



**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS'  
ABILITY IN WRITING DESCRIPTIVE TEXT**

**THESIS**

**By:**

**HALIDA INDRIHADI SHALEHA**

**NIM 140210401036**

**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2019**



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**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at  
the English Education Program, Language and Arts Department, the Faculty of  
Teacher Training and Education,  
Jember University.

**By:**

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**NIM 140210401036**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Imam Suhadi and Laili Andriani.
2. My beloved brother, Akbar Zulfikar Zakariya.
3. My teachers from kindergarten up to university.
4. All my beloved friends.



**MOTTO**

*“If you wait for inspiration to write you’re not a writer, you’re a waiter”*

(Day Poynter)



(Source: [www.goodreads.com](http://www.goodreads.com))

### STATEMENT OF THESIS AUTHENCITY

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Jember, 6 Maret 2020

The writer

Halida Indrihadi Shaleha

NIM. 140210401036

**CONSULTANTS' APPROVAL**  
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Composed to Fulfil One of the Requirements to Obtain S1 at  
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Faculty of Teacher Training and Education  
Jember University

Name : Halida Indrihadi Shaleha  
Identification Number : 140210401036  
Level : 2014  
Place :Jember  
Date of Birth : August28<sup>th</sup>, 1996  
Study Program : English Education  
Department : Language and Arts Education  
Faculty : Teacher Training and Education

Approved by:

Consultant I

Consultant II

**Drs.Sugeng Ariyanto, M.A.**  
NIP. 195904121987021001

**Dr.Aan Erlyana Fardhani, M.Pd.**  
NIP. 19650309 198902 2 001

**APPROVAL OF THE EXAMINATION COMMITTEE**

The thesis entitled “The Use of Mind Mapping Technique to Improve Students' Ability in Writing Descriptive Text” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day :

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Examination Committee Team:

The Chairperson

The Secretary

**Drs.Sugeng Ariyanto, M.A.**

NIP. 195904121987021001

**Dr.Aan Erlyana Fardhani, M.Pd.**

NIP. 19650309 198902 2 001

The members:

1. Drs.Bambang Arya Wija Putra Dip.Ed., Ph.D 1.  
NIP. 19601231 198802 1 002
2. Dra.Made Adi Andayani T, M.Ed., 2.  
NIP. 19630323 198902 2 001

The Dean of Faculty of Teacher  
Training and Education, Jember  
University

**Prof. Drs. Dafik, M. Sc., Ph. D.**

NIP. 19680802 199303 1 004



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I realize that this thesis might have some weaknesses. Therefore, I appreciate any criticism and suggestions for the improvement of this thesis.

Jember, 6 Maret 2020

Halida Indrihadi Shaleha



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## SUMMARY

**The Use of Mind Mapping Technique to Improve Students' Ability in Writing Descriptive Text; Halida Indrihadi Shaleha, 140210401036; 33 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.**

This classroom action research was intended to improve the eighth grade students' writing achievement by using Mind Mapping technique at SMPN 2 Ambulu. Based on the preliminary study, it was found that *VIII B* grade students had problem in writing skill. It happened because the teacher taught writing by lecturing the students and directly asked the students to start their writing. It could be shown by looking at students who take a long time to write a paragraph because students had trouble in organizing ideas into a good paragraph. However, this technique did not seem to be effective to be implemented during writing activity. It made it difficult for the students to start their writing because they did not know how to organize their ideas and develop their writing into coherent text. It was proved by looking at their mean score of writing (65) which was the lowest among the other tenth grade classes. It also did not achieve the minimum of standard score (75) for the English subject. Hence, the researcher conducted this research in order to overcome the problems through Mind Mapping Technique as a prewriting technique for teaching writing.

The objectives of this research were: (1) to enhance the students' descriptive writing achievement and (2) to know the students participation in the teaching and learning process of writing through Mind Mapping Technique. In conducting this research, the researcher involved the English teacher as the collaborator. The researcher did the teaching process, while the English teacher as the observer. The data collection methods in this research were the students' writing test result and observation. The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observational checklist consisted of 5 indicators. The students were categorized as active students if at least 3 indicators were fulfilled.



The observation result in Cycle 1 showed that there was 78% students were actively involved during the teaching and learning process. Besides, the percentage of the students who achieved the minimum of standard score (75) significantly increased into 28% from the pre-Cycle 53% to Cycle 1 81%. In other words, Cycle 1 fulfilled the criteria of success because 75% of students achieved the research criteria. Then, the action was still continued to Cycle 2 to check the consistency of the students' writing achievement and their participation. The result of Cycle 2 showed much better result. It was reported that 84% of the students participated actively during the learning process. Furthermore, the increasing also happened to the students' writing achievement test that showed 86% of the students passed the standard minimum score.

Based on the result above, it can be concluded that the action in Cycle 2 had achieved the criteria of success of the research. After applying Mind Mapping technique in the prewriting activities, the students' could generate and organize their ideas, make a well-organized writing. The result of Cycle 1 to Cycle 2 showed an improvement as well as achieved the criteria of success. Finally, it can be summarized that the implementation of Mind Mapping technique could improve the *VIII B* grade students' writing achievement.

As the result of this research showed that applying Mind Mapping Technique could improve the students' writing achievement. The research gives some suggestion in order to give empirical and practical contributions. Empirically, it is expected that the results of this research are useful for other researchers who want to conduct a further research dealing with different research design, such as an experimental research to examine the effects of using Mind Mapping Technique on students' writing achievement; or using the same research design to know the contribution of each element in the Mind Mapping Technique to enhance the quality of students' writing products; or using the same research design to improve the students' writing achievement by using Mind Mapping Technique on different text types such as: narrative, recount, and expository texts. Practically, through the findings of this study, English teachers are suggested to use Mind Mapping Technique as an alternative teaching technique to teach

writing to help the students generate and organize their ideas, then develop the ideas into writing a text easily.



## CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the topic such as the research background, the research problems, the research objectives, and the research contribution.

### 1.1. Research Background

Writing is one of the language skills that will never be left in education. In writing, students can express their ideas, feeling, and information into a good composition in order to communicate with others by using their written product. As stated by Flower & Hayes (in Karim, 2018) argue that writing is an intricate and imaginative process that is crucial for productive communicative practice. It means that spreading writing into processes will provide improvement in writing skills. Therefore, teachers need to improve the students' writing skill and to preserve their interest in writing. Thus, students can produce text that is easily understood by the reader.

A preliminary study conducted by interviewing English teacher SMPN 2 Ambulu. It was found that the most problematic case in the class is writing. The researcher also checked VIII B students' previous writing scores based on the English teacher's documents. From the interview with the English teacher of the school, the researcher found several difficulties that the students had in writing an English text. First, the students were not always active in the teaching and learning process of English. Next, they had difficulties in organizing their ideas, in terms of cohesion, coherence, and unity in writing. It possibly happened because they did not use any prewriting techniques to express their ideas before writing their final draft. The teacher taught writing by giving a topic for students that could be used in writing text. Then, she asked them to start their writing. Nevertheless, the technique did not seem to be effective to be implemented during the writing activity. It could be shown by looking at students who take a long time to write a paragraph because students had trouble in finding idea and organizing

ideas into a good paragraph. Thus, their writing was cluttered and poorly-organized in writing a paragraph.

In the last few years, there has been a growing interest in conducting researches on Mind Mapping as a tool to facilitate students to plan ideas in the pre-writing process (e.g. Al Naqbi 2011; Rahmi 2016; Hidayah 2014; Hdii 2015; Bukhari 2016). By using different research designs, i.e., action research, comparative study, and experimental research designs the researches in this issue were conducted in Saudi Arabia, United Arab Emirates, Morocco, Indonesia, and Jeddah. The findings of those researches were similar. The researchers found that Mind Mapping Technique was effective in helping students in planning and organizing ideas to write English. Some of the previous studies used different kinds of research design such as the experimental research, comparative study, the classroom action research and were conducted in the field of. The previous research involved the university students and senior high school students. Most of the studies used an experimental study as the design of their research. However, the design of this research was the classroom action research in the context of EFL learners of junior high school at the eighth grade students of SMPN 2 Ambulu. Some of the previous researches did not mention clearly about the genre of the text, yet this research used descriptive text as the genre of the text.

To fill the gap, it is important to do a research on the use of prewriting technique to explore the students' imaginations and ideas to compose a well-organized writing. The focus of this study is to investigate the contribution of Mind Mapping in enhancing the students' descriptive text writing achievement and their participation in teaching learning process of writing. Therefore the researcher is interested to conduct a research entitled ***“Improving Students’ Descriptive Text Writing Achievement by Using Mind Mapping Technique”***.

## **1.2. Research Problems**

The present study was focused on the following two research questions:

1. Can the implementation of Mind Mapping Technique improve the eighth grade students' participation in writing descriptive text ability through organizing information at SMPN 2 Ambulu?
2. Can the implementation of Mind Mapping Technique improve the eighth grade students' achievement in writing a descriptive text at SMPN 2 Ambulu?

## **1.3. Research Objectives**

This research aims at finding out whether or not the use of Mind Mapping Technique can:

1. To improve the eighth grade students' participation writing a descriptive text ability through organizing information by using Mind Mapping Technique at SMPN 2 Ambulu.
2. To improve the eighth grade students' achievement in writing a descriptive text by using Mind Mapping Technique at SMPN 2 Ambulu.

## **1.4. Research Contributions**

The researcher expects the result of this research can be useful and gives both practical and empirical contributions.

