



THE EFFECT OF MIND MAPPING STRATEGY ON THE
WRITING DESCRIPTIVE TEXT AT GRADE VIII
STUDENTS OF SMP NEGERI 6
PADANGSIDIMPUAN

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a partial fulfillment of the requirement for the Graduate Degree of Education
(S.Pd.) in English Program*

Written by :

WULAN SARI PANGGABEAN
Reg. No. 15 203 00007

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2019



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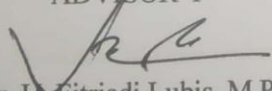
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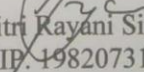
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LETTER OF AGREEMENT

Term : Thesis
Item : 7 (seven) exemplars

Padangsidimpuan, October 2019
a.n. **Wulan Sari Panggabean**
To: **Dean**
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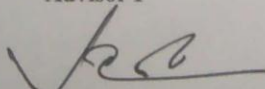
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Wulan Sari Panggabean**, entitled "**The Effect of Mind Mapping Strategy on the Writing Descriptive Text at Grade VIII Students of SMP N 6 Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

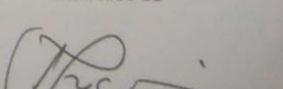
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikum wr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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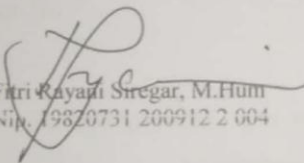
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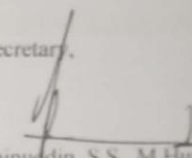
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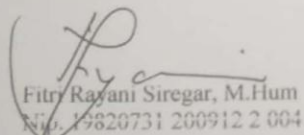
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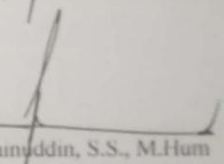

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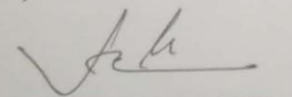
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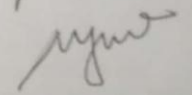

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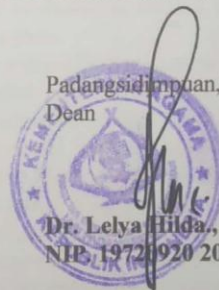
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ABSTRACT

Penelitian ini focus pada pengaruh strategi *Mind Mapping* dalam menulis teks deskriptif pada siswa kelas VIII SMP N 6 Padangsidempuan. Masalah-masalah siswa di dalam menulis adalah: 1) siswa lemah dalam penguasaan kosakata, 2) siswa tidak percaya diri dalam menulis, 3) siswa kurang memahami tentang tata bahasa, 4) kebanyakan dari siswa tidak tahu strategi yang lebih mudah dalam menulis. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari stratei *Mind Mapping* dalam menulis teks deskriptive pada siswa kelas VIII SMP N 6 Padangsidempuan.

Penelitian ini menggunakan dwsain satu kelompok *pre-test* and *post-test*. Instrument yang digunakan dalam penelitian ini adalah tes menulis (*pre-test* dan *post-test*). Populasi pada penelitian ini adalah 315 siswa kelas VIII SMP N 6 Padangsidempuan. Dua kelas dipilih secara acak sebagai sampel. Sampelnya adalah kelas VIII-1 (32 siswa) sebagai kelas eksperimen dan kelas VIII-2 (32 siswa) sebagai kelas control. Data penelitian ini dikumpulkan dengan menggunakan rumus uji-t.

Hasil penelitian menunjukkan bahwa skor rata-rata kelas eksperimen setelah menggunakan strategi *Mind Mapping* lebih tinggi daripada kelas control. Skor rata-rata kelas eksperimen di *pre-test* adalah 45 dan skor rata-rata kelas control di *pre-test* adalah 47.91. sedangkan skor rata-rata kelas eksperimen di *post-test* setelah menggunakan strategi *Mind Mapping* adalah 71.17 dan skor rata-rata kelas control dalam *post-test* tanpa perlakuan adalah 52.87. selain itu, dari uji-t ditemukan bahwa t_{hitung} lebih tinggi daripada t_{tabel} . Oleh karena itu, hipotesis alternative (H_a) dari penelitin ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ad a pengaruh strategi *Mind Mapping* dalam menulis teks deskriptif pada siswa kelas VIII SMP N 6 Padangsidempuan.

Kata Kunci: Strategi Mind Mapping, Menulis Teks Deskriptif

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ABSTRACT

This research focuses on the effect of Mind Mapping Strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan. The students' problem in writing were: 1) the students were low in vocabulary mastery, 2) the students were lack of confidents in writing, 3) the students were less comprehension about grammar and 4) most of them did not know the easier strategy in writing. The purpose of this research was to examine whether there was significant effect of Mind Mapping Strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan.

This research uses one group pre-test and post-test design. The instrument of this research is writing test (pre-test and post-test). The population of this research was 315 eighth grade students of SMP N 6 Padangsidimpuan. Two classes were chosen randomly as the sample. The sample were class VIII-1 (32 students) as experimental class and class VIII-2 (32 students) as control class. The data of this research were collected by using t-test formula.

The result showed that the mean score of experimental class after using Mind Mapping Strategy was higher than control class. The Mean score of experimental class in pre-test was 45 and the mean score of control class in pre-test was 47.91. Meanwhile, the mean score of experimental class in post-test after using Mind Mapping Strategy was 71.17 and the mean score of control class in post-test without a treatment was 52.87. Moreover, from t-test, it was found that t_{count} (6.22) was higher than t_{table} (1.66980). Therefore, the Alternative Hypothesis (H_a) of this research was accepted and the Null Hypothesis (H_0) was rejected. It could be concluded that there was the effect of Mind Mapping Strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan.

Keywords: Mind Mapping Strategy, Writing Descriptive Text

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Padangsidempuan, October 2019
Researcher

WULAN SARI PANGGABEAN
Reg. No. 15 203 00007

TABLE OF CONTENTS

	Page
INSIDE TITLE PAGE	i
AGREEMENT OF ADVISORS SHEET	ii
DECLARATION LETTER OF WRITING OWN THESIS	iii
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CAVITY	iv
SCHOLAR MUNAQOSYAH EXAMINATION	v
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	x
LIST OF FIGURE	xi
LIST OF APPENDIXES	xii
 CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	6
E. Objectives of the Research.....	6
F. Significances of the Research	7
G. Thesis Outline	7
 CHAPTER II: LITERATURE REVIEW	
A. Theoretical Description.....	9
1. Writing Descriptive Text	9
a. Definition of Writing Descriptive Text	9
b. Component of Writing Descriptive Text.....	11
c. Process of Writing Descriptive Text.....	14
d. Steps of Writing Descriptive Text.....	15

e.	Purpose of Writing Descriptive Text	16
f.	Material of Teaching Writing Descriptive Text	18
2.	Mind Mapping Strategy	
a.	Definition of Mind Mapping	21
b.	Purpose of Mind Mapping	23
c.	Function of Mind Mapping	24
d.	Procedure of Mind Mapping	25
e.	Advantages and Disadvantages of Mind Mapping	26
f.	Teaching Writing Descriptive Text by Using Mind Mapping	27
g.	Conventional Strategy	31
B.	Review of Related Finding.....	32
C.	Conceptual Framework	34
D.	Hypothesis	36

CHAPTER III: RESEACH METHODOLOGY

A.	Place and Time of the Research	37
B.	Research Design.....	37
C.	Population and Sample.....	38
D.	Definition of Operational Variables.....	40
E.	Instrument of Collecting Data.....	40
F.	Validity and Reliability	41
G.	Procedure of Collecting Data	42
H.	Technique of Analysis Data	44

CHAPTER IV: RESULT OF RESEARCH

A.	Description of Data	47
B.	Hypothesis Test.....	55
C.	Discussion	57
D.	Threats of the Research.....	59

CHAPTER V: CONCLUSION AND SUGGESTION

A.	Conclusion	60
B.	Suggestion.....	60

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF APPENDIX

- Appendix 1 : Lesson Plan of Experiment Class
- Appendix 2 : Lesson Plan of Control Class
- Appendix 3 : Instrument for Pre-Test Experimental and Control Class
- Appendix 4 : Instrument for Post-Test Experimental and Control Class
- Appendix 5 : The Score of Pre-Test Experimental and Control Class
- Appendix 6 : The Result of Normality Test in Pre-Test
- Appendix 7 : Homogeneity Test (Pre-Test)
- Appendix 8 : The Score of Post-Test Experimental and Control Class
- Appendix 9 : The Result of Normality Test in Post-test
- Appendix 10 : Homogeneity Test (Post-Test)
- Appendix 11 : T-test of the both average in Pre-Test
- Appendix 12 : T-test of the both average in Post-Test
- Appendix 13 : Indicators of Writing Descriptive Text in Pre-Test and Post-test
- Appendix 14 : Gain Score of Experimental and Control Class
- Appendix 15 : Documentation

LIST OF FIGURES

	Page
Figure 1 : Description Data Pre-Test of Experimental Class	49
Figure 2 : Description Data Pre-Test of Control Class	51
Figure 3 : Description Data Post-Test of Experimental Class	53
Figure 4 : Description Data Post-Test of Control Class.....	55

LIST OF TABLE

	Page
Table 1 : Teaching Writing Descriptive Text by Using Mind Mapping Strategy	30
Table 2 : Conceptual Framework.....	35
Table 3 : Pre-Test and Post-Test Control Group Design	37
Table 4 : Population of the Research	38
Table 5 : Indicators of Writing Descriptive Text.....	41
Table 6 : The Score of Experimental Class in Pre-Test	48
Table 7 : Frequency Distribution of Experimental Class (Pre-Test).....	48
Table 8 : The Score of Control Class in Pre-Test	49
Table 9 : Frequency Distribution of Control Class Pre-Test	50
Table 10 : The Score of Experimental Class in Post-Test	51
Table 11 : Frequency Distribution of Experimental Class in Post-Test.....	52
Table 12 : The Score of Control Class in Post-Test.....	53
Table 13 : Frequency Distribution of Control Class in Post-Test.....	54
Table 14 : Result of T-Test from the both Averages	55
Table 15 : Gain Score of Experimental Class and Control Class	56

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is a universal language that is used by most developing countries in the world. It is very important in this globalization era. Many people tend to master English in order to communicate and compete with other nations. In Indonesia, English is taught in any levels of educational from junior high school to university.

In 2013, the Indonesian Ministry of Education created the new 2013 curriculum. 2013 curriculum is believed to be a curriculum that can help learners to be more active and critical in learning English as a foreign language. As a foreign language, 2013 curriculum makes English as important lesson. English has also become important since it is now a National Examination subject and an assessment subject as a prerequisite to enter higher education. The 2013 curriculum focuses on English as a tool for communication and critical thinking, using activities such as role-play, discussion, writing and reading, with social issues as the topic.

Based on 2013, there are some materials of teaching English that must be mastered by students. They are the four language skills such as listening, speaking, reading and writing. The basic competency that should be achieved in writing English subject is the students have ability to develop and produce simply functional written text. They can use right diction, grammar, punctuation, spelling and organization. The

eighth grades of junior high school students are taught some types of English text.¹ Each of them is different in its social functions, generic structures and significant grammatical features that the students should master. One of the texts is writing descriptive text.

Writing descriptive text is a process to gather our ideas, information or thoughts become a text that describe a particular person, place or thing. It explains about a person, place or thing which can make the readers imagine what is described vividly. It gives sense impression such as the feel, sound, taste, smell and look of things.

There are some importances of writing descriptive text. First, it can help the students vividly imagine what they are talking about. For example, when the students want to talk about bestfriend, pet, or village they are easily imagine what it is look like. Second, the students can get more information about the particular person, place or things in detail.

The government has done various efforts to improve the quality of education, including to change the curriculum from content oriented to competence oriented, improving infrastructures, facilities and trainings for teacher. In addition, many efforts have done by the teachers to improve students' writing mastery, begin from manage the classroom be comfortable so students can be focus in learning English, giving task individually or group, until the headmaster provides various of media in

¹Anizar Lubis, as English Teacher at SMP N 6 Padangsidimpuan, *Private Interview*, (February 2nd 2019, time: 09.50 A. M.).

teaching English such as infocus. So, the learning is more interesting and fun in the class.

