20	20	20	20	10	90
24.	SR	P	15	15	15	15	15	75
25.	TP	L	15	15	15	15	15	75
26.	WH	P	20	20	20	20	15	95
27.	WS	P	20	20	15	15	15	85
28.	YS	P	15	15	15	15	15	75
29.	YW	P	20	20	20	20	10	90
30.	ZT	L	20	20	15	20	20	95
	Jumlah		575/30 = 19.16	545/30 = 18.16	485/30 = 16.16	510/30 = 17.02	460/30 = 15.33	2575

Mean $= X = \frac{\sum x}{N} SOX = \frac{2575}{30} = 85.83$

The percentage of students the complete in study at cycle I up to cycle II

Cycle I

1. First Meeting

The total of students who get the points up $75 = 6$

The total number of students do the test $= 30$

$$P = \frac{R}{T} = \frac{6}{30} X100\% = 20\%$$

2. Second Meeting

The total of students who get the points up $75 = 23$

The total number of students do the test $= 30$

$$P = \frac{R}{T} = \frac{23}{30} X100\% = 76.66\%$$

Cycle II

1. Third Meeting

The total of students who get the points up $75 = 22$

The total number of students do the test $= 30$

$$P = \frac{R}{T} = \frac{22}{30} X100\% = 76.66\%$$

2. Four Meeting

The total of students who get the points up $75 = 30$

The total number of students do the test $= 30$

$$P = \frac{R}{T} = \frac{23}{30} X100\% = 100\%$$

APPENDIX 13

TheResult of difference Score Between First cycle and second cycle

No	Students name	Score cycle 1& II		D=	∑D=	∑D₂
		Meeting I	Meeting IV			
		X	Y	(X-Y)	D-MD	
1	AS	80	95	15	-2.16	4.66
2	ASS	75	95	20	-2.16	4.66
3	AW	70	85	10	12.16	147.86
4	ASH	40	85	45	22.84	521.66
5	FA	60	85	25	2.84	8.06
6	HN	85	95	10	12.16	147.86
7	MS	75	95	20	-2.16	4.66
8	MW	50	90	40	17.84	318.26
9	MNI	65	80	15	7.16	51.26
10	NA	70	90	20	-2.16	4.66
11	NA	70	85	15	7.16	51.26
12	NH	65	85	20	-2.16	4.66
13	PA	75	95	20	-2.16	4.66
14	PS	60	85	15	7.16	51.26
15	RA	70	80	10	12.16	147.86
16	RA	70	85	15	7.16	51.26
17	RL	70	80	10	12.16	147.86
18	RS	70	80	10	12.16	147.86
19	RC	45	80	35	12.84	164.86
20	RA	55	80	25	2.84	8.06
21	SK	70	85	15	7.16	51.26
22	SB	35	75	40	17.84	318.26
23	SA	75	90	15	7.16	51.26
24	SR	25	75	50	27.84	775.06
25	TP	30	75	45	22.84	521.66
26	WH	90	95	5	17.16	294.46
27	WS	70	85	15	7.16	51.26
28	YS	40	75	35	12.84	164.86
29	YW	70	90	20	-2.16	4.66
30	ZT	70	95	25	2.84	8.06
	Total N	1895/30	2575/30	665/30	262.84/30	4.233.7/30

	Mean	M=63.16	M=85.83	M_D=22.16	MD=8.76	$\sum D$=141.12

N= 30

SD_D= Standard Deviation from the difference score between first test cycle i and second test cycle II

$$SD_D= \sqrt{\frac{\sum D2}{N} - [\frac{\sum D}{N}]^2}$$

$$SD_D= \sqrt{\frac{4233.7}{30} - [\frac{262.84}{30}]^2}$$

$$SD_D= \sqrt{141.12 - 8.76}$$

$$SD_D= \sqrt{132.36}$$

SD_D= 11.505

SE_{MD}= Standard Error from Mean of difference

$$SE_{MD}= SD_D \text{---------} \sqrt{N-1}$$

$$SE_{MD}= \frac{11.505}{\text{----------}} \\ \sqrt{30-1}$$

$$SE_{MD} = \frac{11.505}{\text{--------}} \\ \sqrt{29}$$

$$SE_{MD} = \frac{11.505}{5.385}$$

$SE_{MD} = $ 2.13

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{22.16}{2.13}$$

$$t_0 = 10.40$$

Degrees of freedom (df) = N-1= 30-1 = 29

The calculation result of t_0 = 10.40 t_{table} withdf = 29 level of significant in t table 5% is 2.050. It can be know that the result of t_0 is bigger than t_t it is 10.40> 2.050 and level of significant improvement between students' writing ability in descriptive text result in the first cycle and second cycle From analysis above the writer concludes that the mean of first cycle and second cycle is a significantly difference where mean of second cycle (85.83) is greater that first cycle (62.97). So showed that mind mapping technique could improved students' writing ability descriptive text.