### **1.4.1. Theoretical Contribution**

The theoretical basis of this study is Constructivism theory, saying that the learner is a unique who is exceptional with respect to his/her manner, prior knowledge, and experiences. It is expected that the results of the present study will confirm or disconfirm the underlying theory. This might be useful for further researchers who are interested in doing research on the same topic to consider the adoption of this theory for their further research.

### **1.4.2. Empirical Contribution**

The result of this research is useful for the future researcher as a reference dealing with the implementation of Mind Mapping techniques by using a combination of colors, symbols, shapes to facilitate students in absorbing and



remembering the information they have. So students can improve students' ability to organize information they get into a good paragraph. Hopefully, the result of this research will give knowledge and experience in teaching writing descriptive text through Mind Mapping technique.

### **1.4.3. Practical Contribution**

The result of this research is useful for the English teacher as information or input to solve the students' writing problem and motivate the students to improve their descriptive writing achievement and their participation in writing teaching learning process. Hopefully, the implementation of Mind Mapping technique encourages the students to be actively involved in writing activity.

## CHAPTER 2. RELATED LITERATURE REVIEW

The review of related literature in this chapter concerns with the theories related to the research problems. It covers the theoretical framework, the conceptual review, and the previous research review.

### 2.1 Theoretical Framework

The researcher discusses some aspects dealing with the research in this theoretical framework covering Mind Mapping technique, constructivism theory, the definitions of writing skill, the aspects of writing, the discussion of a descriptive text, and the procedures of teaching writing by implementing Mind Mapping technique. Each topic will be discussed in details in the following sections.

#### 2.1.1 Mind Mapping and Constructivism Theory

The theory of Constructivism states that the learner is a unique individual. The individual learner is exceptional with respect to his/her manner, prior knowledge, and experiences (Bukhari, 2016). According to this prior developed knowledge and experience or manner, the learner builds up new ideas, shapes, or constructs his or her knowledge and this development or construction is in regard to his or her own reality (Brooks & Brooks, 1993; Shapiro, 1994). Mind map can be supported by the theory of Human Constructivism. According to Novak (1993), the humans have greater capacity of making meaning and using language to construct meaning and the thing that really counts is how to empower human beings to optimize their phenomenal capacity to make meaning including their awareness and confidence in processes that are involved. Further, Bukhari (2016) states this capacity for meaning making is referred to as human constructivism. Mind maps can hook prior knowledge through multiple presentations (visual, audio, numeric, wordy etc.) which can easily be incorporated while teaching writing processes, starting from the brainstorming on a topic till leading to the final draft. Hooking ideas through mind maps is supportive in the process of writing.



## 2.1.2 Mind Mapping Technique

Mind Mapping is a technique for visually representing the structure of information. According to Buzan (2002) Mind mapping is the easiest way to develop information in a human mind and take information from out of brain. Bukhari (2016) argue that Mind maps can work as tool to facilitate the learners to plan ideas in the pre-writing process. Mind-mapping technique is good to be applied in the pre-writing stage to explore ideas and generate thoughts on the topic for writing. Similarly, Dawson, *et al* (2005) define Mind Mapping as a type of prewriting method as the first stage of the writing process and as the point to discover and explore our initial ideas about a subject. In addition Noor (2013) states that mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. In other words, it is a graphic organizer in which the major categories radiate from a central idea and sub-categories are represented as branches of larger branches. A visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts. Mind mapping involves writing down a central idea and coming out with new and related ideas from the center to help students organize ideas to make a good paragraph.

Mc. Griff (cited in Al Naqbi, 2011) states that mind maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts and principles in lectures, readings, or other instructional materials. Similarly, Bharambe (2012) claims that students become skillful in organizing their thoughts and ideas and thus become able to present information clearly and attractively by mind mapping. It is seen as a powerful tool to help students overcome problems with the organization of their ideas and thoughts. Therefore, by mastering this technique, writers can have the ability to create and organize their ideas and thoughts. It is can help to refer back, quickly and easily check the relevance of writing a paragraph. That is why Mind Mapping is effective for writing a descriptive text because descriptive writing give space for students to have the freedom to describe something or someone as a topic to describe and convey information by writing in a descriptive text. They can also

make a chronological text because they have to make their draft before they write. From explanation above, we can conclude that Mind Mapping can make students be more active during the class and can improve students ability in writing.

## **2.2 Conceptual Review**

The researcher discusses some aspects dealing with the research in this conceptual review covering the advantages and the disadvantages of implementing Mind Mapping in writing a descriptive text and the previous study. Each topic will be discussed in details in the following sections.

### **2.2.1 The Definitions of Writing Skill**

There are some definitions of writing stated by the experts. Harmer (2002) stated that Writing is the one stated as the basic language skill and is never left ignored in language learning process because it is as important as reading, speaking and listening; but it requires consistent efforts and regular practice to develop certain proficiency. Flower and Hayes (in Karim, 2016) indicated that writing is a complex and creative process that is an essential skill for effective communication; it comprises the refining ideas and their expression, coupled with presentation and editing. On the other hand Rao (in Zhoud 2017) also believes that writing helps to motivate students' thinking, organize ideas, and develop their ability to summarize, analyze and criticize as well as strengthening students' learning, thinking and reflecting on the English language. From these definitions about writing, it can be concluded that writing is an important skill which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing.

### **2.2.2 The Discussion of a Descriptive Text**

Oshima and Hogue (2007) argue that “Description is writing about how something or someone looks and uses space order.” It means that when we describe something with its characteristics and some appearances of this thing, we are writing a descriptive text. Meanwhile, description can be used to describe

person, place, and animal which have specific appearance. In addition, Priyana & Irjayanti (2008) stated that descriptive text is a text which focuses on the characteristic features of particular thing, e.g. animal, book. The social function of a descriptive text is to describe a particular person, place or thing to the reader. As stated by Priyana & Irjayanti (2010), there are four language features of a descriptive text:

(1) Using noun phrase (e.g. *long hair, a huge ship, a beautiful woman*, etc); (2) Using simple present tense (e.g. *he is very friendly, she is beautiful*); (3) Using action verbs (e.g. *help, jump, walk, run* etc); (4) Using adjective (e.g. *huge ship, beautiful woman, small village*, etc). They explained about each part of the generic structure of a descriptive text: (a) *Identification* is an introduction to the subject of the description; (b) *Description* is characteristic features of the subject, e.g. size, physical appearance, qualities, habitual behaviour and significant attributes.

### **2.2.3 The Advantages and Disadvantages of Mind Mapping Technique**

Mind Mapping is a useful technique in teaching writing. The researcher believes that Mind Mapping brings some advantages and disadvantages for the students. According to Keles (in Yunus, 2016), there are several advantages of using Mind Mapping, such as follows.

1. Mind mapping can help students to organize ideas and understand their written information easily
2. It (mind mapping) helps students to develop ideas more effectively and at the same time it makes their writing easier
3. students can understand more on my topic of the essay and they can elaborate more on the topic

Keles (in Yunus, 2016) also claimed that mind mapping can assist learning by providing an opportunity for visual stimuli, assessment, checking understanding, elaboration, note taking, summarizing, illustrating sequence of events, and other creative ways of instruction. Moreover, mind mapping also helps to promote their creativity in writing. This is found in few of the responses given by the students:

1. It (mind mapping) helps students to be more creative in their writing; this is because they need to think wisely to relate the main idea with its elaboration.
2. It (mind mapping strategy) can promote students creativity by using mind mapping strategy in their writing

This has supported Keles (in Yunus, 2016) who claimed that mind maps are effective tools in learning and promoting students' creative and critical thinking and in providing permanent learning.

Therefore, Mind Mapping technique brings some benefits by helping the students to generate and develop their ideas into a descriptive text writing, make the students easier to write what they are thinking in their mind and facilitate the students to get the information of the text through relating the elements of Mind Mapping.

On the other hand, Mind Mapping also has some disadvantages. According to Tee *et al.*, (2014) Mind Mapping cannot be digitally stored other than as a scanned document. Map size is limited, because using mind mapping requires more space to draw the mind map. Furthermore, Mind Mapping is time consuming. If students only focus on the drawing of their Mind Mapping, they can waste their time to write. The students must construct their own Mind Mapping individually through filling out the elements of Mind Mapping. To cope with these disadvantages, the teacher must manage the time as effective as possible and decide the appropriate text to be involved during writing activity.

#### **2.2.4 Writing Achievement**

According to Travers (1970:447), "Achievement is the result of what an individual has learned from some education experience". Based on those definitions above, writing achievement can be mentioned as the result of students' proficiency to describe or express their ideas, thought, and opinions in chronological order in the form of descriptive text after being taught writing by using Mind Mapping Technique. Their writing achievement is indicated by the scores of a writing test covering five major writing aspects.



There are five writing aspects, namely grammar, vocabulary, mechanics, content and organization (Heaton, 1989:146). Grammar is a set of rules that describe the structure of a language and control the way that sentences in order to make the written content is more readable and meaningful. Vocabulary: the word as the tools with which we make meanings in conveying our ideas clearly. Mechanics is the ability to use the correct punctuation such as full stop/period (.), question mark (?), exclamation mark (!), comma (,), colon (:), and apostrophe (‘) in written language. Content deals with the writer’s ability to think creatively and develop thoughts, excluding all irrelevant information. Organization is the ability in arranging the ideas into logical sequence to make a good paragraph and make the chronological pattern are easy to understand. For example, the generic structure of descriptive text. Generic structure is to help the writer in organizing the descriptive text.

VIII B students’ writing achievement deals with the students’ ability or knowledge of the result of descriptive text writing test. In this research, the students’ writing achievement means the students’ ability in writing a descriptive text after the students are taught writing by implementing Mind Mapping technique. In order to get the information about the students’ writing achievement, it is needed to conduct a writing achievement test. The students’ writing achievement is indicated by their scores of writing test evaluated from five aspects of writing namely vocabulary, grammar, mechanics, organization, and content.