In fact, based on interviewed with some students of SMP N 6 Padangsidempuan, there are some problems faced by students. First, they said that sometimes they did not know how to start and express their ideas into a written form. Second, they had limited vocabulary. Third, they did not know what tense that suitable for their writing. Then, they seemed uninterested in doing a writing task.² In addition, the teacher said that they just teach their students by using conventional strategy such as ask the students to write based on the topic given them or write the tasks from textbook.

There are many factors affecting students' capabilities in writing skills especially in writing descriptive text. They are materials, media, classroom activities, classroom management, teaching approach, and teaching strategy.³ Moreover, Herdi stated that the teacher's strategy in teaching learning process also could influence the students' writing skill. The teacher's strategy helped the students comprehend about the material more active and independently.⁴

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. It refers to methods used to help students learn the desired course contents

²Nabila Azzahra and friends, as student at SMP N 6 Padangsidempuan, *Private Interview*, (February 16th 2019, time 09.30 A. M.)

³Yasin Anas, *Penelitian Tindak Kelas; Tuntunan Praktis* (Padang: Bung Hatta University Press, 2011), 7.

⁴Herdi, "An Analysis on Factors Influencing the Students' Writing Skill," 2000, 20, <https://media.neliti.com/media/publications/217534-none.pdf>.

and be able to develop achievable goals. Then, it identifies the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

There are some strategies that could be applied by the teacher to achieve the goal of teaching writing. Those are; teaching writing by using picture, game and using mind mapping strategy.⁵ All the strategies above are suitable to increase the students' writing ability. From those strategies, the researcher only focuses on using mind mapping strategy to increase the students' writing descriptive text.

Mind mapping strategy is one of the effective strategies in teaching writing. It is a strategy for making notes on a topic, prior to write. It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper.⁶ It means that mind mapping strategy is a good strategy for teaching writing especially writing descriptive text.

The role of mind mapping strategy in teaching writing descriptive text is to help students develop their ideas and concepts in writing. Using mind mapping, the students are likely encouraged to create as many as ideas they can. As students make mind mapping, their thoughts tumble out, enlarge their word bank for writing and

⁵ Fadilah Rahmawati, "Improving Students' Ability in Writing Descriptive Text by Using Mind Mapping Technique at the Second Year of MTS YKWI Pekanbaru," 2011, p.3, http://repository.uin-suska.ac.id/329/1/2011_2011754.pdf.

⁶ Vanessa Steele, *Mind Map for Writing*. (Barcelona, British Council, 2006), p. 1. http://www.science.com/science?_ob=articleURL&udi, Accessed on April 15th 2019, time: 09.00 P. M

often enable them to see pattern in their ideas. Besides, some of the previous studies said that mind mapping strategy can affect the students' writing descriptive text.

Based on the explanation stated above, the researcher interested in conducting a research entitled **“The Effect of Mind Mapping Strategy on the Writing Descriptive Text at Grade VIII Students of SMP N 6 Padangsidempuan”**

B. Identification of the Problem

Writing descriptive text is a written that portrays the image of a certain thing from which a writer wants to transfer it to the readers. It gives sense impression such as the feel, sound, taste, smell and look of person, place or things. So it can makes the readers imagine what is describe vividly.

There are several factors that influence students' writing descriptive text, they are materials, media, classroom activities, classroom management, teaching approach and teaching strategy. In teaching writing, teachers need some strategies that can develop students writing descriptive text, such as picture, game and using mind mapping strategy.

C. Limitation of the Problem

As mentioned above, there are several factors that influence students' writing descriptive text, such as students' interest, students' intelligence, media and teacher strategy.

In this research, the researcher is highly motivated to find out whether mind mapping significantly affect the aspects of writing and the constraints in learning writing descriptive text using mind mapping. Though, there are many strategies that

can be used in teaching writing descriptive text likes picture, game mind mapping strategy. The researcher focuses on one of strategy, it is mind mapping strategy.

The reason why the researcher chooses mind mapping strategy because this strategy can make students easy to remember things which they want to express. It can be supported with several things such as color pencil, picture, curve lines and symbol then it can be connected with lines, in order to make their imagination colourful and more interesting towards writing skill. Then, it can help students encouraged to write as many as ideas they can.

D. Formulation of the Problem

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

1. How is the students' writing descriptive text before using mind mapping strategy at grade VIII students of SMP N 6 Padangsidempuan?
2. How is the students' writing descriptive text after using mind mapping strategy at grade VIII students of SMP N 6 Padangsidempuan?
3. Is there any significant effect of mind mapping strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidempuan?

E. Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are:

1. To describe students' writing descriptive text before using mind mapping strategy at grade VIII students of SMP N 6 Padangsidempuan.

2. To describe students' writing descriptive text after using mind mapping strategy at grade VIII students of SMP N 6 Padangsidimpuan.
3. To know any significant effect of using mind mapping strategy on students' writing descriptive text at grade VIII students of SMP Negeri 5 Padangsidimpuan.

F. Significant of the Research

Significances of this research are:

1. For headmaster, as an information especially about teaching writing descriptive text by using mind mapping strategy at grade VIII students SMP Negeri 6 Padangsidimpuan.
2. For English teachers, as an information to add his strategy in teaching English especially in teaching writing descriptive text by using mind mapping strategy at grade VIII students SMP Negeri 6 Padangsidimpuan.
3. For other researcher, as an information in conducting further research in the same topic.

G. The Thesis Outline

The systematic of the researcher is divided into five chapters. Each chapter has one sub chapter with detail as follow:

In chapter I it discusses about introduction, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significant of the research and definition of operational variable.

In chapter II it is consist of the theoretical description, related findings, conceptual framework and hypothesis.

In chapter III contains of research methodology, time and place of the research, research design, population and sample, instrument of the researcher, the technique of collecting data and the last is the technique of data analysis.

In chapter IV it is consist of result of the research, result of the hypothesis what the researcher found in the research.

In chapter V it is about the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Writing Descriptive Text

a. The Definition of Writing Descriptive Text

Writing can be defined in various ways. There are some definitions of writing proposed by experts. According to Meyers, “the word writing comes from a verb. Writing is a way to produce language, which we do naturally when we speak. We say something, we think of more we say, perhaps correct something we have said than move on to the next statement”.¹ Writing is much different, except that you take more time to think about your subject, the person you’ll be discussing it with and you want to achieve in that discussion.

Bowker says that writing is required in many contexts throughout life. For instance, we can write an email to our friend or reflect on what is happened during the day in our personal diary.² According to Urquhart and McIver, writing is about expressing knowledge and the students have to express their knowledge as thoughtfully and clearly as they can.³ Moreover,

¹ Alan Meyer, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays* (New York: Longman, 2005), p.1.

² Natilene Bowker, *Academic Writing* (Palmerston North: Massey University, 2007), <http://owl.massey.ac.nz/pdf/Academic-Writing-Guide.pdf>.

³ Urquhart Vicki and Monette McIver, *Teaching Writing in the Content Areas* (USA: McREL, 2005), p.23.

writing needs more knowledge on sentence pattern, vocabulary, mechanic and the way to organize idea in good written form.

In fact, writing skill is always conducted at school from elementary up to university level. The important of writing skill is obviously seen as something that must be emphasized because in daily communication language, is not only spoken but also written. So, it can be said that writing is skill of language that students should master by learning and doing practice.

Finally, writing can be concluded as a language skill is required in many contexts throughout life that will never be left in education. Writing is the way to produce language that we use to express our ideas and to communicate with others. Writing is not only an essay but also a basic communication skill, and a unique asset in the process of learning a second language.

Descriptive text is one of texts that can help the students to construct their ideas into a text. In this text, the students can describe about someone or something based on factual fact in their life. The students can write the appearance of things that occupy space, whether they are object, people, building, animals, or cities. Therefore, this text can help the students to explore their ideas into text.

According to Winch, descriptive text is a text that describes about particular thing such as a scene, an animal, person or something that happen

in nature.⁴ Writing descriptive text explains about a person, place or thing which can make the reader imagine what is described.⁵ In conclusion, descriptive text is a text that describes about particular thing, such as person, an animal or a place that can make the reader easier to imagine what the writer's feeling by giving some information in detail.

From the explanation above, the researcher concluded that writing descriptive text is a process to express ideas in describing about particular things such as person, animal or place in detail in a written form.

b. The Component of Writing Descriptive Text

Talking about writing descriptive text, according to Gerot and Wignell in Siti's journal, there are some of the components of writing itself such as Social Function, Generic Structure, and Grammatical of Feature.⁶

1) Social Function of Descriptive Text

Hammond in Turfina Andriyani states that the social function of descriptive text is to describe person, thing or place.⁷ A writing descriptive text can be conducting by describing a person, a place and a

⁴ Gordon Winch, *Growing up with Grammar* (Sydney: New Frontier Publishing, 2005), p.56.

⁵ Hanif Maulaniam Sholah, "The Effectiveness of Mind Mapping on Students Writing Skill Across Different Learning Motivation," 2013, p.5, <https://zdoc.pub/the-use-of-mind-mapping-technique-to-improve-the-students-wr.html>.

⁶ Dasep Suprijadi Siti Masitoh, "Improving Studnets' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eighth Grade Students of SMP Islam Terpadu Fitrah Insani," *ELTIN Journal* 3, no. April (2015): p.40, <http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/viewFile/120/109>.

⁷ Turfina Andriyani, "Teaching Writing on Descriptive Text for the First Grade of SMP N 03 Mojogedeng Karanganyar," 2017, p.26, <http://eprints.iain-surakarta.ac.id>.

thing by imaging, looking or observing the examples, then write, based on the phenomenon.

2) Generic Structure of Descriptive Text

The generic structure of descriptive text consist of two aspect, they are:

- a) Identification: identification phenomenon to be described
- b) Description. Describes parts, qualities and characteristics.⁸

In identification, it identifies the phenomenon. In this part the writer will explain about the phenomenon that to be described such as thing, person or place. While In description, it describes the parts, the qualities, and the characteristic of phenomenon. In this part, the writer can describe about habit, behavior, shape or feature of person, thing, place or animal.

3) Grammatical Features of Descriptive Text

Knapp and Watkins write that there are several grammatical features of descriptive writing as the following:

- a) The present simple is often used.
- b) Although present tense may be used in literary description, it is past tense that tends to dominate
- c) To describe appearance and parts of phenomenon, relative verbs are used.

⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 98.

- d) Action verbs are used when describing behaviors/ users.
- e) Mental verbs are used when describing feeling in literary descriptions.
- f) Adjective are used to explain the information about the noun.
- g) The individual things are deal with Personal and literary description.⁹

In addition, John Schacter says writing descriptive text has grammatical aspect that make a text to be complete. They are:

- 1) Focus on specific participants
- 2) Use of attributive and identifying process
- 3) Frequent use of epithets and classifiers in nominal groups
- 4) Use of simple present tense
- 5) Use of descriptive adjectives
- 6) Use of action verbs.¹⁰

To write descriptive text, it consists of generic structure and dominant grammatical aspect. Without the both of them, writing descriptive text will stand completely. So, the writer must focus on taking the generic structure and dominant grammatical aspect in the text.

From the explanation above, it can be concluded that there are three parts generic structure of descriptive text. Those are identification part that the writer introduces about the phenomenon to be described, description part where describes parts, qualities, and characteristic, and the last part is conclusion or evaluation, the writer review.

⁹ Megan Watkins Peter Knapp, *Genre, Text, Grammar* (Sidney: University of New South Wales, 2005), p.98.