APPENDIX 14

OBSERVATION SHEET

Subject Matter : English

Class   : X IPA 1

Day/Date   :

Cycles   : I (One)

NO	Activities	Yes	No
	Students active write learning material		
1	Students know what descriptive text		
2	Students know what mind mapping technique		
3	Students have full attention when learning writing descriptive text by using mind mapping technique		
4	Students can make a paragraph descriptive text by using mind mapping technique		
5	Students have difficulties to write a paragraph descriptive text by using mind mapping technique		
6	Students enthusiastic when learning writing descriptive text by using mind mapping technique		
7	Students active answer some questions		
8	Students do all the test		
9	Students collect the task on time		
10	Students do task living up instruction		

APPENDIX 15

OBSERVATION SHEET

Subject Matter: English

Class   : X IPA 1

Day/Date   :

Cycles   : I (One)

No	Activities	Yes	NO
	A. Introduction		
1	Teacher say greeting and introduction patiently		
2	Teacher reviews the previous lesson		
3	Teacher explain about descriptive text by use mind mapping technique		
	B. Content		
4	Teacher gives explanation how to do the activity by use mind mapping technique and show the example picture by mind map		
5	Teacher explain about generic structure and grammatical function		
6	Teacher explain about adjective noun and adverb		
7	Teacher hangs the picture in the white board as example by mind map		
8	Teacher write a paragraph descriptive text base on the picture in white board		
9	Teacher give some question about picture		
10	Teacher draw a line from the identify object and write picture parts identify		
11	Teacher ask students to classify together		
12	Teacher ask students to generating paragraph		
	C. close		
13	Teacher concluding the lesson		
14	Teacher gives motivation to students		

APPENDIX 16

OBSERVATION SHEET

Subject Matter : English

Class **: X IPA 1**

Day/Date **:**

Cycles **: II (Two)**

NO	Activities	Yes	No
	Students active write learning material		
1	Students know what descriptive text		
2	Students know what mind mapping technique		
3	Students have full attention when learning writing descriptive text by using mind mapping technique		
4	Students can make a paragraph descriptive text by using mind mapping technique		
5	Students have difficulties to write a paragraph descriptive text by using mind mapping technique		
6	Students enthusiastic when learning writing descriptive text by using mind mapping technique		
7	Students active answer some questions		
8	Students do all the test		
9	Students collect the task on time		
10	Students do task living up instruction		

APPENDIX 17

OBSERVATION SHEET

Subject Matter: English
Class   : X IPA 1
Day/Date   :
Cycles   : II (Two)

No	Activities	Yes	NO
	A. Introduction		
1	Teacher say greeting and introduction patiently		
2	Teacher reviews the previous lesson		
3	Teacher explain about descriptive text by use mind mapping technique		
	B. Content		
4	Teacher gives explanation how to do the activity by use mind mapping technique and show the example picture by mind map		
5	Teacher explain about generic structure and grammatical function		
6	Teacher explain about adjective noun and adverb		
7	Teacher hangs the picture in the white board as example by mind map		
8	Teacher write a paragraph descriptive text base on the picture in white board		
9	Teacher give some question about picture		
10	Teacher draw a line from the identify object and write picture parts identify		
11	Teacher ask students to classify together		
12	Teacher ask students to generating paragraph		
	C. close		
13	Teacher concluding the lesson		
14	Teacher gives motivation to students		

APPENDIX

CURRICULUM VITAE

A. Identity

Name : Helli Nofrita

Reg. No : 12 340 0052

Place / Birthday : Desa Baru / November, 19th, 1993

Sex : Female

Religion : Islam

Address : Desa Baru, Mulyorejo

B. Parents

Father's name : Alm. Bahasin

Mother's name : Tappin Simanjuntak

C. Educational Background

1. Elementary School : SD N 14 Mulyorejo (2006)

2. Junior High School : Ypp Al-Barkah Gunung Tua (2009)

3. Senior High School : SMA N 1 Ranah Batahan (2012)

4. Institute : IAIN Padangsidimpuan (2019)

Nomor: In.14/E.6a/PP.00.9/59/2016   Padangsidimpuan, 02 September 2016
Lamp : -
Hal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu:
1. Rayendriani Fahmei Lubis, M.Ag   (Pembimbing I)
2. Yusni Sinaga, S.Pd., M. Hum   (Pembimbing II)
di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb.
Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM   : Helli Nofrita / NIM. 12 340 0052
Jurusan   : Tadris Bahasa Inggris 2
Judul Skripsi   : IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT GRADE X SMA N 1 ANGKOLA SELATAN

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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15 Mei 2019

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Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Alamat	: Pudun Jae Padangsidimpuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Ability in Writing Descriptive Text By Using Mind Mapping Technique at Grade X SMA Negeri 1 Angkola Selatan".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Adalah benar telah melakukan Penelitian/Riset di SMA Negeri 1 Angkola Selatan dengan judul :

"IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT GRADE X SMA NEGERI 1 ANGKOLA SELATAN".

Demikian Surat Keterangan ini di buat dengan sebenarnya untuk dapat di pergunakan seperlunya.

Simapinggan, 15 Mei 2019
Kepala Sekolah

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