### **2.2.5 The Procedures of Teaching Writing a Descriptive Text by Using Mind Mapping**

This research used the type of Mind Mapping developed by Buzan because it is simple and easy to apply for teaching writing. Besides that the researcher also applying Mind Mapping Technique by Hdii (2015), this type of Mind Map is also appropriate with the genre of the text, which is descriptive text. Therefore, the researcher used the steps of teaching writing by applying Mind Mapping technique based on Saida Hdii (2015) develop Mind Mapping by pointing out the main topic, mind ideas, and sub ideas.

Based on the sample of Mind Mapping technique above, there are some steps in teaching writing a descriptive text by following procedures of Mind Mapping technique. They are as follows:

1. The researcher explains the characteristics (the generic structure and the language features) of a descriptive text and gives the example.
2. Then, the researcher asks the students to identify the characteristics of descriptive text based on the given another example in pairs.
3. Next, the researcher shows the Mind Mapping, explains each elements of the Mind Mapping, gives the example to complete the map, and distributes the Mind Mapping for each student.
4. After that, the students are asked to make a Mind Mapping consisting the elements of descriptive text related to the topics and discuss the Mind Mapping that they had made with group.
5. Then, the students are asked to write a descriptive text based on their Mind Mapping that had been made accurately individually.
6. After the students finished their writing, they are asked to revise their writing.

The researcher provided the outline instead of asking the students to create their own Mind Mapping. The consideration of adapting the steps instead of adopting the steps is that as the stated in the 2013 curriculum, the students must tend to be more active than the teacher. Since it was difficult for the students to create their own Mind Map before having an explanation from the teacher, the students were provided with the outline of Mind Mapping. Therefore, the outline was expected to help the students to be easier to understand each element of Mind Mapping and generate their own Mind Mapping.

## **2.2.6 Previous Research Review**

Some previous studies carry out and give more attention to the implementation of Mind Mapping in students writing especially in organizing information. The previous research also involved various research participants and context. So that, the researcher can find out the results of previous studies. The

previous studies related to the issue of Mind Mapping Technique can be summarized as follows.

One of them is Al Naqbi (2011) carried out a probe to evaluate the use of mind mapping in EFL context as a pre-writing brainstorming strategy under exam conditions. She had an aim to help students plan and organize their ideas and answers about the writing topic rather than answering the exam questions without prior planning. She states that students should act differently under exam conditions due to time limitation. In other words, they have less time to think about the questions and in such a case Mind Mapping strategy can help them give responses to the questions more effectively. For this reason, she applied observation, interviews, and sample of students' work as data collection instruments. Actually, the researcher believes that most students try to memorize information for their exams, rather than understanding it. Therefore, applying a strategy such as Mind Mapping can improve the students' ability to plan and organize their ideas before the exam starts.

Next, Rahmi (2016) investigated an action research dealing with the use of mind mapping to improve the writing skills of grade XII students of SMAN 2 Yogyakarta in academic year of 2016/2017. The subjects of the research were 32 students of class XII MIIA 7 of SMA N 2 Yogyakarta in the academic year of 2016/2017. The research findings showed that the use of mind mapping in teaching writing report texts was able to improve the students' writing skills. It included their abilities in generating ideas, vocabularies, grammar and mechanics. Teaching writing report texts using mind mapping could attract students' attention and motivation. The students became more enthusiastic in writing after mind mapping was applied in the class.

Further, Hdii (2015) conducted a comparative study of writing performance by using and without using the technology of Mind Mapping at the University of Morocco. It aimed at comparing the writing performance of two groups who were given a writing exam. The study involved two groups of second year students of English department. The number of students in each group was 50. The results show that both groups still have problems related to



the use of vocabulary, spelling, grammar and punctuation among others. However, at the level of the organization of paragraphs and providing the thesis statement the group who was taught to use mind mapping performed significantly better than the other group.

The next is a research journal that was conducted by Nemati *et al.*, [11] had investigated the impact of applying mind mapping technique as a pre- writing tool on enhancement of organization and overall quality of Iranian EFL learners' easy writing ability at the advanced level. A total of 40 learners were involved in this experimental study. The result revealed that the remarkable improvement was observed in experimental group treated with mind mapping techniques and was proven by statistical analysis using MANCOVA test.

Last, Hidayah (2014) conducted a research in improving the students' ability in writing through Mind Mapping Technique. It aimed at proving the use of Mind Mapping Technique could improve the students' writing ability. The data of the research were collected by using observation and test. The result of observation was analyzed descriptively; meanwhile the test was analyzed statistically. Based on the result of pre-test and post-test, it showed that  $t_{counted}$  value was higher than the  $t_{table}$ . It was proven that the use of mind mapping technique can improve the writing ability of the eighth grade students of SMPN 2 Rio Pavaka. The observation results showed that the applying mind mapping technique could motivate the students in learning English well. It was shown by looking at their participation and enthusiast in the treatment. In short, the use of mind mapping technique helped the students to get many ideas and help them to find appropriate vocabulary.

The findings of the previous researches on Mind Mapping were reported in the following. Al Naqbi (2011) proved that Mind Mapping helped the students to plan and organize their ideas effectively for writing. Likewise In addition, Rahmi (2016) found that the use of Mind Mapping was able to improve the students' writing skills. Furthermore, Hidayah (2014) reported that the use of Mind Mapping Technique helped the students to get many ideas and helped them to find appropriate vocabulary. Moreover, Hdii (2015) found that the group of

students who were taught to use Mind Mapping performed significantly better at the level of the organization of paragraph and providing the thesis statement compared to the other group that was taught in the traditional way without using Mind Mapping technique. Additionally, Saima (2016) proved that the hierarchical structure of Mind Mapping techniques used in the pre-writing process enhanced the EFL learners „writing ability. In brief, the findings of the previous studies proved that Mind Mapping did not only improve the students“ writing skill but also helped the students organize their ideas.

From the previous studies above, it can be shown that applying Mind Mapping in teaching writing gives positive effect on students' writing achievement. It says so because all the results show a great significance dealing with the implementing this technique. Thus, Mind Mapping can be said as a technique that is able to be used to improve students' writing achievement.

There are some differences between the previous study above and the research that will be conducted by the researcher. First, the previous study involved the university students and senior high school. However, the junior high school students' context is still underexplored. This research will involve the eighth grade students of SMPN 2 Ambulu as the research participant. Most previous studies did the experimental study, comparative research yet this research will use classroom action research as the research design. The last is about the genre of the text that was applied in those previous studies. Some of the previous researches did not mention clearly about the genre of the text, yet this research used descriptive text as the genre of the text.

### CHAPTER 3. RESEACH METHODOLOGY

This chapter presents the methods used in the research. They consist of research design, research context, research participants, and research procedures, and data analysis.

#### 3.1. Research Design

This research applied a classroom action research (CAR) because the objective is to improve the eighth grade students' writing achievement by using Mind Mapping technique at SMPN 2 Ambulu. Elliot (1991:69) defines action research is the study of social with the view to improve the quality off action. Thus, classroom action research refers to the solution for the teacher regarding to the students' problem in order to improve students' writing achievement.

The researcher conducted this research collaboratively with the English teacher of the *VIII B* students at SMPN 2 Ambulu. In this research, the researcher will apply the design of classroom action research by McTaggart. There are four stages in each cycle, namely *planning*, *acting*, *observing*, and *reflecting*. These steps will be conducted in each cycle. The model of classroom action research is illustrated as follows:

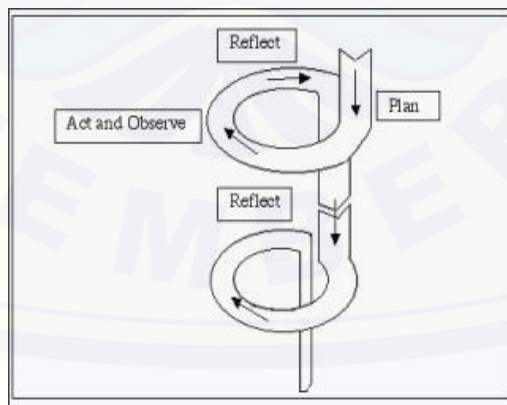


Figure 3.1 The Cycle Model of the Classroom Action Research (Adopted from Howden in McTaggart et al., 2005)

Based on design of the research design above, the activities are described as follows:

1. Interviewing the English teacher of the eighth grade to find out information related to the current condition and the student's problem of writing skill.
2. Analyzing the students' problems of writing skill.
3. Constructing the lesson plans for the first cycle collaboratively with the English teacher and preparing the research instruments namely the writing test, the scoring guide, and the observation guide.
4. Monitoring the implementation of Mind Mapping in teaching writing collaboratively with the English teacher. The English teacher will observe the students' participation while the researcher implements the action in Cycle 1.
5. Giving a test in the form of the descriptive text writing.
6. Analyzing the results of the descriptive text writing test in Cycle 1.
7. Reflecting the result of the classroom observation and the descriptive text writing achievement test (if the results in Cycle 1 have not achieved the research objectives yet, the researcher will continue the action in Cycle 2 by revising the actions in Cycle 1, mainly revising the teaching technique. If the results in Cycle 1 have achieved the research objectives, the actions cycle will be stopped)
8. Drawing a conclusion to answer the research problems.