¹⁰ John Schacter, *The Master Teacher Series Descriptive Writing* (New York, 2007), p.110.

c. The Process of Writing Descriptive Text

Harmer stated that process writing is a way of looking at what people do when they compose written text.¹¹ According to Harmer, the process of writing has four main elements:

- 1) Planning. Before starting to write, they try and decide what it is they are going to write. When planning, the writers have to think about three main issues. In the first, place they have to consider the purpose. Second, experienced writers think of the audience they are writing for. Third, writers have to consider the content structure.
- 2) Drafting. The first version of a piece of writing as a draft.
- 3) Editing. The writers tend at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.
- 4) Final version. The writers are now ready to send the written text its intended audience.¹²

Additionally, Zemach and Rumisek stated good writers go through several steps to produce a piece of writing. The steps are:

- 1) Pre-writing. This step is where the writers try to find what she/he wants to write. Pre-writing stage involves the writers in choosing a topic, gathering ideas about that topic, organizing those ideas to talk about first to last.
- 2) Drafting. At the drafting stage, the writers are focused on the fluency of writing on organization and language to be used in order to the readers can understand the ideas easily.
- 3) Reviewing and revising. Reviewing stage is checking what had written, from the structure until content. Revising is not merely checking for language errors. It is done to improve the global content and the organization of ideas so that the writer's intent is made clearer to the reader.
- 4) Rewriting. The students check their final text for some mistakes they have made.¹³

¹¹ Jeremy Harmer, *How to Teach Writing* (England: Longman, 2007), p.12.

¹² Harmer, p.4.

¹³ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan, 2003), p.3.

From the explanation above, it can be concluded that there are four steps in writing; pre-writing (deciding the topic), drafting (writing the keywords), reviewing and revising or editing (checking the composition), rewriting (revising the composition until become a good composition) as the final version.

d. Steps of Writing Descriptive Text

There are six steps in the writing process based on Rumisek and Zemach:

- 1) Choose a topic. Before starting to write, writer should know and decide what they are going to write. Generally, in this step writer must consider who the subject of the write, what the purpose of the text is and consider who audience or reader is. After the students decided to write, students must decide what to write and how to start to write and then compile them into a text.
- 2) Gather ideas. In this step writer gather as many as topic or ideas and filter it later. In a collecting the ideas, the writer should let all ideas comes and write it on the list. The more ideas related to the main topic appear, easy for writer to write a sentence to be arranged later.
- 3) Organize. After gather all the ideas, writer should organize those ideas and decide which idea want to use as a main idea.
- 4) Drafting/ Writing. In this way the author can produce the words more quickly. When write first draft, writer shouldn't worry about being perfect on grammatical or content. Just let all the ideas that has been organize into words. Expand the ideas and arrange them in some reasonable order.
- 5) Review structure and content. Before finalization, check what have been written. Read again the text and look for any grammatical mistake.
- 6) Re-writing. The result of final version may look considerably different from both the original plan and the first write/draft, because many things have changed in the editing process. The fifth

and sixth step can be repeated many times until the context of text suitable.¹⁴

Based on the explanation above, it can be concluded that there are six steps of writing process to make writing more effective and efficient they are choosing a topic, gathering ideas, organize the ideas, review the structure and the content and re-writing process.

e. **The Purpose of Writing Descriptive Text**

Many experts said that writing is very important skill. It can be seen from what purposes are. There are many purposes of writing and the following are those stated by many some experts. Clouse said there 3 purposes of writing descriptive text:

- 1) To share experience, perhaps to express your feelings about the experience of reflection upon it. For example, the writing might tell how upset you are about the discovery of the mice.
- 2) To inform, perhaps to increase the readers knowledge, establish a record, or provide help. For instance, the writing might explain what happen when a dwelling has mice in it.
- 3) To entertain. Short stories, romance novels, and humorous newspaper columns are written to entertain. For example, the writing might be a funny story about what it is like living with mice.¹⁵

Then, Nunan added some purposes of writing descriptive text:

- 1) To provide a more-or-less permanent record of some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life.
- 2) To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.

¹⁴ Zemach and Rumisek, p.6.

¹⁵ Barbara Fine Clouse, *The Student Writer*, Seventh Ed (New York: Mc Graw Hill, 2006), p.252.

- 3) To entertain or instruct through creative literature such as stories, novels, and poems
- 4) To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.
- 5) To remind ourselves of things we need to do: shopping lists, notes in a weekly planner.¹⁶

From the theories above, it can be concluded that generally the purposes of writing are to give information and to entertain the readers. Writing also is used to communicate with other in different time place (e.g. letter, short message service, etc.).

Based on the 2013 curriculum, the purpose of learning writing descriptive text: first, to make students are able to compare social function, generic structure and grammatical features oral and written descriptive texts by giving and asking information related to description of people, animals or things, short and simple according to the context use. Second, students are able to grasp the conceptual meanings related to social function, generic structure and grammatical features oral and written descriptive texts, short and simple related to people, animals or things. The last, students are able to compile oral and written descriptive text, short and simple related to people, animal or things by looking at social function, generic structure and grammatical features correctly and contextually.¹⁷

¹⁶ David Nunan, *Teaching English to Speakers of Other Languages* (Newyork and London: Newyork and London: Routledge, 2015), p.78.


¹⁷ Anizar Lubis, *Kurikulum SMPN 6 Padangsidimpuan*, 2019.


f. The Material of Teaching Writing Descriptive Text

The researcher uses the material on the student book, en title “When English Ring a Bell” at grade VIII SMPN 6 Padangsidempuan which relates to curriculum 2013. The book consists of some chapters on first and second semester. On this case, the researcher only limits the material and focus on descriptive text which is learnt from the book. The study are describing animal, describing people, and describing place. It will be explained as below:

1) Describing animal


Teacher asks students to identify the characteristics of animal.


Observing & Asking Questions



Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

(Adopted from *The Little Animal Encyclopedia*)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their stripped coat gives them good camouflage when they hunt. They love meat to eat.

(Adopted from *The Little Animal Encyclopedia*)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.

(Adopted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.

(Adopted from The Little Animal Encyclopedia)

Then, it will be continuo describing that animal.

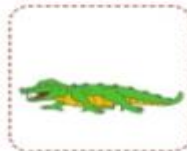
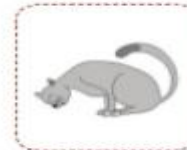
Please describe the animals below!



Lion is a wild animal.
It has sharp teeth.
It eats meat.
It lives in the lair.
It can run fast.



Rabbit is a tame animal.
It has two long ears.
It eats carrot.
It lives in the burrow.
It can hop.



2) Describing people

My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.



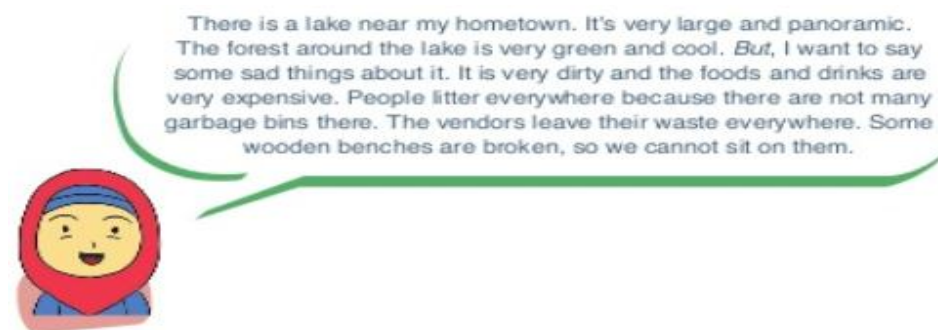
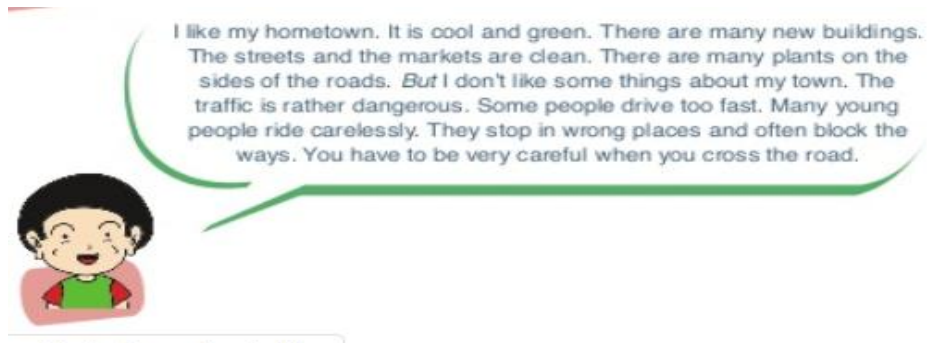
I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.



3) Describing place

I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. *But*, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classrooms. So the terrace is very crowded during the break.





2. Mind Mapping Strategy

a. Definition of Mind Mapping

Mind mapping is one of the strategies that can facilitate writing. Mind mapping is a beneficial learning tool to help students brainstorming any topic and thinking creatively. Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend create new ideas and building connection thought. The use of colors, images and words, mind mapping encourages students to begin with a central ideas and expand outward to more in depth sub topics.¹⁸ Mind maps

¹⁸ M Rajapriya, "Effectiveness of Mind Mapping in Higher Education" 8, no. 4 (2017): p.976, <http://www.iaeme.com/IJCIET/index.asp>.

are particularly helpful in the writing process and provide students with a natural way of thinking and building thoughts on a story plot or theme.

One of the well-known of this field is Tony Buzan, who defines mind map as a creative note taking in a visualization and a graphic that we 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.¹⁹ Tony Buzan states that a mind map is an easy way to get information into and out of your brain and a way of taking notes that is not boring.²⁰ Further more, Mind Maps will help understand things better, remember them well, take notes more easily and come out with lots of brilliant ideas all this in every subject. Also, he states that mind mapping is especially diagram that suitable with our mind and help us to think, imaging, memorizing, planning and choosing information. Its diagram form which is like tree diagram and its ratification facilitates for the reference of information to another.

A mind map, or spider gram is one of the effective strategies in teaching writing. It is a strategy for making notes on a topic, prior to write.²¹ It is a structured strategy, which shows the (hierarchical) relationship of ideas,

¹⁹ Tony Buzan, *How to Mind Map Untuk Meningkatkan Kreativitas* (Jakarta: PT Gramedia Pustaka Utama, 2006),p. 6.

²⁰ Tony Buzan, *Mind Maps for Kids; An Introduction the Shortcut to Success at School* (London: HarperCollins Publishers, 2005), p.4.

²¹ Vanessa Steele, *Mind Map for Writing*. (Barcelona, British Council, 2006), p. 1. http://www.science.com/science?_ob=articleURL&udi, Accessed on April 15th 2019, time: 09.00 P. M.

as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper.

Mc. Crimmon analyses that mind map is the prior process that the writer usually does before starting to write a paragraph which needs a certain time to do.²² Mind maps work well as a visual design that enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work well when created in groups, since the discussion of this engenders aids the production of ideas, and makes the task live lier and more enjoyable.

Based on those definitions, the researcher tries to conclude that mind mapping is a strategy for note-making that used before starting writing or as one of the sub part of prewriting strategy which functions to sort out ideas that usually contain words, colors, phrases or picture. Mind mapping can be used as a strategy for delivering effective and creative thinking to helps organise thoughts, create ideas, focus discussions, solve problem, make decision and achieve learning. Moreover, it organizes the relationship between central ideas and branches.

b. The Purpose of Mind Mapping

Everything happens for a purpose. As the way to help the students easier in writing, using mind mapping also has purpose. Generally, the

²² James M McCrimmon, *Writing with a Purpose* (Boston: Houghton Mifflin Campany, 2009), p.121.

purpose of mind mapping is to associate between ideas, topics or things.²³

There are several specific purposes of mind mapping below:

- 1) Mind mapping activates whole brain
- 2) Mind mapping fixes the mental tangled
- 3) Mind mapping lets the students focus on main explanation
- 4) Mind mapping helps to show the relationship between the separated information parts.
- 5) Mind mapping gives clear description wholly and specifically.
- 6) Mind mapping lets the students to group the concept and compare it.²⁴

Based on the explanation above, mind mapping is hoped to help the students in getting better learning process. By activating the whole brain activities, it can be concluded that mind mapping is expected to make the students easier in comprehending the text or written information.

c. The Function of Mind Mapping

According to Buzan, Mind Mapping has two functions, there are helping in concentration and thinking. To help concentration, Mind Maps keep you focused on the main idea and all the additional ideas. They help you use both of your brain so that it actually becomes difficult tear yourself away from your studies. To help thinking, the Mind Mapping is the cool thinking too, helping you to think twice as well, twice as fast, twice as clearly and with much more fun. There are some functions of mind mapping. The functions are:

- 1) The main is at the centre and clearly defined.
- 2) The relative importance of ideas is shown-more important concepts are near the centre.