### **3.2. Research Context**

The research conducted at SMPN 2 Ambulu. The school has currently implemented the 2013 curriculum. There are three reasons of choosing SMPN 2 Ambulu as the research context. First, the eighth grade students still experience difficulties in writing a text. It is proved by looking at the result of the writing score in the preliminary study conducted by the researcher that showed only (65), meanwhile, the minimum standard score for English is 75. Second, the English teacher never applies the Mind Mapping technique during teaching writing. Third, the headmaster and the English teacher of SMPN 2 Ambulu agree and give the permission to the researcher to conduct the classroom action research collaboratively at the school.

### 3.3. Research Participants

The purposive method applied to determine the research subject in this research. According to Fraenkel and Wellen (2012:100), purposive method is how the researcher uses personal judgement to choose a sample that represents the research subject. There are ten classes of the eighth grade students, which consists of *VIII A*, *VIII B*, *VIII C*, *VIII D*, *VIII E*, *VIII F*, *VIII G*, *VIII H*, *VIII I*. The subject of the research was *VIII B* grade students of SMPN 2 Ambulu who had problem in writing skill. A preliminary study that conducted by interviewing the English teacher found that most of them had problem in writing. Besides, the reason of deciding *VIII B* grade students instead of other classes was that they had the average lowest writing score among all the eighth grade classes.

### 3.4 The Research Procedures

This research would be done in the cycle model that consists of 4 stages of activities namely planning, acting, observing, and reflecting. Each stage will be explained as the following parts.

#### 3.4.1. Planning

Planning is the first step where the researcher gathers information about the eighth grade students' problem for this research. In this step, the researcher will plan the action before implementing the action. Planning the action consists of several activities, as follows:

1. Choosing the theme and subtheme of descriptive e text writing materials based on K13 curriculum for *VIII B* grade students of SMPN 2 Ambulu
2. Constructing the lesson plans for the first cycle (lesson plan 1 for meeting I and lesson plan 2 for meeting II).
3. Constructing the students' descriptive text writing test.
4. Constructing the guide of observation in the form of checklist containing the indicators of the students' participation.
5. Constructing the scoring guide of the students' descriptive text writing.
6. Preparing the students' worksheets.



### **3.4.2. Acting**

In this research, the action was teaching the descriptive text writing by applying Mind Mapping technique to improve the students' writing achievement. It will be given to the eighth grade student's in the second semester. The action conducted during the school hours based on the schedule of the eighth grade students. Acting based on the lesson plan 1 for the first meeting and the lesson plan 2 for the second meeting. The time to do the action is 80 minutes in each meeting. Then, the descriptive text writing test will be done in the third meeting. If the results in Cycle 1 have not achieved the research objectives, the researcher will do Cycle 2 by revising the actions, mainly the teaching technique in Cycle 1.

### **3.4.3. Observing**

The observation would be done during the teaching learning process in each cycle with the help of the English teacher to observe the students' participation in the teaching and learning process of writing a descriptive text especially in organizing information in a paragraph. The English teacher observed the students' participation while the researcher teaching writing a descriptive text. The observer used the observation checklist as the instrument to collect the data about the indicators to be observed.

### **3.4.4. Reflecting**

The reflection conducted to reflect the result of the first cycle that is the result of observation and writing test during the implementation of the actions. There was intended to know whether the actions given in each cycle can achieve the research objectives, to know whether there are problems in the first cycle and to find the solution to solve the problems. The result of the reflection in the first cycle uses as a guide to revise the actions in the next cycle. The result of students' writing test score and observation have not achieved the target criteria, the actions will continue to the second cycle by revising the problems occurred in the first cycle. In the reflection step, both the researcher and the English teacher will evaluate the result of the observation and the students' descriptive text writing scores in the first cycle.



There are two ways of evaluation that applied in this research, namely the process of evaluation and the product of evaluation. The process of evaluation would be done by conducting an observation of the students' participation whereas the product of evaluation carried out at the end of each cycle in the form of descriptive text writing test. The criteria which will be used to evaluate the success of the action are as follows:

### 1. The process of evaluation

The implementation of Mind Mapping could improve the eighth grade students' participation in writing descriptive text ability through organizing information if at least 75% of the eighth grade students actively participate in the teaching and learning process of writing.

### 2. The product of evaluation

The implementation of Mind Mapping technique could improve the eighth grade students' descriptive text writing achievement if at least 75% of the students could get score  $\geq 75$  in the writing test.

### 3.5. The Procedures of Teaching Writing a Descriptive Text by Using Mind Mapping

Saida Hdii (2015) develop Mind Mapping by pointing out the main topic, mind ideas, and sub ideas. The following figure belongs to the sample of Mind Mapping Technique by Saida Hdii.

Sample of Mind Mapping



(Source: Saida Hdii , 2015)

Based on the sample of Mind Mapping technique above, there were some steps in teaching writing a descriptive text by following procedures of Mind Mapping technique. They are as follows:

1. The researcher explains the characteristics (the generic structure and the language features) of a descriptive text and gives the example.
2. Then, the researcher asks the students to identify the characteristics of descriptive text based on the given example in pairs.
3. Next, the researcher shows the Mind Mapping, explains each elements of the Mind Mapping, gives the example to complete the map, and distributes the Mind Mapping for each student.
4. After that, the students are asked to make a Mind Mapping consisting the elements of descriptive text related to the topics and discuss the Mind Mapping that they had made with group.
5. Then, the students are asked to write a descriptive text based on their Mind Mapping that had been made accurately individually.
6. After the students finished their writing, they are asked to revise their writing.

The researcher provided the outline instead of asking the students to create their own Mind Mapping. The consideration of adapting the steps instead of adopting the steps is that as the stated in the 2013 curriculum, the students must tend to be more active than the teacher. Since it was difficult for the students to create their own Mind Map before having an explanation from the teacher, the students were provided with the outline of Mind Mapping. Therefore, the outline was expected to help the students to be easier to understand each elements of Mind Map and generate their own Mind Map.

Hopefully, the process of creating the Mind mapping containing the elements of descriptive text can help the students to improve organization aspect of their paragraph writing descriptive text.

### **3.6. Data Collections Method**

In this research, the methods that would be used to collect the main data are the writing test and the observation, while interview and documentation will be used to get the supporting data. The data would be collected by the researcher with the help of the English teacher.

### 3.5.1 Writing test

The researcher conducted the writing test at the end of each cycle after the actions given to measure the students' achievement after they taught writing by applying Mind Mapping technique. The students wrote a descriptive text in the form that consists of at least 7-10 sentences. Dealing with this method, analytical method would be applied in this research. There are five aspects of writing scored analytically, they are grammar, vocabulary, mechanics, content and organization.

**Table 3.1 The Scoring Criteria of The Students Writing**

No.	Criteria	Score
1.	<b>Grammar</b>	
	1. Few (if any) errors of grammar or word order.	5
	2. Some errors of grammar or words order but do not interfere comprehension.	4
	3. Errors of grammar of word order frequent; re-reading is necessary for full comprehension.	3
	4. Errors of grammar of word order very frequent; readers own interpretation is needed.	2
2	<b>Vocabulary</b>	
	1. Use few (if any) inappropriate words.	5
	2. Use some inappropriate words but do not interfere comprehension.	4
	3. Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	4. Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
3	<b>Mechanic</b>	
	1. Few (if any) misspelling, wrong punctuation, and capitalization.	5
	2. Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	3. Misspelling, wrong punctuation, and capitalization frequent; re-reading is necessary for full comprehension.	3
	4. Misspelling, wrong punctuation, and capitalization very frequent; readers own interpretation is needed.	2
	5. Misspelling, wrong punctuation, and capitalization so severe as to make comprehension impossible.	1

No.	Criteria	Score
4	<b>Content</b>	
	1. Few (if any) lack of Substantive Knowledge and Relevant to assigned topic.	5
	2. Some lack of Knowledge and Relevant to assigned topic but do not impair communication.	4
	3. Lack of Knowledge and assigned topic frequent.	3
	4. Lack of Knowledge and assigned topic very frequent; readers own interpretation is needed.	2
	5. Lack of Knowledge and assigned topic so severe as to make communication impaired.	1
5	<b>Organization</b>	
	1. Few (if any) lack of Organization and link to ideas.	5
	2. Some lack of Organization and link of ideas but do not impair communication	4
	3. Lack of Organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	4. Lack of Organization and link of ideas very frequent; readers own interpretation is needed.	2
	5. Lack of Organization and link of ideas so severe as to make communication impaired.	1
<p>SCORE: <math>\frac{\text{Grammar}+\text{Vocabulary}+\text{Mechanic}+\text{Fluency}+\text{Organization}}{25} \times 100</math></p> <p>(Adopted from Hughes, 2003:101-102)</p>		

This research adopted the scoring rubric from Hughes (2003) because it has been appropriate and no need to change.

Furthermore, the characteristics of a good test should contain validity and reliability. In terms of validity, this research established content validity in which material of the text was constructed based on the need of this research and K13 particularly standard competence and indicators of writing for the eighth grade students. In terms of reliability, the test score must be consistent. Since the test was subjective test, the reliability scoring used in the test was inter-rater reliability which had 2 different raters who scored the same writing test. The first rater was the researcher and the second rater was the English teacher. The two raters gave scores to the students' writing tests worksheets in different pieces of paper, so the copy of the students' writing test worksheets were given to the second rater ( the English teacher). The result of the students'

writing test was scored based on the scoring rubric taken from Hughes, 2003: 101 - 102.

### 3.5.2 Observation

In this research, observation was used to gain data about the students' participation during the application of Mind Mapping technique in teaching writing. The observation checklist is use as the instrument to record the students' participation during the teaching and learning process. The students' participation was be considered as active participant in the classroom if at least 3 indicators were fulfilled, on other hand the students were considered as passive participants if they only do one or two indicators.