²³ W Martin Davies, "Concept Mapping , Mind Mapping and Argument Mapping : What Are the Differences and Do They Matter ?," 2010, p.11, <https://www.jstor.org/stable/41477852>.

²⁴ Tony Buzan, *Buku Pintar Mind Map* (Jakarta: PT Gramedia Pustaka Utama, 2005), p.6.

- 3) The connections between key ideas are obvious.
- 4) Recall and reviews faster and more efficient.
- 5) Addition of new information is easy.
- 6) The creative nature of the map makes it easier for the brain to think of new connections.
- 7) Time is not wasted writing down unnecessary words and sentences.²⁵

So, it can be concluded there are seven functions of mind mapping.

Some of them are the main is the centre and clearly defined, the connections between the key ideas are obvious, recall and reviews faster and save time.

d. The Procedures of Mind Mapping

According to Buzan, there are seven steps in creating mind mapping,

they are:

- 1) Start at the center of the paper and put it horizontally.
- 2) Use a picture or photos for the central ideas.
- 3) Use colors.
- 4) Draw a thick line out from the center and write an idea associated with the topic.
- 5) Use a curve line, not a straight line.
- 6) Use one word per line.
- 7) Use as many images as possible.²⁶

In another hand, Mark and Kathy in Arif Prayogo say there are some procedures when doing a mind map. They are:

- 1) On a piece of paper, write down all your ideas about your topic as they come to you.
- 2) In the center of a new page, write your topic.
- 3) Using what you wrote on your first piece of paper, work out the main ideas.

²⁵ Arif Prayogo, "Using Mind Mapping in Teaching Descriptive Writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor)" (Syarif Hidayatullah State Islamic University, 2009), p.33, http://repository.uinjkt.ac.id/dspace/bitstream/123456789/14641/1/ARIF_PRAYOGO-FITK.

²⁶ Buzan, *Buku Pintar Mind Map*, p.15.

- 4) Draw lines from your topic for each your mind ideas.
- 5) Under each main ideas list the other ideas that related to it.
- 6) Look at your mind map and select the main point that will be relevant to the purpose of your text.
- 7) Order your relevant main ideas for use in your text. (what will come first, second, third and so on).²⁷

Based on the two types of procedures above, both of the strategy are good to apply but, the researcher will use the procedure of mind mapping based on Tony Buzan because the procedure more interesting, colorful and fun.

e. **The Advantages and Disadvantages of Mind Mapping**

There are some advantages of mind map in teaching writing. They are:

- 1) Mind mapping can work wondrously for most people depending on their personality, style of learning and preference
- 2) The brain's creativity and potentials are being unleashed when mind maps are used since there is active stimulation of the brain cells to organize information in a visual form.
- 3) Retention of the stored memory is increased.
- 4) Linking and grouping of concepts and ideas help the writer to organize their thoughts more accurately.
- 5) Mind mapping helps students knowing what to write²⁸

Hofland states that making mind map saves time especially when the students have mastered the technique. Moreover He said most of students like making a mind map because it is fun.²⁹ It has brunches that connecting

²⁷ Prayogo, "Using Mind Mapping in Teaching Descriptive Writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor)," p.148.

²⁸ Ulia Rahmah, "The Effectiveness of Using Mind Mapping Technique on Students' Writing Skill in Descriptive Text," 2017, p.16, [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/34653/1/Ulia Rahmah-FITK](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/34653/1/Ulia%20Rahmah-FITK).

²⁹ Carolin Hofland, *Mind Mapping in the EFL Classroom* (Netherlands: Fortys Teacher Training College Sittard, 2007), p.30.

with the central idea. So the researcher thought this strategy is appropriate to apply in descriptive text.

In another hand, according to Indrayani, the disadvantages of mind mapping are:

- 1) People may want to redraw the maps later-but that will help them to remember the material.
- 2) Someone's map may be so personal and it could be difficult for others to understand. Mind mapping are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.³⁰

The disadvantages of mind mapping are: first, allow for plagiarism because they may redraw the map. The second, sometimes the map is written so personal, it makes the other people/ reader difficult and needs a lot of time to understand the map.

f. Teaching Writing Descriptive Text by Using Mind Mapping

There are many ways or strategies that can be used by teachers in teaching writing descriptive text. Here, the teacher teaches writing descriptive text by using mind mapping strategy. There are many things that teacher has to do, they are:

1) Pre-Teaching

The process in pre-teaching as follows:

- a) Teacher comes to the class by saying salam

³⁰ Sheira Ayu Indrayani, "The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text," 2014, p.27, <http://repository.uinjkt.ac.id/dspace/handle/123456789/24484>.

- b) Before the lesson start, the teacher persuades the students to pray according to their belief.
- c) The teacher checks students' attendance and prepare the lesson.
- d) The teacher introduces the topic and mentions the goal of study.
- e) The teacher involves the lesson to the students in brainstorming activity.

2) While-Teaching

This activity helps students find their ways through the writing descriptive text. The process can be seen as follows:

- a) The teacher introduces mind mapping to the students and students listen to the teacher's explanation
- b) The teacher asks students about mind mapping and asks students to answer the questions to connect the lesson
- c) The teacher shows an example of mind mapping while students listen and focus on teacher's explanation
- d) The teacher explains the ways how to make mind mapping and the students listen to teacher's explanation carefully
- e) After all the students understand how to make mind mapping, the teacher divided students into some groups and discussing about the material and trying to make descriptive text guiding mind mapping. In this process the teacher explain what descriptive text is, and give short explanation about the social function, the generic structure and the

grammatical feature of descriptive text. Then, the teacher gives some pictures (people, animal or place) to each groups and asks each groups to make mind mapping based on the picture and make descriptive text
guiding mind mapping picture

- f) Students do the task in group while teacher controls the class by observing the students' activities and giving helps to the students who get difficulties
- g) The teacher asks students to present their work and asks another groups to give comments on their presentation
- h) The teacher gives comment on students' work, clarify the students' mistake and fix them

3) Post-Teaching

Post teaching activity is intended to review the lesson and check students understanding. The teacher gives some feedback, review and summarizing the learning writing activities on descriptive text. The last, the teacher leads students to conclude the lesson.

To sum up, the process of teaching writing descriptive text by using mind mapping strategy can be concluded as follow:

Table.1
Teaching Writing Descriptive Text by Using Mind Mapping Strategy

Teacher's Activities	Procedures of Mind Mapping Strategy	Students' Activity
Pre-Teaching		
1 Teacher comes to the class by saying salam.		1 Students answer salam together.
2 Teacher asks students to pray before starting the lesson.		2 Students pray on their belief.
3 Teacher checks students' attendance and prepare the lesson.		3 Students listen and raise their hand depend on their attendance
4 Teacher mentions the goal of study.		4 Students listen to the goal of study.
5 Teacher involves the lesson to the students in brainstorming activity related to the topic. Teacher asks students about the ideas by using brainstorming to know students background knowledge.		5 Students brainstorm some examples related to the topic.
While Teaching		
6 Teacher introduce and explain what mind mapping is.	1 Introducing mind mapping to the students	6 Students listen to the teacher's explanation and consider how to know about mind mapping.
7 Teacher asks students some questions about mind mapping to connect students' mind to the topic.	2 Asking and answering about mind mapping to connect the lesson	7 Students give the questions about the material which is related to the topic.
8 Teacher shows mind mapping (image, diagram, or graphic)	3 Showing the example of mind mapping	8 Students look at the image, diagram or graphic
9 Teacher explain how to make mind mapping	4 Giving students the ways how to make mind mapping	9 Students focus on teacher's explanation.
10 Teacher divides students into six groups and explains about the descriptive text that consist of the social function, generic structure and the grammatical features of descriptive text.	5 Dividing students into some groups and discussing about the material.	10 Students count 1-6 and make their group, then pay attention and listen to the teacher's explanation, students receive the pictures and make their own mind mapping.
11 Teacher gives some pictures (people, animal or place).	6 making descriptive text guiding mind mapping.	11 The students receive the pictures.
12 Teacher asks students to make descriptive text guiding mind mapping picture		12 Students write the descriptive text based on their mind mapping picture by work in group
13 Teacher controls the class by observing students' activity	7 Controlling the class by observing students' activity and giving helps to the students who get difficulties.	13 Students do the task
14 Teacher helps students when the students get difficulties		14 Students ask teacher's help when get difficulties
15 Teacher asks students to present their work in front of the class	8 Asking students to present their work and asking students (group) to give comment on their friends' presentation.	15 Students present their work in front of the class,
16 Teacher asks another students to give comment to their friends' performance		16 Another students (group) give comment to their friends' performance.
17 Teacher comments students' work, clarify the mistakes and fix them	9 Giving comment on students' work, clarify the students mistake and fix them	17 Students listen to teacher's comment and correct their mistakes.
Post-Teaching		
18 Teacher review the lesson and asks students to conclude the lesson		18 Students listen to teacher's review and students conclude the lesson by guiding teacher
19 Teacher ask students to convey their feeling while learning process then teacher close the learning.		19 students express their feeling about the learning process then, give greeting to the teacher.

g. Conventional Strategy

Conventional strategy is a traditional way that is used by a teacher in teaching and learning process. Conventional is the strategy or the way that usually used by the teachers to teach the text to students.³¹ According to Hudson, conventional is the strategy used by the teachers based on mutual agreement in a school.³² It means that conventional strategy is a strategy uses traditional way in teaching and learning process where the teacher use the lecture method in teaching and learning.

According to Syaiful Bahri Djamarah, there are some kinds of conventional technique or strategy. They are; lecturer method, project method, catechize method, lecture discussion, problem solving method, homework, recitation method, demonstration and experiment method, role play method.³³ Based on observation, the researcher concludes that the teacher at SMP N 6 Padangsidempuan teaches writing descriptive text by lecturer method.

There are some procedures of lecturer method, they are:

- a) Preparation, create learning condition to students.
- b) Implementation, teacher conveys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing.

³¹ Jhon Denden, Conventional Strategy, Available at <http://www.britsnis.com/EBchecked/topic/421797/nnucler-strategy/52993/conventional-strategy>, (Accessed on May 15th, 2019 at 08.00 P. M.)

³²Hudson, The Meaning of Conventional Strategy, Available at <http://www.conventional-strategy/topic/54372-conventional-strategy>, (accessed on May 15th, 2019 at 08.00 P. M.)

³³ Syaiful Bahri Djamarah, *Stategy Belajar-Mengajar* (Jakarta: PT.Asdimahasatya, 2006), p.83.

- c) Evaluation, give test to students for looking students' comprehension about material that learned.³⁴

The teaching procedures in teaching Writing descriptive text at SMP N

6 Padangsidempuan are:

- 1) Teacher explains the definition, benefit and the purpose of descriptive text.
- 2) Teacher explains the generic structure and language feature of descriptive text.
- 3) Teacher gives students the example of descriptive text.
- 4) If there is a text (descriptive text) on the textbook, the teacher asks students to read, and find difficult words, then translate it into Indonesia language.
- 5) Students make their own descriptive text.