There are five indicators that observing in this research. They are:

- (1) The students make a mind mapping and give "title" related to the topic;
- (2) The students write the subtopic "identification" part in mind mapping outline;
- (3) The students write the subtopic "description" part in mind mapping outline;
- (4) The students organize each sentence based on the mind mapping that has been made;
- (5) The students write a descriptive text based on the mind mapping that has been made.

The Observation Checklist Form is at Tabel 3.2

**Table 3.2 The Observation Checklist**

No	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2.								
3.								

### 3.5.3. Evaluation

Evaluation in this research was conducted to know whether the use of Mind Mapping can improve the students' descriptive text writing achievement. There are two kinds of evaluation in this research, namely product evaluation and process evaluation. The product evaluation was carried out the end of the action in



form of writing whereas the process evaluation was done by conducting observation. The criteria of success of the action are as follow:

1. At least 75% of the students got minimum requirement standard score that is 75.
2. At least 75% of the students involved in teaching and learning process of writing by using Mind Mapping.

### 3.6. Data Analysis Method

Data analysis method was used to analyze the data which would be gathered during the teaching and learning process. There were two kinds of data analysis methods in this research, namely product evaluation analysis and process evaluation analysis.

#### 1. Product Evaluation Analysis

The product of evaluation was carried out at the end of each cycle in the form of descriptivetext writing test. The results of the writing test will be analyzed by using the formula below.

$$S = \frac{R}{N} \times 100\%$$

Notes:

S = the percentage of the students who get score  $\geq 75$  in the descriptivetext writing test.

R = the number of the students who get score  $\geq 75$  in the descriptivetext writing test.

N = the total number of the students as the research participants.

(Purwanto, 2009:112)



## 2. Process Evaluation Analysis

The process of evaluation was be done by conducting the observation of the eighth grade students' participation. Here is the formula used to analyze the results of observation.

$$S = \frac{R}{N} \times 100\%$$

Notes:

S = the percentage of the students who actively participate in the teaching and learning process of descriptivetext writing by using Mind Mapping.

R = the number of the students who actively participate in the teaching and learning process of descriptivetext writing by using Mind Mapping.

N = the total number of the students as the research participants.

(Purwanto, 2009:112)

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter deals with the research conclusion and the suggestions. The suggestions are proposed to the English teacher, the students and as well as the future researchers.

### 5.1 Conclusion

Based on the result of the data analysis and discussion, there are two things that can be concluded.

1. Firstly, the implementation of Mind Mapping Technique could enhance the students' descriptive text writing achievement at SMPN 2 Ambulu. The achievement improved 5% from 81% in cycle 1 to 86% in cycle 2.
2. Secondly, the implementation of Mind Mapping Technique could enhance the students' participation during the teaching and learning process of descriptive text writing at SMPN 2 Ambulu. The result of the observation showed that the students' participation by using Mind Mapping Technique improved 6% from 71% in the first cycle to 80% in the second cycle.

### 5.2 Suggestions

As the result of this research showed that applying Mind Mapping technique could enhance the students' writing achievement and their active participation during the teaching and learning process of English, some suggestions were proposed in order to give empirical and practical contributions.

1. Empirically, it is expected that the results of this research are useful for other researchers who want to conduct a further research dealing with different research design, such as an experimental research to examine the effects of using Mind Mapping Technique on students' writing achievement; or using the same research design to know the contribution of each element in the Mind Mapping Technique to enhance the quality of students' writing; or using the same research design to improve the students' writing achievement by using

Mind Mapping Technique on different text types such as: narrative, recount, and expository texts

As the result of this research showed that applying Mind Mapping technique could enhance the students' writing achievement and their active participation during the teaching and learning process of English, some suggestions were proposed in order to give empirical and practical contributions.

1. The English Teacher

Through the findings of this study, English teachers are suggested to use Mind Mapping Technique as an alternative teaching technique to teach writing to help the students generate and organize their ideas, then develop the ideas into writing a text easily.

2. The Students

The students are suggested to actively involve in teaching and learning process and they are also suggested to learn and enlarge their writing through mind mapping. It could help the students to organize their ideas easily into good paragraph.

3. The Researcher

It is expected that the results of this research are useful for other researchers who want to conduct a further research dealing with different research design, such as an experimental research to examine the effects of using Mind Mapping Technique on students' writing achievement; or using the same research design to know the contribution of each element in the Mind Mapping Technique to enhance the quality of students' writing; or using the same research design to improve the students' writing achievement by using Mind Mapping Technique on different text types such as: narrative, recount, and expository texts.

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APPENDIX A

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH HYPHOTESSES
Improving Students' Descriptive Text Writing Achievement by Using Mind Mapping Technique	<ol style="list-style-type: none"> <li>1. Can the implementation of Mind Mapping technique improve the eighth grade students' achievement in writing a descriptive text at SMPN 2 Ambulu?</li> <li>2. Can the implementation of Mind Mapping technique improve the eighth grade students' participation in writing descriptive text ability through</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent: The Use of Mind Mapping technique in teaching a descriptive text writing</li> <li>2. Dependent:                             <ol style="list-style-type: none"> <li>a. The eighth grade students' achievement in writing a descriptive text</li> <li>b. The eighth grade students' participation in organizing information in writing</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The procedures in teaching a descriptive text writing by implementing Mind Mapping to organize information</li> <li>2. The criteria of the success of the action                             <ol style="list-style-type: none"> <li>a. Product evaluation: The implementation of Mind Mapping technique can improve the eighth grade students' descriptive text writing achievement if at least 75% of the students get score <math>\geq 75</math> in the writing test.</li> <li>b. Process evaluation: The implementation of</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The research participants: the eighth grade students of SMPN 2 Ambulu.</li> <li>2. The informant: the English teacher : the eighth gradestudents of SMPN 2 Ambulu.</li> <li>3. School documents:                             <ol style="list-style-type: none"> <li>a. The names of the research participants</li> <li>b. The eighth grade students' previous text writing scores</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research design: Classroom action research with the cycle model that consists of four steps:                             <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Acting</li> <li>c. Observing</li> <li>d. Reflecting</li> </ol> </li> <li>2. Research context: The purposive method</li> <li>3. Research participants: The purposive method</li> <li>4. Data collection method:                             <ol style="list-style-type: none"> <li>a. Main data: descriptivetext writing tests &amp; observation.</li> <li>b. Supporting data: interview and documentation</li> </ol> </li> <li>5. Data analysis method:                             <ol style="list-style-type: none"> <li>a. Product evaluation analysis: The results of the writing test will be analyzed by using the</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The implementation of Mind Mapping technique can improve the eighth grade students' achievement in writing a descriptive text at SMPN 2 Ambulu.</li> <li>2. The implementation of Mind Mapping technique improve the eighth grade students' participation in writing descriptive text ability through organizing information at SMPN 2 Ambulu</li> </ol>

	<p>organizing information at SMPN 2 Ambulu</p>		<p>Mind Mapping can improve the eighth grade students' participation of the eighth grade students actively participate in the organizing information in writing.</p>		<p>formula below.</p> $S = \frac{R}{N} \times 100\%$ <p>Notes:                  S = the percentage of the students who get score <math>\geq 75</math> in the descriptivetext writing test.                  R = the number of the students who get score <math>\geq 75</math> in the descriptivetext writing test.                  N = the total number of the students as the research participants.                  (Purwanto, 2009:112)</p> <p>b. Process evaluation analysis:                  The results of the observation will be analyzed by using the formula below.</p> $S = \frac{R}{N} \times 100\%$ <p>Notes:                  S = the percentage of the students who actively participate in the teaching and learning process of descriptivetext writing by using Mind Mapping.                  R = the number of the students who actively participate in the</p>	
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					<p>teaching and learning process of descriptivetext writing by using Mind Mapping. N = the total number of the students as the research participants. (Purwanto, 2009:112)</p>	
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**APPENDIX B**

**The Mean Writing Test Score of the Eighth Grade Students at**

**SMPN 2 Ambulu**

No.	Class	Mean Score
1.	VIII A	80.63
2.	VIII B	74.72
3.	VIII C	81.45
4.	VIII D	77.67
5.	VIII E	76.25
6.	VIII F	77.5
7.	VIII G	81.62
8.	VIII H	81.88
9.	VIII I	75.33
10.	VIII J	80.25

**APPENDIX C**

**The Eighth Grade Students' Initial Names and Pre-writing Score**

No	VIII A		VIII B		VIII C		VIII D		VIII E	
	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE
1	AP	76	AP	73	BB	77	AFJ	75	AES	75
2	APM	76	AS	65	ABM	77	AMK	73	AFT	91
3	AFI	82	AA	81	AAVP	81	BFI	78	AAK	91
4	ABP	80	ASD	70	ARVP	77	DS	78	A	85
5	AS	78	BMR	75	AAS	81	DRM	80	ALS	77
6	DTA	78	CDC	81	BA	83	DPM	78	AYP	75
7	DSW	80	DS	75	BIP	81	DS	76	ATW	65
8	DAPP	94	DA	81	CZ	81	DFSP	78	ADK	68
9	DA	78	DAP	71	DR	85	FKA	74	ACS	75
10	DRH	78	EAW	71	DEP	83	HRA	76	BS	77
11	DA	76	IF	71	FEA	83	HDW	76	DEN	79
12	EDMS	76	IW	71	HSB	87	LENJ	93	DAVK	77
13	EMCU	78	KHS	73	IDW	85	MSA	88	DCN	79
14	ELF	80	LSR	65	MATA	77	MLR	80	DR	75
15	FJP	80	LA	85	MFA	81	MLR	78	DRA	77
16	FRS	78	MRR	79	MOP	85	MFI	74	DKS	75
17	GRR	80	MPP	73	MIA	87	MFH	76	EPNV	85
18	HNA	84	M	73	MHIA	95	MFA	76	ER	71
19	IRF	80	MAAZ	83	MBS	81	MR	87	FOR	85