B. Review of Related Finding

There are some related findings relate to this research. The first, research had conducted by Galih Indra. The mean of the pre-test was 57.78, the mean of the writing test in second cycle was 63.214, and the mean of the post test was 80.681. By comparing the result of the three tests, He concluded that mind mapping strategy could give better achievement for the students in producing procedure text. The analysis of the questionnaire and observation also supported the fact that mind mapping method was appropriate to be implemented in teaching learning writing procedure text. Besides, Mind mapping method could be applied not only in writing

³⁴ Djamarah, p. 99.

procedure text, but also other texts which were taught both in senior and junior high school.³⁵

The second, the research was written by Een Afrianti. The objective of this study was to know whether there is a significant influence of using mind mapping toward students descriptive paragraph writing ability at the first semester of the tenth grade of SMA N 2 Liwa. After doing the data analysis, it was found that the result of T_{test} was 3.5 and the result of t_{critical} was 1.67. the criteria to know whether the hypothesis is accepted or not was t_{observed} higher than 1.67. it means that there was a significant influence of using mind mapping towards students descriptive paragraph writing ability.³⁶

The third the research was written by Ade Aprilia. Based on her research, she concluded that mind mapping gives a positive effect in teaching writing especially writing descriptive text. She compared the result of the pre-test and post-test. It showed that mind mapping could improve students' ability in writing descriptive text. The total score of pre-test was 1050 and the total score of post-test was 1963. It means that the total score of pre-test to post-test had increased 313 points.³⁷

The fourth, the research was written by Iis Hidayah Romadhloni. In her research, she tried to find the effectiveness of using mind mapping as a prewriting

³⁵ Galih Indra, "The Use of Mind Mapping Strategy to Improve Students' Ability in Writing Procedure Text," 2013, 1–111, <https://lib.unnes.ac.id/19863/1/2201406597.pdf>.

³⁶ Een Efrianti, "The Influence of Using Concept Mapping Towards Students' Descriptive Paragraph Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in the Academic Year of 2016/2017" 2017, http://repository.radenintan.ac.id/382/1/SKRIPSI_EEN_EFRIANTI.pdf.

³⁷ Ade Aprilia, "The Implementation of Mind Mapping Technique to Improve Students' Ability in Writing Descriptive Text at Second Grade of SMP N 1 Trimurjo" 2017, http://digilib.unila.ac.id/28162/3/A_SCRIPT_WITHOUT_DISCUSSION_CHAPTER.pdf.

strategy in order to help students in writing descriptive text. The result showed that most of the students give positive responses toward the use of mind mapping strategy in writing descriptive text. She concluded that mind mapping facilitated the students to organize their idea, plan students' writing, deal with the writing elements, write enjoyably, understand the writing context and it can improve their writing achievement.³⁸

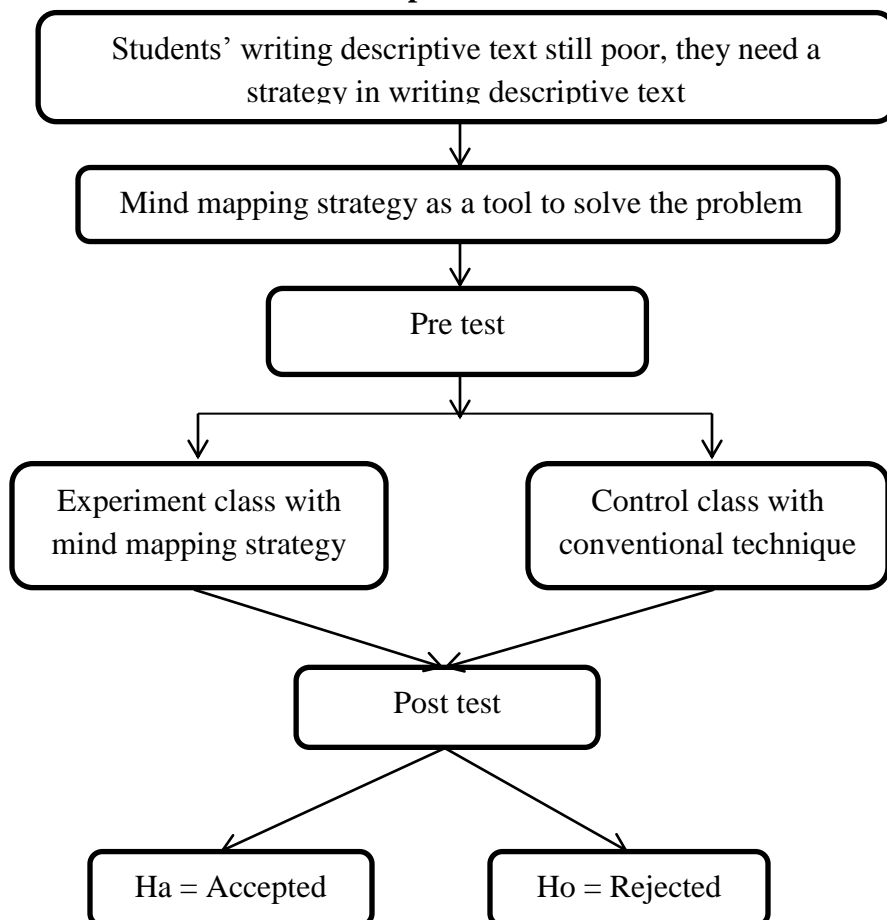
Based on the research above, researcher concluded that writing in the school has the problem. Some researchers give some strategy to minimalist and solve the problems by using mind mapping strategy. Finally, this research is written by researcher to add and complete the researcher before. The researcher wants to solve the writing problem on descriptive text in order can be affect at grade VIII students of SMP N 6 Padangsidimpuan through Mind Mapping Strategy.

C. Conceptual Framework

In writing descriptive text, to make it more successful and easy to write it must have many factors, organize ideas or topic in our mind. Strategy is important to teach writing descriptive text. By using mind mapping strategy it can help the teacher to teach writing descriptive text more easily and fun. So, the effect of mind mapping strategy on the writing descriptive text at grade eighth students of SMPN 6 Padangsidimpuan can be seen at picture below:

³⁸ Iis Hidayah Romadhloni, "The Effectiveness of Mind Mapping Strategy in Writing Descrptive Texts for 8 Graders" (Universitas Kristen Satya Wacana, 2015), http://repository.uksw.edu/bitstream/123456789/10576/2/T1_112011051_Full text.pdf.

Table.2
Conceptual Framework



Based on the information from the English teacher, the researcher found that students' writing descriptive text still poor. To solve this problem, the researcher tried to use a strategy is a mind mapping. First, before doing the strategy, the researcher gave pre-test to experimental class and control class. Then, the researcher taught writing descriptive text by using mind mapping strategy and gave nothing (conventional learning) to control class. After that, the researcher gave post-test to both of class. The last, the researcher compared the students' writing descriptive text of pre-test and post-test between experimental class and control class.

D. Hypothesis

The hypothesis of this research is as follows:

1. Ha: There is a significant effect of mind mapping strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidempuan.
2. Ho: There is no significant effect of mind mapping strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The researcher did the research at SMP N 6 Padangsidimpuan. It is located at Kenanga street, Padangsidimpuan of North Sumatera. The subject of this research is the eighth grade students of SMP N 6 Padangsidimpuan. The researcher choosed this school because the researcher was interested in doing the research about the students' writing descriptive text using the mind mapping strategy. The researcher did the research starting from December 2018 up to finish.

B. Research Design

Kind of this research was experimental research with quantitative method. According to L.R Gay, and Peter Airasian, experimental research is only the type of research that can test the hypothesis to establish cause and effect.¹ So, the researcher manipulated at least one independent variable, control other relevant variables and observes the effect on one or more dependent variables in experimental research.

The experimental research consists of two classes, those are: the experimental class and the control class. The design of the experimental class can be described as follows:

Table. 3
Pre-Test Post-Test Control Group Design

E	O ₁	X	O ₂
P	O ₁	-	O ₂

¹ L. R. Gay and Peter Airasian, *Educational Research* (New York: Merrill, 2000), p.367.

Where:

E : Symbol for experimental Class

P : Symbol for control class

X : Symbol for treatment²

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

C. Population and Sample

1. Population

The population of this research is the second year students of SMP N 6 Padangsidempuan 2018/2019 academic year. It consists of ten Classes started from class 1 to 10 (VIII-1 –VIII-10). The population number is shown in the table below:

Table 4
Population of Grade VIII students of SMP N 6 Padangsidempuan

NO.	CLASS	TOTAL STUDENTS
1	VIII-1	32
2	VIII-2	32
3	VIII-3	31
4	VIII-4	32
5	VIII-5	32
6	VIII-6	31
7	VIII-7	30
8	VIII-8	35

² Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003), p.276.

9	VIII-9	31
10	VIII-10	31
TOTAL		315

Source: school administration data of SMP N 6 Padangsidempuan

2. Sample

Arikunto states that “sample is a part of population which will be researched”.³ The sample of this research is the part of the total number of students at VIII grade of SMP N 6 Padangsidempuan. The researcher selected the sample by using random sampling technique.

The researcher used random sampling because the whole classes had the same rights to be chosen as the sample. Based on pre-observation of researcher, English teacher in VIII class stated that students of VIII-1 until VIII-10 had same ability in English lesson. They are put on the class randomly, not based on placement test. The researcher took two classes. The first class is VIII-1 as the experimental class which consists of 32 students and the second class is VIII-2 as the control class which consists of 32 students. So, the total of the sample of this research are 64 students.

The steps in determining the experiment and control class, the researcher provided ten pieces of paper printed all the name of the class of population. Then, the researcher took two classes randomly and got the first class as control class and the second as experiment class.

³ Arikunto, p.109.

D. Definition of Operational Variables

1. Mind Mapping Strategy (Variable X)

Mind mapping strategy is a strategy for note-making before writing; technique for delivering effective and creative thinking to help organise thoughts, create ideas, focus discussions and achieve learning. Mind mapping not only tool to help us thinking, imaging, memorizing, planning and choosing information but also mind mapping have symbols, keywords, colors and images.

2. Writing Descriptive Text (Variable Y)

Writing descriptive text is a process to gather our ideas, information or thoughts becomes a text vividly that explains about a person, place or things which can make the reader imagines what is described writtenly. In descriptive text the writer describes person, object, appearance, landscape or phenomenon naturally so it can make the reader imagine and feel it.

E. Instrument of the Collecting Data

Instrument is very important to support every research. A research must have an instrument for taking the valid data. In this research, the researcher used writing test type essay test to get the data. The researcher administered writing test to find out whether there is any improvement of students' descriptive text writing ability after the implementation of mind mapping.

The scoring for the tests is based on the rating scale scoring rubric:

Table.5
Indicators of writing descriptive text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	Very good to excellent	3 x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Organization (O) 30% - Identification - Description	4	Very good to excellent	3x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Grammar (G) 20% - Use present tense - Agreement	4	Very good to excellent	2x
		Average to good	
	3		
	2	Poor to fair	
Vocabulary (V) 20% - new word	4	Very good to excellent	2x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	

$$\text{Score} = \frac{3C+3O+2G+2V}{40} \times 100^4$$

F. Validity and Reliability

A good test must have validity so the test can measure the aspects that will be measured. In this case, the researcher used construct validity to measure whether the test has good validity or not. The result of research must be also reliable. Reliability instrument is requirement for getting the result of researcher reliability.

⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edi (New York: Longman, 2007), p.357.

Construct validity and reliability are a test validity based on the judgment of the experts. In this case, expert will be given opinion about the instrument, what is instrument can be used or still need improving, or may be the instrument is failed. The researcher used essay test to test students' writing ability on descriptive text. In this research, scoring criteria is based on the five aspects of writing; content, organization, language use, vocabulary, and mechanics. To make it sure, the researcher consult to the English teacher of SMP N 6 Padangsidempuan and a lecturer who teaches in English Education Department of State Institute for Islamic Studies Padangsidempuan.

G. Procedure of Collecting Data

Concerning to the procedure of data collection in this study, they are explained as follow:

1. Pre Test

The pre-test gave for both classes (experimental and control class) to know the student basic ability in writing descriptive text before the implementation of mind mapping strategy for experimental class and conventional method for control class. The researcher used some steps in giving pre-test as follows:

- a. The researcher prepared the essay written test
- b. The researcher distributed the paper of the test to students of experimental class and control class
- c. The researcher explained what students need to do
- d. Giving time to answer the question

- e. The students answered the question
- f. The researcher collected their paper test
- g. The researcher checked the answer and counts the score of the students

2. Treatment

To obtain the data needed, an experimental teaching is one of the techniques that conducted by the researcher. In this study, the researcher only tough experimental class which received treatment and did not conduct in control class because the researcher compared two classes to find out which one is the effective class in writing descriptive text, the class writing descriptive text used mind mapping strategy or class writing descriptive text uses conventional method.

3. Post Test

The post-test was given for both classes (Control class and Experimental class) after implementation of mind mapping technique for the experimental class and conventional method for control class in order to know the students ability in writing descriptive text after the treatment. Here the researcher has some procedures, they are:

- a. The researcher prepared the test
- b. The researcher distributed the paper of the test to both of class (experimental class and control class)
- c. The researcher explained the instruction to answer the test
- d. The researcher gave time to answer the test
- e. The students answered the test

- f. The researcher collected their paper
- g. The researcher checked the answer of students and counts the score.

H. Technique of Analysis Data

The researcher conducted research by using the technique of analysing data below:

1. Requirement Test

a. Normality Test

In this process the researcher used *Chi-Quadrate* formula to know the normality. The formula is as follow:

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

Where:

x^2 = chi quadrate

F_h = frequency is gotten from the sample as image from the frequency is hoped from the population

F_o = frequency is gotten from the sample / result of observation.⁵

To calculate the result of chi-quadrate, it is used significance level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$). If result x^2 count $< x^2_{table}$.so, it can be concluded that data is distributed normal.

b. Homogeneity Test

To find the homogeneity, the researcher used *Harley test*. The formula is as follow:

⁵ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2005), p.298.

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

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant⁶

Hypothesis is rejected if $F \leq F_{\frac{1}{2}\alpha(n_1-1)}(1=n_2-1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator is (n_2-1) .

To test whether variants of both homogenous samples, variants equality test, that is:

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

Here, after comparing to the F_{table} , its criterion is: If F calculating $< F_{\text{table}}$, then both samples are homogeneous.

2. Hypothesis Test

Hypothesis is the provisional result of the research. So, the researcher needed to analyse the data which have been divided into two groups experimental class and control class. To know the difference between both of class, the data had been analysed by using t-test formula. The formula as follows:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

⁶ Agus Irianto, *Statistik Konsep Dasar Dan Aplikasinya* (Padang: Departemen Pendidikan Nasional, 2003), p.276.

Where:

T_t : The value which the statistical significance

M_1 : The average score of experimental class

M_2 : The average score of control class

X_1^2 : Deviation of experimental class

X_2^2 : Deviation of control class

n_1 : Number of experimental

n_2 : Number of control⁷

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p.269.

CHAPTER IV

THE RESEARCH RESULT

Researcher shows the data description from the data analysis which is calculated from sample data. The data was found from control class and experiment class in SMP 6 Padangsidimpuan. The researcher conducted the research by using pre- test to know students' writing descriptive test and tested the students by conducting post-test to know students' writing skill in descriptive text after giving treatment in experiment class. It was applied by using Mind Mapping strategy to help students to affect their writing especially in descriptive text. Then, researcher used t-test to know whether students' writing descriptive text skill affected or not from hypothesis. The data will be shown as below:

A. The Description of Data

1. Description of Data before Mind Mapping Strategy

a. Score of Pre-test Experimental Class

As experimental class, the researcher took VIII-1 class which consists of 32 students. The researcher gave the pre-test to the students. The students wrote descriptive text by topic about animal. Based on the students' answers in pre-test, the researcher calculated the students' score. It can be seen on appendix 6 and 7. The pre-test score of experimental class can be seen as table below:

Table. 6
The score of Experimental Class in Pre-test

Total Score	1574
Highest score	70
Lowest score	30
Mean	45
Median	50.5
Modus	48
Range	40
Interval	7
Standard deviation	9.94
Variant	100.06

Based on the table above, the total score of experimental class in pre-test was 1574, the highest score was 70. The lowest score was 30, mean was 45, median was 50.5, modus was 48, range was 40, interval was 7, standard deviation was 9.94, and variant was 100.06. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution below:

Table. 7
Frequency Distribution of Experiment Class (Pre-test)

No.	Interval	Mid-point	F	Percentages
1	30-36	33	3	9.37%
2	37-43	40	6	18.75%
3	44-50	47	10	31.25%
4	51-57	54	8	25%
5	58-64	61	2	6.25%
6	65-71	68	3	9.37%
	<i>i=7</i>	-	32	100%

From the table above, it can be seen that interval 30 up to 36 was 3 students (9.37%), 37 up to 43 was 6 students (18.75%), 44 up to 50 was 10 students (31.25%), 51 up to 57 was 8 students (25%), 58 up to 64 was 2

students and 65 up to 71 was 3 students (9.37%). It can be concluded that the biggest frequency was in interval 44 up to 50 and the lowest frequency was in interval 58 up to 64.

To make the description of the data is clearer the researcher presents them in histogram on this following figure:

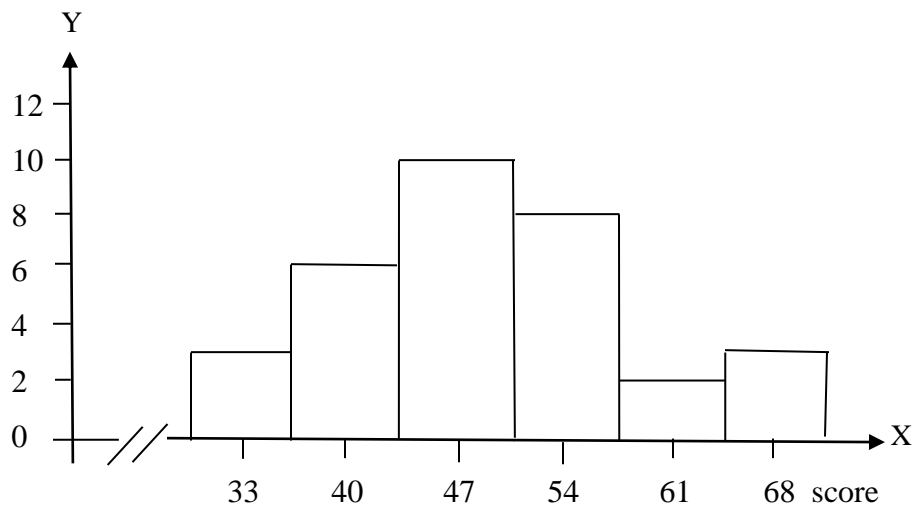


Figure 1: Description Data Pre-test of Experimental Class

Based on the figure above, it showed that the data was normal.

b. Score of Pre-test Control Class

In pre-test of control class, the researcher gave test to the students. Then, the researcher calculated the result that had been gotten by the students in answering the essay test. The score of pre-test control class can be seen as table below:

Table. 8
The Score of Control Class in Pre-test

Total score	1494
Highest score	70
Lowest score	30

Mean	47.91
Median	47.56
Modus	45.25
Range	40
Interval	7
Standard deviation	91
Variant	97.125

Based on the table above, the total score of control class in pre-test was 1494, mean was 47.91, standard deviation was 9.1, variant was 97.125, range was 40, interval was 7, median was 47.25, and modus was 45.25. the researcher got the highest score was 70 and the lowest score was 30. It can be seen on appendix 6 and 7. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table. 9
Frequency Distribution of Control Class (Pre-test)

No.	Interval	Mid-point	F	Percentages
1	30-36	33	4	12.5%
2	37-43	40	9	28.12%
3	44-50	47	12	37.5%
4	51-57	54	3	9.37%
5	58-64	61	2	6.25%
6	65-71	68	2	6.25%
<i>i=7</i>		-	32	100%

From the table above, the students' score from 30 up to 36 was 4 students (12.5%), 37 up to 43 was 9 students (928.12%) , 44 up to 50 was 12 students (37.5%), 51 up to 57 was 3 students (9.37%), 58 up to 64 was 2, students (6.25%), 65 up to 71 was 2 students (6.25%). It can be concluded that most of students are in interval 44-50 had 12 students

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

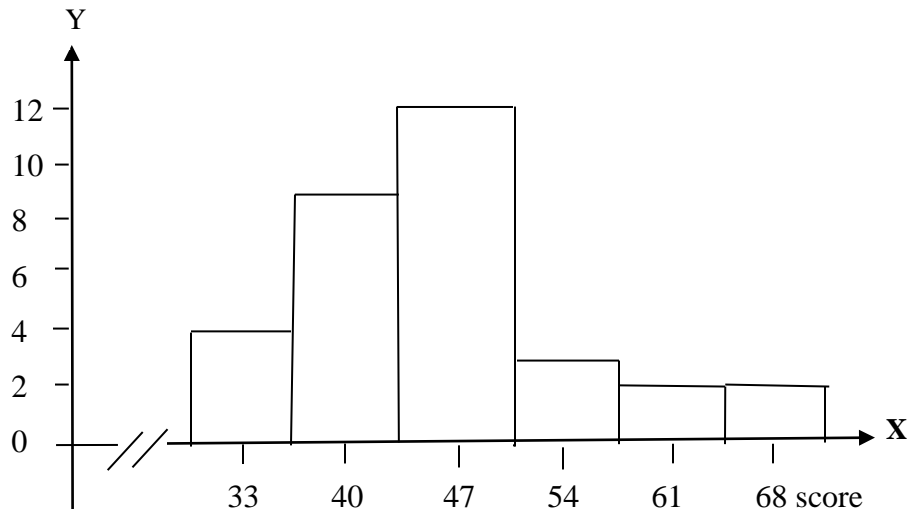


Figure 2: Description Data Pre-test of Control Class

Based on the figure of description data pre-test of control class above, it can be seen that the data was normal.

2. Description Data after Using Mind Mapping Strategy

a. Score of Post-test Experimental Class

After the researcher gave the test in post-test, the researcher calculated the result that had been gotten by the students in answering the test after the researcher did the treatment by using mind mapping strategy. It can be seen in the following table:

Table. 10
The Score of Experimental Class in Post-test

Total score	2125
Highest score	88
Lowest score	45
Mean	71.17
Median	75.44

Modus	67.25
Range	43
Interval	7
Standard deviation	12.16
Variation	153.86

Based on the table above, the total score of experiment class in post-test was 2125, mean was 71.17, standard deviation was 12.18, variation was 153.86, median was 75.44, range was 43, modus was 67.25, and interval was 7. It can be seen on appendix 9 and 10. Then, the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution below:

Table. 11
Frequency Distribution of Experiment Class (Post-test)

No.	Interval	Mid-point	F	Percentages
1	45-51	48	4	12.5%
2	52-58	55	5	15.63%
3	59-65	62	6	18.75%
4	66-72	69	7	21.87%
5	73-79	76	4	12.5%
6	80-86	83	4	12.5%
7	87-93	90	2	6.25%
	<i>i=7</i>	-	32	100%

Based on the table above, the students' score from interval 45 up to 51 was 4 students (12.5%), 52 up to 58 was 5 students (15.63%), 59 up to 65 was 6 students (18.75%), 66 up to 72 was 7 (21.87%), 73 up to 79 was 4 students (12.5%), 80 up to 86 was 4 students (12.5%) and 87 up to 93 was 2 students (6.25%).