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20	IDP	86	MSAN	75	MRMK	81	MDAF	76	FPK	73
21	MFA	94	MEA	75	MFH	79	MIH	76	HR	75
22	MRYS	80	MFK	73	MMR	79	MWA	74	HADP	75
23	MM	76	MU	65	MF	77	MF	78	MIA	73
24	MAJ	80	NAA	75	NAP	81	NR	78	MJS	75
25	MCYP	84	PJP	75	NCP	79	NS	78	MRT	73
26	MRA	82	PRA	73	NF	79	NFI	78	MTA	85
27	NKCW	86	RQ	71	PNA	81	OSK	78	NR	73
28	NNM	82	RSUB	71	RNA	81	PN	76	NS	73
29	NSA	86	SN	85	SO	77	PVS	76	OQA	73
30	OAS	76	SNJ	79	STDP	85	FRF	73	RRP	73
31	PN	76	SA	79	SPAS	83	RA	78	RDP	75
32	RE	80	SSS	77	SIM	87	RWI	76	RAL	75
33	RRM	80	RTDP	81	TWT	77	SEW	74	RIDP	73
34	RFA	80	SA	79	YAD	79	TOS	78	SNK	73
35	SRH	82	YI	70	YF	79			TAR	73
36			ZNR	71					ZMN	73
37										
38										
39	Mean score	80.62857		74.72222		81.45714		77.67647		76.25



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NO	VIII F		VIII G		VIII H		VIII I		VIII J	
	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE
1	AS	73	AIH	77	ASS	83	AK	76	AMF	78
2	AF	77	AIT	77	AN	77	AIDL	70	AFL	76
3	AFH	87	ARR	83	AYH	87	AM	80	AISR	81
4	AP	77	ATP	81	BSF	79	AEEG	72	AA	80
5	BP	85	AR	79	BCM	81	AFA	74	ANW	83
6	DNA	83	AZR	79	CV	87	AHS	80	AWP	81
7	DSN	73	BDA	81	DSN	81	ADK	74	AAA	79
8	DAP	75	BAS	95	DA	87	AHF	80	DNFL	81
9	DC	77	BPE	79	DIR	77	BFK	71	DP	77
10	DAP	73	DCP	79	DAN	82	DBS	75	DPR	80
11	DM	77	DEPA	77	DPBA	81	DL	73	DA	79
12	ES	77	DH	77	DPW	79	DAL	74	DSM	82
13	FVS	77	DAW	79	FZ	79	DAP	73	DRP	90
14	GASP	81	EF	81	HFS	77	DS	78	EBIS	91
15	HKS	79	ESF	81	IAW	91	EDY	84	FWD	83
16	HDM	85	FD	79	INA	85	FRR	78	FAA	81
17	KKN	77	JAC	81	K	79	IMR	75	GAKD	77
18	MAMF	73	LWT	85	KNS	79	INM	72	HP	79
19	MNPR	81	LMI	81	KSDS	85	LNS	78	IFA	76
20	MDA	75	MRW	87	LA	81	LH	74	IL	90
21	MP	79	MWI	95	MSY	81	MNR	75	IHP	79
22	MEL	83	MMUA	81	MAH	79	MNO	72	LSZ	77
23	MNM	75	MKA	77	MIB	77	MI	71	LDY	77
24	MABS	73	MTF	81	MJMA	81	NYSN	77	MRA	81
25	MTA	75	MGA	85	MHK	81	N	74	MMU	80
26	MAMF	75	NAA	83	NC	79	RAA	72	MBA	80
27	MAF	77	PDN	87	NSEP	77	RDP	71	MQY	79

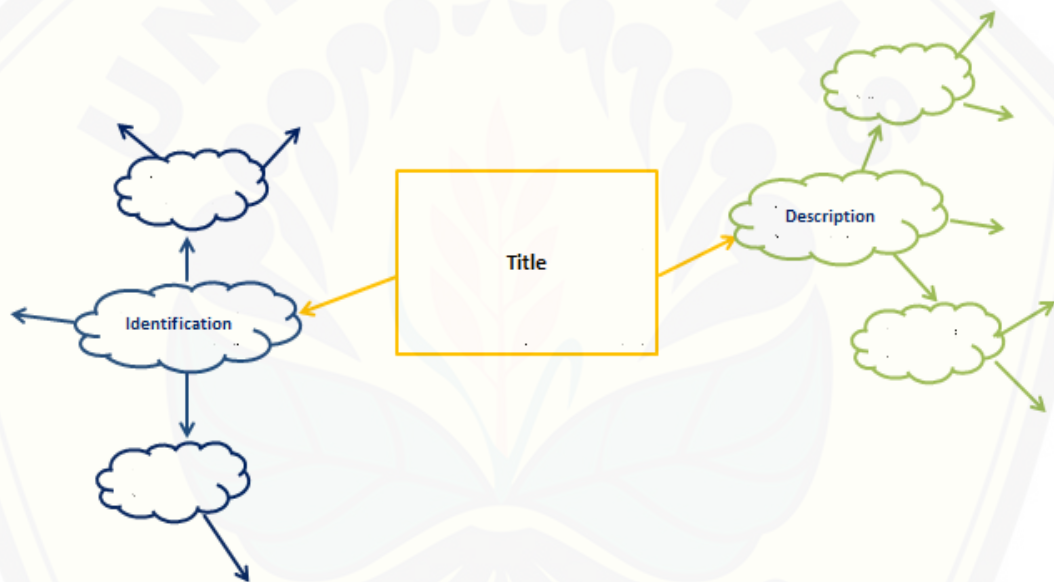
28	NDS	83	SJR	83	RWK	77	SR	68	NAW	81
29	NEF	77	TJM	87	SG	91	SDA	84	REN	76
30	NAR	79	VRI	77	TA	89	TAP	82	RM	79
31	RDM	73	VGR	77	VM	85	UD	78	SKD	79
32	RPBP	73	WRA	81	V	83	VI	76	SV	80
33	SG	73	WDR	81	YEO	87	VEA	80	SYNF	79
34	TSK	77	YS	81	ZOR	85	VFP	72	TAM	77
35	US	79	ZLA	83	ZKS	77	WFC	75	UUA	80
36		77					WIR	74	WN	81
	Mean score	77.5		81.62857		81.88571		75.33333		80.25

**APPENDIX D**

**Students' Answer Sheet**

**Name** : \_\_\_\_\_

**Student's Number** : \_\_\_\_\_



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**APPENDIX E**

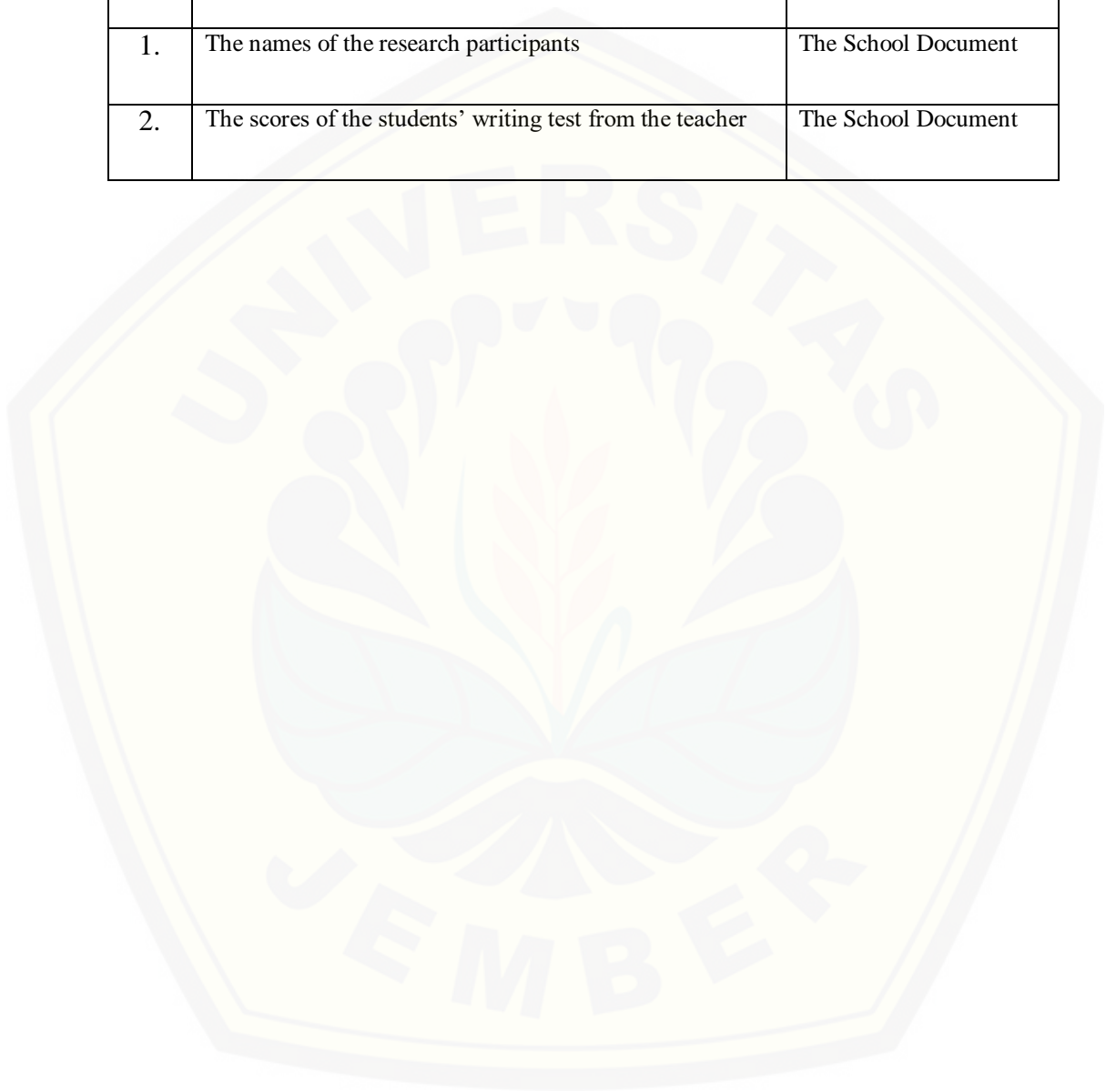
**The Guide of Supporting Data Instruments**