To make the description of the data clearly, the researcher presents them in histogram as follow:

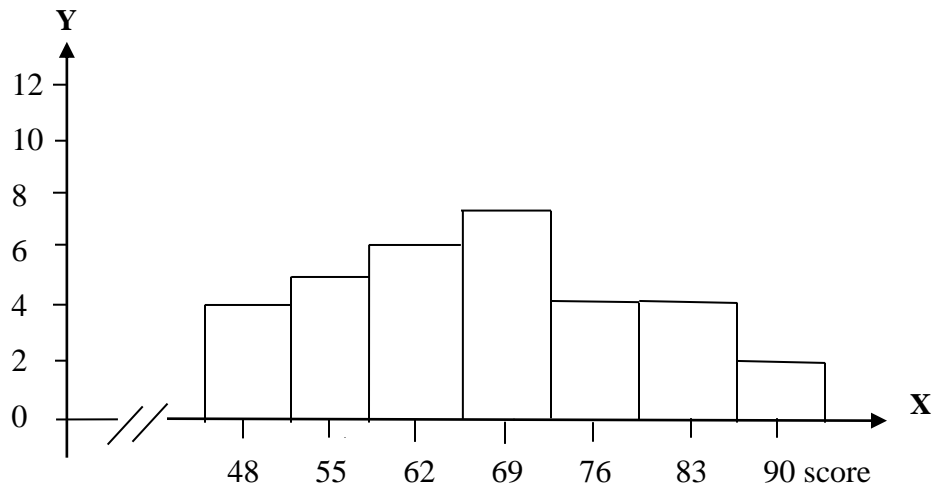


Figure 3: Description Data Post-test of Experimental Class

From the figure of description data above, it can be seen that shown that the data was normal.

b. Score of Post-test Control Class

The researcher took VIII-2 class as the control class. The result that had been gotten by the students in answering the test after the researcher taught the writing descriptive text by using conventional strategy. It can be seen in the following table:

Table. 12
The Score of Control Class in Post-test

Total score	1638
Highest score	75
Lowest score	35
Mean	52.87
Median	54.66
Modus	49.37

Range	40
Interval	7
Standard deviation	11.13
Variant	135.77

Based on the table above, the researcher got the higher score was 75 and the lowest score was 35. It can be seen on appendix 9 and 10. The total score of control class in post-test was 1638, mean was 52.87, standard deviation was 11.13, variant was 135.77, median was 54.66, range was 40, modus was 49.37, and interval was 7. Then, to computed the frequency distribution of the students' score of control class can be applied into table below:

Table. 13
Frequency Distribution of Control Class (Post-test)

No.	Interval	Mid-point	F	Percentages
1	35-41	38	7	21.87%
2	42-48	45	8	25%
3	49-55	52	9	28.12%
4	56-62	59	2	6.25%
5	63-69	66	2	6.25%
6	70-76	73	4	12.5%
<i>i=7</i>		-	32	100%

From the table above, it can be seen that the interval 35 up to 41 was 7 students (21.87%), interval 42 up to 48 was 8 students (25%), interval 49 up to 55 was 9 students (28.12%), interval 56 up to 62 and interval 63 up to 69 was 2 students (6.25%), while interval 70 up to 76 was 4 students (12.5%).

For the clear description of the data, the researcher presents them in histogram on the following figure:

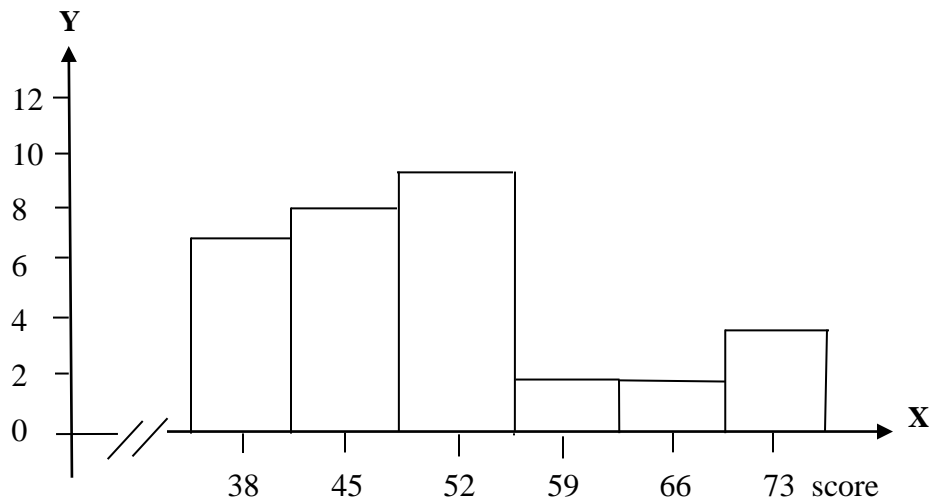


Figure 4: Description Data Post-test of Control Class

Based on the histogram above, it shown that the data was normal.

B. Hypothesis Test

The researcher used parametric test by using T-test to analyze the hypothesis. After calculated the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogenous. Hypothesis of the research was “there is the effect of mind mapping strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan”. the calculation can be seen on appendix 11 and 12. The result of t-test was as follow:

Table. 14
Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-1.86	1.66980	6.22	1.66980

The hypothesis test has two criteria. They are if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted and if $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation in pre-test, the researcher found that $t_{\text{count}} -1.86$ while $t_{\text{table}} 1.66980$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 32 + 32 - 2 = 62$. Cause $t_{\text{count}} < t_{\text{table}} (-1.86 < 1.66980)$, it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that $t_{\text{count}} 6.22$ while $t_{\text{table}} 1.66980$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 32 + 32 - 2 = 62$. Cause $t_{\text{count}} > t_{\text{table}} (6.22 > 1.66980)$, it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of mind mapping strategy on students writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan. In this case, the mean score of experimental class by using mind mapping strategy was 71.17 and mean score of control class by using conventional strategy was 52.87. The gain score was 21.21. The calculation can be seen in the following table:

Table 15.

Gain Score of Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	45	71.17	26.17	21.21
Control	47.91	52.87	4.96	

C. Discussion

Based on the related finding, the researcher discussed result of this research and compared with finding. It also discussed with theory that has been stated by researcher. In this case, the theory which has been discussed by the researcher was from Vanessa Steele that stated that mind mapping is one of the effective strategies in teaching writing. It is a strategy for making note on a topic, prior to write. Besides, Tony Buzan also said that mind mapping is an easy way to get information into any out of your brain and a way of taking notes that is not boring. It means that by using mind mapping strategy, the teacher can guide the students in making and arranging words into good sentences and help the students to write as many as ideas they can and also make their writing more interesting and enjoyable.

By seeing the data analysis, the researcher found the use of mind mapping strategy was effective in teaching writing descriptive text. This strategy gave good effect for students' writing descriptive text. It was proven from the result of post-test was higher than pre-test. The students' score on post-test was higher after the treatment given

Another researcher, the first is Ade Aprilia.¹ She used mind mapping in her research. The title of the research is "The Implementation of Mind Mapping Technique to Improve Students' Ability in Writing Descriotive Text at Second

¹ Ade Aprilia, "The Implementation of Mind Mapping Technique to Improve Students' Ability in Writing Descriptive Text at Second Grade of SMP N 1 Trimurjo" 2017, 3, http://digilib.unila.ac.id/28162/3/A_Script_Without_Discussion_Chapter.pdf.

Grade of SMP N 1 Trimurjo”. She concluded that mind mapping gives a positive effect in teaching writing descriptive text. She compared the result of pre-test and post-test. It shown that mind mapping could improve students’ ability in writing descriptive text. The total score of pre-test was 1050 and the total score of post-test was 1963. It means that the total score of post-test id higher than pre-test. It had increased 317 points.

The second is Iis Hidayah Romadhloni’s research.² The title is “The Effectiveness of Mind Mapping Strategy in Writing Descriptive Text for 8 Graders”. In her research, she tried to find the effectiveness of using mind mapping as a prewriting strategy in order to help students in writing descriptive text. She concluded that mind mapping facilitated the students to organize the ideas, plan students’ writing, deal with the writing elements, write enjoyable, understand the writing context and it can improve their writing achievement.

From the result of the research that is previously stated. It was proved that the students who were taught writing descriptive text by using mind mapping strategy got better result. As in this research, the mean score of experimental class got better result than control class (71.17>45). Looking the students’ score after using mind mapping strategy in writing descriptive text, this strategy is good to be used as an innovation for teaching writing. It aims to ease the students in organizing the idea. Although not all of the aspect in writing can be covered

² Iis Hidayah Romadhloni, “The Effectiveness of Mind Mapping Strategy in Writing Descrptive Texts for 8 Graders” (Universitas Kristen Satya Wacana, 2015), http://repository.uksw.edu/bitstream/123456789/10576/2/T1_112011051_Full text.pdf.

by this strategy. It can be considerably used in teaching writing. This strategy makes the students to think easier to make their ideas clearer when the teacher gave certain topic about descriptive text. As a conclusion, this strategy is recommended to be used for teaching writing especially in writing descriptive text.

D. The Threats of the Research

The researcher found the threats of the research as follows:

1. The students needed more time to answering the test.
2. The researcher was not sure whether all of the students (experimental class and control class) did the test honestly.
3. The students look serious in learning process but, the researcher was not sure whether the students understand or just pretend. Because, the students knew that they were being researched.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The scores of students' writing descriptive text before using mind mapping strategy at grade VIII students of SMP N 6 Padangsidempuan was low, because in pre-test the mean score of experimental class was 45.
2. After using mind mapping strategy, the mean score of experimental class was higher than the mean score of control class which was taught by conventional strategy. The mean score of post-test of experimental class was 71.17 and the mean score of control class was 52.87. There were increasing in students' score in the both of classes if it was compared with the result of the pre-test.
3. The result of the research showed that the mind mapping strategy give good effect to students' writing descriptive text. The researcher found that the result of T-test where t_0 was higher than t_t ($6.22 > 1.66980$). It meant that H_a was accepted and H_0 was rejected. In other words, there was significant effect of using mind mapping strategy on writing descriptive text at grade VIII students of SMP N 6 Padangsidempuan.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. Headmaster of SMP N 6 Padangsidempuan, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using mind mapping strategy or other strategies in teaching English.
2. The researcher hopes to the English teachers, especially in SMP N 6 Padangsidempuan to use mind mapping strategy as an alternative to increase students' writing descriptive text. Mind mapping can help students develop the ideas related to the topic, teacher should prepare some examples using mind mapping.
3. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of this strategy deeply. Further research can try to apply this strategy with another kind of text, narrative and report text for instance.

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CURRICULUM VITAE



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Kepada Yth:

1. Dr. H. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Fitri Rayani, M.Hum (Pembimbing II)

di –Padangsidimpuan

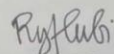
Assalamu'alaikum Wr. Wb.

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 bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Wulan Sari Panggabean
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Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Mind Mapping Strategy on The Writing Descriptive Text at Grade VIII Students of SMP N 6 Padangsidimpuan.**

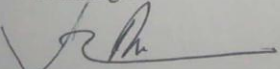
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

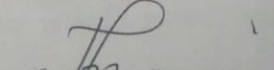

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Alamat : Sibolga

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Mind Mapping Strategy on the Writing Descriptive Text at Grade VIII Students of SMP N 6 Padangsidempuan".

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.

Dekan



Dr. Leva Hilda, M.Si.

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PEMERINTAH KOTA PADANGSIDIMPUAN
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Prodi Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Sibolga

Adalah benar telah melaksanakan penelitian dengan Judul "The Effect of Mind Mapping Strategy on the Writing Descriptive Text at Grade VIII Students of SMP N 6 Padangsidimpuan " Sesuai dengan surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Padangsidimpuan Fakultas Tarbiyah Dan Ilmu Keguruan Nomor :B-78/In.14/E.1/TL.00/06/2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Padangsidimpuan ,08 Agustus 2019

Plh.Kepala SMP Negeri 6 Padangsidimpuan

MUSA ASHARI HUTASUHUT.Pd

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENT CLASS)

Satuan pendidikan	: SMP Negeri 6 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII / 2
Tema	: Descriptive Text (describing people)
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

1. Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;
2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
3. Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang dan benda, kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;
4. Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. Kompetensi Dasar

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Teks Deskriptif

- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
- 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang deskripsi orang (termasuk diri sendiri), tokoh, untuk tujuan membanggakan/ mengenalkan/ mengambil teladan, secara kontekstual, terkait ketiga aspek teks berikut ini:

1. Fungsi Social

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

- a. Tujuan dari beberapa teks pendek dan sederhana tentang orang/ tokoh yang berbeda,
- b. Fokus yang dibicarakan dalam masing-masing deskripsi,
- c. Pembaca yang akan tertarik membaca masing-masing deskripsi,
- d. Manfaat yang dapat dipetik dari masing-masing deskripsi.

2. Struktur Text

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

- a. Nama orang/tokoh, pekerjaan/jabatan/perannya, serta orang-orang lain yang terkait serta pekerjaan/jabatan/perannya,
- b. Karakteristik fisik/psikis/personal lainnya dari masing-masing orang/tokoh,
- c. Kebiasaan/pekerjaan/kegiatan rutin/tertentu yang menjadi ciri masing-masing orang/tokoh,
- d. Aspek lain yang dipaparkan untuk mendeskripsikan masing-masing orang/tokoh.

3. Unsur Kebahasaan

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung cara pendeskripsian orang/tokoh:

- a. Makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbial, frasa),
- b. Tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll),
- c. Ucapan, tekanan kata, dan intonasi yang benar,
- d. Ejaan dan tanda baca yang benar,
- e. Tulisan tangan yang rapih dan benar.

D. Tujuan Pembelajaran

Setelah melewati proses pembelajaran yang menerapkan 5M:

1. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Siswa menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
3. Siswa menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

E. Materi Pembelajaran

1. The definition of descriptive text
2. The purposes of descriptive text
3. Generic structures of a descriptive
4. Generic features of a descriptive text
5. Example of descriptive text

F. Metode Pembelajaran

- Mind Mapping Strategy

G. Alat dan Sumber Pembelajaran

1. Alat : papan tulis, kertas A4, pencil warna, spidol, bolpoin, gambar terkait materi.
2. Sumber : buku-buku relevan, internet.

H. Langkah-langkah Kegiatan Pembelajaran

Teacher's Activities	Procedures of Mind Mapping Strategy	Students' Activity
Pre-Teaching		
1 Teacher comes to the class by saying salam.		1 Students answer salam together.
2 Teacher asks students to pray before starting the lesson.		2 Students pray on their belief.
3 Teacher checks students' attendance and prepare the lesson.		3 Students listen and raise their hand depend on their attendance
4 Teacher mentions the goal of study.		4 Students listen to the goal of study.
5 Teacher involves the lesson to the students in brainstorming activity related to the topic. Teacher asks students about the ideas by using brainstorming to know students background knowledge.		5 Students brainstorm some examples related to the topic.
While Teaching		
6 Teacher introduce and explain what mind mapping is.	1 Introducing mind mapping to the students	6 Students listen to the teacher's explanation and consider how to know about mind mapping.
7 Teacher asks students some questions about mind mapping to	2 Asking and answering about mind mapping to connect the lesson	7 Students give the questions about the material which is related

connect students' mind to the topic.		to the topic.
8 Teacher shows mind mapping (image, diagram, or graphic)	3 Showing the example of mind mapping	8 Students look at the image, diagram or graphic
9 Teacher explain how to make mind mapping	4 Giving students the ways how to make mind mapping	9 Students focus on teacher's explanation.
10 Teacher divides students into six groups and explains about the descriptive text that consist of the social function, generic structure and the grammatical features of descriptive text.	5 Dividing students into some groups and discussing about the material.	10 Students count 1-6 and make their group, then pay attention and listen to the teacher's explanation, students receive the pictures and make their own mind mapping.
11 Teacher gives some pictures (people, animal or place).	6 Making descriptive text guiding mind mapping.	11 The students receive the pictures.
12 Teacher asks students to make descriptive text guiding mind mapping picture		12 Students write the descriptive text based on their mind mapping picture by work in group
13 Teacher controls the class by observing students' activity	7 Controlling the class by observing students' activity and giving helps to the students who get difficulties.	13 Students do the task
14 Teacher helps students when the students get difficulties		14 Students ask teacher's help when get difficulties
15 Teacher asks students to present their work in front of the class	8 Asking students to present their work and asking students (group) to give comment on their friends' presentation.	15 Students present their work in front of the class,
16 Teacher asks another students to give comment to their friends' performance		16 Another students (group) give comment to their friends' performance.
17 Teacher comments students' work, clarify the mistakes and fix them	9 Giving comment on students' work, clarify the students mistake and fix them	17 Students listen to teacher's comment and correct their mistakes.

Post-Teaching		
18 Teacher review the lesson and asks students to conclude the lesson		18 Students listen to teacher's review and students conclude the lesson by guiding teacher
19 Teacher ask students to convey their feeling while learning process then teacher close the learning.		19 students express their feeling about the learning process then, give greeting to the teacher.

I. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : menyusun teks deskriptif
3. Instrumen :
 - Write the descriptive text about describing people using mind mapping strategy!
4. Pedoman Penilaian

Rubrik Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	Very good to excellent	3 x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Organization (O) 30% - Identification - Description	4	Very good to excellent	3x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Grammar (G) 20% - Use present - agreement	4	Very good to excellent	2x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Vocabulary (V)	4	Very good to excellent	
	3	Average to good	

20% - new word	2	Poor to fair	2x
	1	Very poor	

$$\text{Score} = \frac{3C+3O+2G+2V}{40} \times 100$$

Padangsidempuan, September 2019

Mengetahui

Guru Mata Pelajaran

Peneliti

Anizar Lubis, S.Pd.
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Wulan Sari Panggabean
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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Satuan pendidikan	: SMP Negeri 6 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII / 2
Tema	: Descriptive Text (describing people)
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

1. Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;
2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
3. Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang dan benda, kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;
4. Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. Kompetensi Dasar

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Teks Deskriptif
 - 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks

dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

- 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang deskripsi orang (termasuk diri sendiri), tokoh, untuk tujuan membanggakan/ mengenalkan/ mengambil teladan, secara kontekstual, terkait ketiga aspek teks berikut ini:

1. Fungsi Social

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

- a. Tujuan dari beberapa teks pendek dan sederhana tentang orang/ tokoh yang berbeda,
- b. Fokus yang dibicarakan dalam masing-masing deskripsi,
- c. Pembaca yang akan tertarik membaca masing-masing deskripsi,
- d. Manfaat yang dapat dipetik dari masing-masing deskripsi.

2. Struktur Text

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

- a. Nama orang/tokoh, pekerjaan/jabatan/perannya, serta orang-orang lain yang terkait serta pekerjaan/jabatan/perannya,
- b. Karakteristik fisik/psikis/personal lainnya dari masing-masing orang/tokoh,
- c. Kebiasaan/pekerjaan/kegiatan rutin/tertentu yang menjadi ciri masing-masing orang/tokoh,
- d. Aspek lain yang dipaparkan untuk mendeskripsikan masing-masing orang/tokoh.

3. Unsur Kebahasaan

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung cara pendeskripsian orang/tokoh:

- a. Makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbial, frasa),
- b. Tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll),
- c. Ucapan, tekanan kata, dan intonasi yang benar,
- d. Ejaan dan tanda baca yang benar,
- e. Tulisan tangan yang rapih dan benar.

D. Tujuan Pembelajaran

Setelah melewati proses pembelajaran yang menerapkan 5M:

1. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Siswa menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
3. Siswa menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

E. Materi Pembelajaran

1. The definition of descriptive text
2. The purposes of descriptive text
3. Generic structures of a descriptive
4. Generic features of a descriptive text
5. Example of descriptive text

F. Metode Pembelajaran

- Lecturing method (conventional strategy)

G. Alat dan Sumber Pembelajaran

1. Alat : papan tulis, spidol, kertas A4
2. Sumber : buku- buku relevan, internet.

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru membuka kegiatan dimulai dengan salam.2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai.3. Guru mengabsen siswa, dan menyiapkan suasana belajar yang kondusif.4. Menyebutkan tujuan pembelajaran5. Menyebutkan kegiatan belajar yang akan dilakukan.	10'
Kegiatan Inti	Mengamati <ol style="list-style-type: none">1. Guru memberikan contoh teks deskriptif tentang orang kepada siswa untuk dipelajari.2. Guru bersama siswa menganalisa fungsi sosial dan unsur kebahasaan yang digunakan dari teks deskriptif tersebut.	60'
	Menanya <ol style="list-style-type: none">1. Guru membimbing siswa mempertanyaan informasi yang terdapat dalam teks tersebut (fungsi sosial, struktur teks dan unsur kebahasaan).2. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan. Meneksplorasi <ol style="list-style-type: none">1. Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi untuk menyusun teks deskriptif. Mengasosiasi <ol style="list-style-type: none">1. Guru mengamati dan merespon siswa selama diskusi berlangsung.2. Siswa menyusun teks deskriptif dengan tema "describing people". Mengkomunikasi <ol style="list-style-type: none">1. Siswa dapat mempresentasikan kepada teman sekelasnya tentang isi teks deskriptif yang mereka buat dalam situasi nyata2. Guru mengamati dan menilai presentasi siswa dari	

	aspek keterampilan.	
Penutup	<ol style="list-style-type: none"> 1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu. 2. Guru memberikan umpan balik pembelajaran. 3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 4. Guru memberikan feedback (umpan balik) kepada siswa. 	10'

I. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : menyusun teks deskriptif
3. Instrumen :
 - Write the descriptive text about describing people!

J. Pedoman Penilaian

Rubrik Penilaian:

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	Very good to excellent	3 x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Organization (O) 30% - Identification - Description	4	Very good to excellent	3x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Grammar (G) 20% - Use present tense - Agreement	4	Very good to excellent	2x
	3	Average to good	
	2	Poor to fair	
	1	Very poor	
Vocabulary (V)	4	Very good to excellent	
	3	Average to good	

20% - new word	2	Poor to fair	2x
	1	Very poor	

$$\text{Score} = \frac{3C+30+2G+2V}{40} \times 100$$

Padangsidimpuan, September 2019

Mengetahui

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Appendix 3

INSTRUMENT FOR PRE-TEST

1. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/i mengenai student's ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Tulislah dalam bentuk text descriptif berdasarkan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

- Write down the descriptive text about animal "Panda"

Validator

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Appendix 4

INSTRUMENT FOR POST-TEST

1. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/i mengenai student's ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Tulislah dalam bentuk text deskriptif berdasarkan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

- Write down the descriptive text about people "My Bestfriend"

Validator

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Appendix 10

HOMOGENEITY TEST (POST-TEST)

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

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

Hypotheses:

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

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

A. Variant of the VIII-1 class is:

No.	Xi	Xi ²
1	70	4900
2	63	3969
3	85	7225
4	60	3600
5	75	5625
6	88	7744
7	45	2025
8	60	3600
9	70	4900
10	50	2500
11	88	7744
12	58	3364

13	83	6889
14	80	6400
15	70	4900
16	45	2025
17	63	3969
18	63	3969
19	78	6084
20	53	2809
21	55	3025
22	55	3025
23	63	3969
24	58	3364
25	60	3600
26	70	4900
27	68	4624
28	83	6889
29	73	5329
30	47	2209
31	68	4624
32	78	6084
Σ	2125	145883

$n = 32$

$$\Sigma xi = 2125$$

$$\Sigma xi^2 = 145883$$

So:

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{32(145883) - (2125)^2}{32(32-1)} \\
&= \frac{4668256 - 4515625}{32(31)} \\
&= \frac{152631}{992} \\
&= 153.86
\end{aligned}$$

B. Variant of the VIII-2 class is:

No.	Xi	Xi ²
1	50	2500
2	40	1600
3	68	4624
4	48	2304
5	50	2500
6	35	1225
7	70	4900
8	45	2025
9	45	2025
10	73	5329
11	75	5625
12	45	2025
13	43	1849
14	55	3025
15	53	2809
16	50	2500
17	55	3025
18	40	1600

19	75	5625
20	55	3025
21	35	1225
22	58	3364
23	50	2500
24	40	1600
25	38	1444
26	53	2809
27	60	3600
28	35	1225
29	43	1849
30	45	2025
31	63	3969
32	48	2304
Σ	1638	88054

$$n = 32$$

$$\Sigma xi = 1638$$

$$\Sigma xi^2 = 88054$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\Sigma xi^2 - (\Sigma xi)^2}{n(n-1)} \\
 &= \frac{32(88054) - (1638)^2}{32(32-1)} \\
 &= \frac{2817728 - 2683044}{32(31)} \\
 &= \frac{134684}{992} \\
 &= 135.77
 \end{aligned}$$

The formula was used to test homogeneity was:

1. VIII-1 and VIII-2

$$\begin{aligned} F &= \frac{\textit{The biggest variant}}{\textit{The smallest variant}} \\ &= \frac{153.86}{135.77} \\ &= 1.13 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1.13$ with $\alpha 5\%$ and $dk = 32$ and 32 from the distribution list F, researcher found that $F_{\text{table}} = 1.66980$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.13 < 1.66980$). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

Appendix 14

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	45	71.17	26.17	21.21
Control	47.91	52.87	4.96	