**1. The Interview Guide**

<b>NO.</b>	<b>Questions</b>	<b>Respondent</b>
		<b>(the English teacher)</b>
1.	What curriculum is used in this school?	The school uses Curriculum 2013
2.	What is the standard score at this school?	It is 75
3.	How many times do you teach writing in a week?	Twice a week
4.	Which class has the lowest writing score?	The <i>VIII B</i> class has the lowest writing score
5.	How many students who have the lower score in writing?	There are 17 students
6.	What problems do the students face in learning writing?	Most of the students still get difficulties in expressing and organizing their ideas, then developing the text. They lack in the use diction
7.	What do you usually do to help your students when they get difficulties in writing?	I usually try to lead the student find the difficult words in the text, find in dictionary and find the synonym. Besides, I give more exercise and recalling the pattern of tenses
8.	What do you think about the students' participation during the teaching and learning process of writing?	The students' participation was still low because there were only few students who participated actively in the writing class.
9.	Have you ever applied Mind Mapping in teaching writing?	No, I have not
10.	What English book do you use in teaching English?	I use the English textbook curriculum 2013 of Ministry of Education and Culture of Republic Indonesia, the revision edition of 2017 Grade VIII

## 2. The Documentation Guide

No.	The Supporting Data Required	Resources
1.	The names of the research participants	The School Document
2.	The scores of the students' writing test from the teacher	The School Document



## APPENDIX F

### LESSON PLAN

#### (CYCLE 1 MEETING 1)

Level : Junior High School (SMP)  
 Subject : English  
 Grade/Semester : VIII/Odd  
 Text type : Descriptive Text  
 Theme : Wild Animals  
 Language skill : Writing  
 Time allocation : 2 x 40 minutes

#### A. Core Competence

- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Basic Competence and Indicators

3.10.	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana	3.10.1. Mentioning the social function of descriptive text. 3.10.2. Mentioning the generic structure of descriptive text. 3.10.3. Mentioning the language features of descriptive text.
4.12.	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.12.1. Filling out the title, subtopics, and ideas in the mind mapping outline of describing picture. 4.12.2. Constructing a well-organized descriptive text.

#### C. Learning Objectives

After joining the class the students are expected to:

- 3.10.1. Mention the social function of descriptive text.  
 3.10.2. Mention the generic structure of descriptive text.  
 3.10.3. Mention the language features of descriptive text  
 4.12.1. Fill out the title, subtopics, and ideas in the mind mapping outline of describing picture



**D. Media, Instrument, and Learning Resources**

1. Media : Power point presentation, whiteboard, board marker, the outline of Mind Mapping, and LCD viewer

2. Learning Sources :  
 <https://englishcoo.com/contoh-descriptive-text-tentang-hewan>  
 <https://www.sederet.com/tutorial/10-contoh-descriptive-text-dalam-bahasa-inggris/>

**E. Teaching and Learning Activities**

Activity	Description	Time Allocation
<b>Set Induction</b>	<ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking students' attendance</li> <li>- Starting the lesson with praying</li> <li>- Giving leading questions related to the topic</li> <li>- Showing the picture related to the topic</li> <li>- Stating the learning objectives</li> </ul>	<b>5 minutes</b>
<b>Main Activities</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- The students are asked to observe descriptive text given.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- The students are asked to analyze the generic structure the language features, and the social function of the descriptive text</li> <li>- The students are asking to ask questions about something that they did not understand relating to the topic</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- The students are asked to make of Mind Mapping consisting the elements of descriptive text in group.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Choosing topic.</li> <li>- Filling and organizing the outline of Mind Mapping.</li> <li>- Writing a simple descriptive text based on their own Mind Mapping</li> </ul>	<p><b>10 minutes</b></p> <p><b>10 minutes</b></p> <p><b>10 minutes</b></p> <p><b>30 minutes</b></p>
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Some students are asked to showing their pieces of writing in front of the class before submitting</li> <li>- Students discuss about advantages and disadvantages of the task their shown</li> </ul>	<b>10 minutes</b>
closure	<ul style="list-style-type: none"> <li>- Giving the students the chance to ask question.</li> <li>- Guiding the students to make conclusion</li> <li>- Stating the conclusion.</li> <li>- Parting the students.</li> </ul>	<b>5 minutes</b>

## F. Assessment

<b>Product Assessment</b>	<b>Proses Assessment</b>
<ul style="list-style-type: none"><li>- Method : Giving writing task</li><li>- Instrument : Writing scoring rubric (used to assess students' product of writing)</li></ul>	<ul style="list-style-type: none"><li>- Method : Observation</li><li>- Instrument : Observation checklist (used to assess students' active participation in the teaching and learning process)</li></ul>

Jember, 10 Mei 2019

Collaborator

Researcher

**Endang Sri Lestari SPd.**

NIP. 196506042000032002

**Halida Indrihadi S**

NIM. 140210401036

**APPENDIX 1**

**Instructional Materials**

1. Pre-Instructional Activities

a. Giving a riddle

I am a big cat and I have orange and black fur. My habitat in the jungle and zoo. I love eat meat. Who am I?

b. Showing Tiger's picture



Do you know what it is?

2. Main Activities

**Descriptive text** is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as.

a. **Identification** : identify the phenomenon to be described

b. **Description** : describing the phenomenon in parts, qualities, or/and The descriptive text also has **language features**. They are:

1. Using specific nouns (for example: my pet, his legs, his tail, etc.)
2. Using simple present tense (for example: it is my pet, they live in the jungle, it has a long tail, etc.)
3. Using adjectives (for example: color, tall, big, fast, etc.)
4. Using detailed noun phrase (for example: tiger has orange and black stripes fur).
5. Example of Descriptive Text

3.

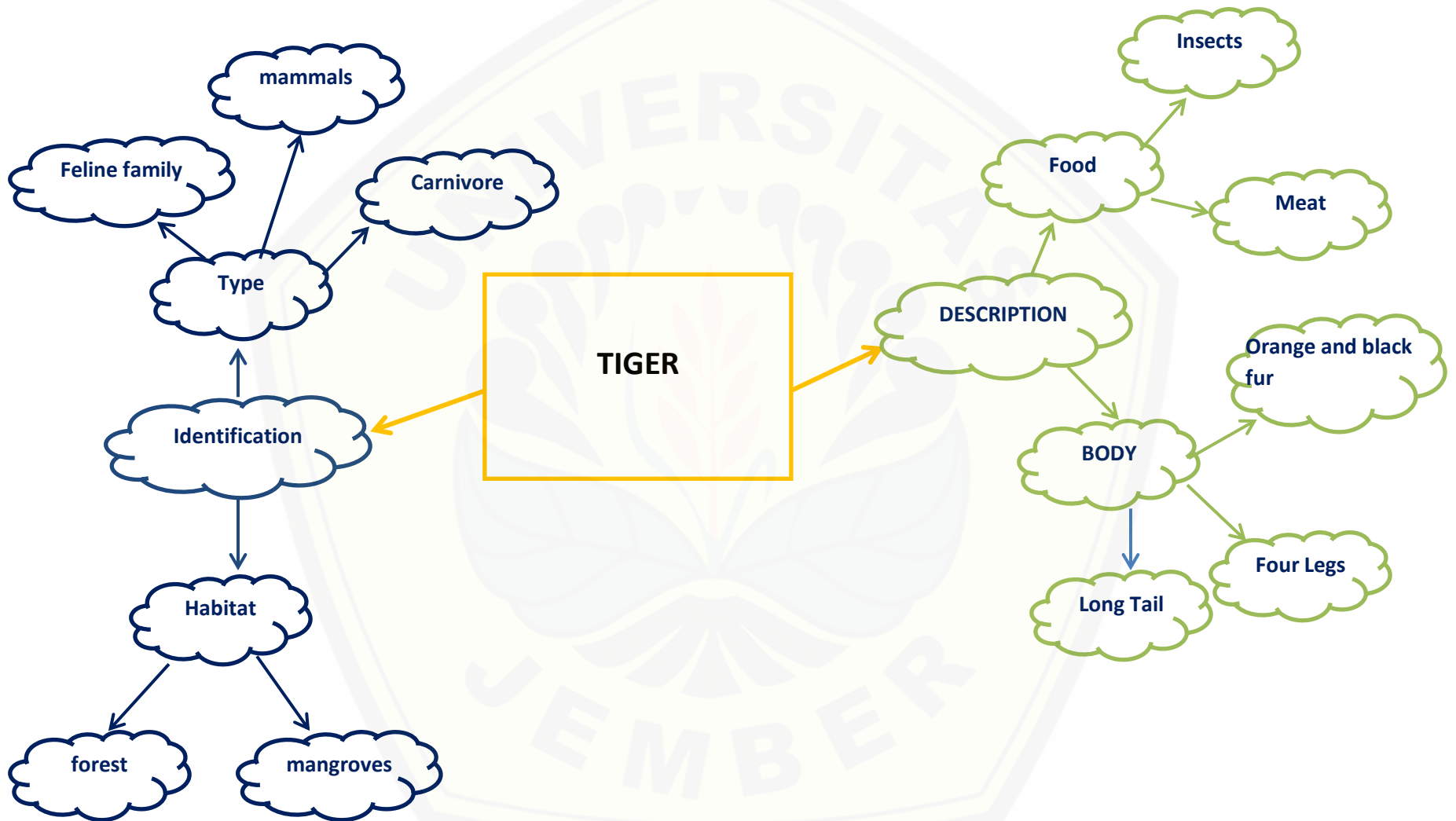
<b>4. Tiger</b>	
Tigers are the largest members of the feline family. They are mammals. They are carnivore.	<b>Identification</b>
They inhabit a wide area of land, stretching from Siberia to north-eastern China, India, and Indochina and make their habitat mainly in rainforests, mangroves, and boreal forests (taigas). Tigers are not fast runners. However, they are able to jump amazingly well, a skill they make use of when sneaking up and pouncing on their prey. They have orange and black stripes fur. Tigers found in the northern regions tend to be light yellow in color while those in the southern regions are more orangish. For food, tigers eat almost anything depending on what they can find in their place of habitat, from insects (locusts, etc.) and small animals to large ones such as deer, wild boars, and cows.	<b>Description</b>

*(Taken from: <http://englishjuniorhighschool.blogspot.com>)*

#### 4. Mind Mapping Technique

Mind Mapping Technique is an easy way to get information into and out of the brain. It is also a way of taking notes that is not boring because it is made up of words, colors, lines, symbols, and picture.

5. Example of Mind Mapping



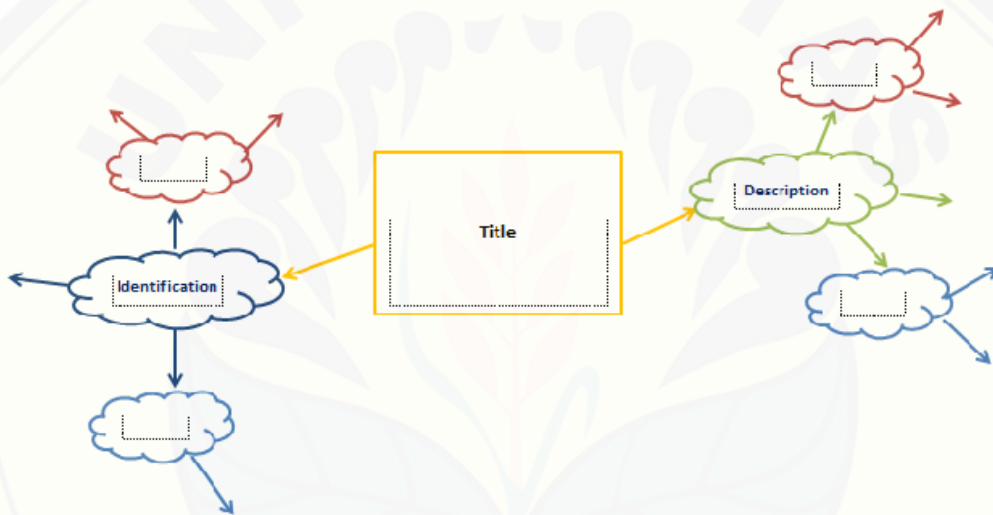
## APPENDIX 2

### Students Worksheet

#### Task 1

Choose a subject of tourism place you like. One you know well. Then, make the Mind Mapping based on your subject you like. Add title, subtopics (identification and description) and ideas. Feel free to add some lines and shape.

#### The Outline of Mind Mapping Technique.



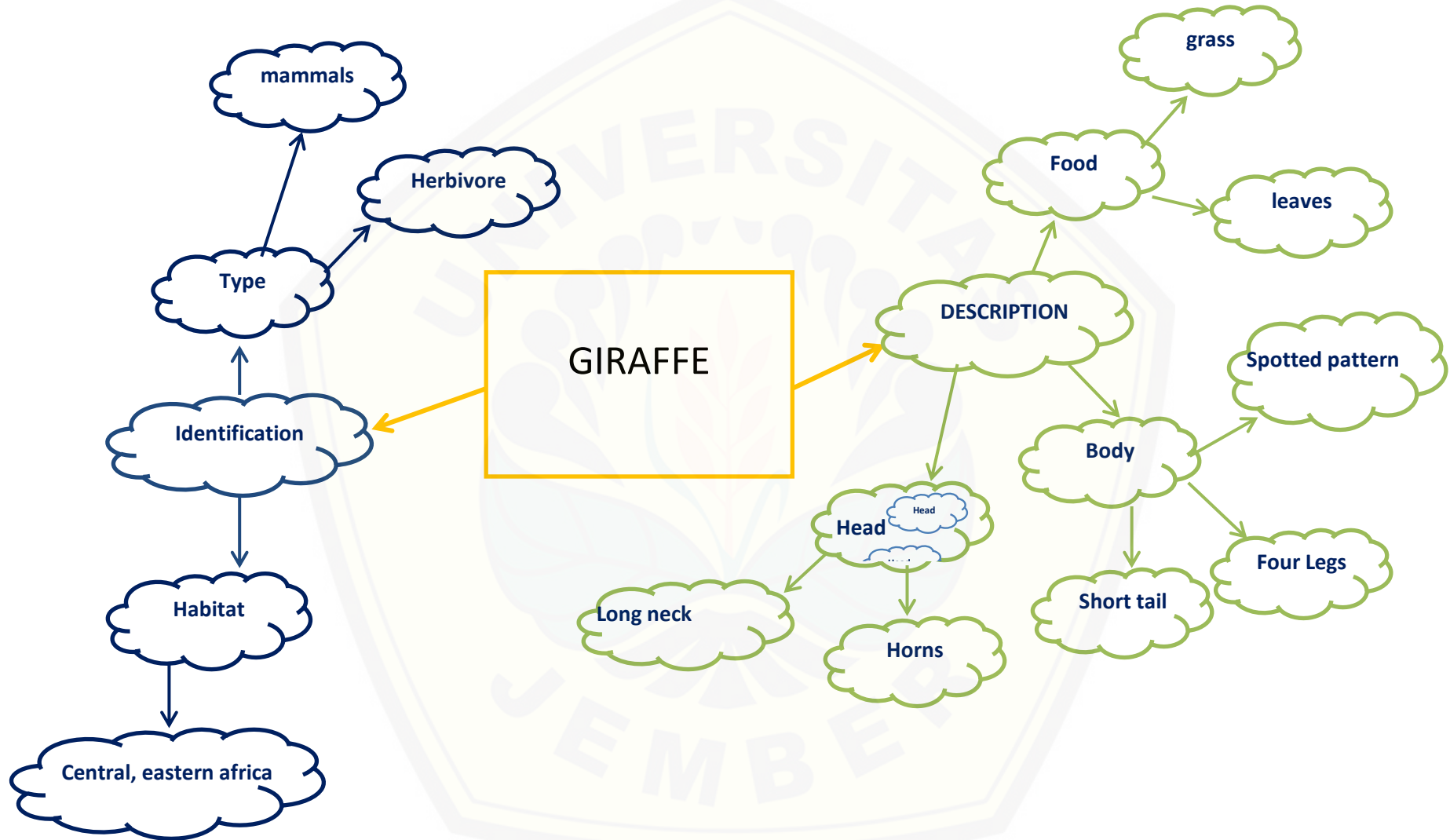
#### Task 2

Based on your Mind Mapping, write a simple descriptive text that includes identification and description. It should be consisted of 7 – 10 sentences.



The Possible Mind Mapping Constructed by The Students.

Picture



## The key answer

### Picture A

#### Giraffe

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo.

A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting.

(Adapted from: <https://englishcoo.com/contoh-descriptive-text-tentang-hewan/> )

## APPENDIX G

### LESSON PLAN (CYCLE 1 MEETING 2)

Level : Junior High School (SMP)  
 Subject : English  
 Grade/Semester : VIII/Odd  
 Text type : Descriptive Text  
 Theme : Popular person  
 Language skill : Writing  
 Time allocation : 2 x 40 minutes

#### A. Core Competence

- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Basic Competence and Indicators

3.10.	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana	3.10.1. Mentioning the social function of descriptive text.  3.10.2. Mentioning the generic structure of descriptive text.  3.10.3. Mentioning the language features of descriptive text.
4.12.	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.12.1. Filling out the title, subtopics, and ideas in the mind mapping outline of describing picture.  4.12.2. Constructing a well-organized descriptive text.

#### C. Learning Objectives

After joining the class the students are expected to:

- 3.10.1. Mention the social function of descriptive text.

3.10.2. Mention the generic structure of descriptive text.

3.10.3. Mention the language features of descriptive text

4.12.1. Fill out the title, subtopics, and ideas in the mind mapping outline of describing picture

4.12.2. Construct a well-organized descriptive text.

## D. Media, Instrument, and Learning Resources

1. Media : Power point presentation, whiteboard, board marker, the outline of Mind Mapping, and LCD viewer

2. Learning Sources :

<https://englishcoo.com/contoh-descriptive-text-tentang-hewan>

<https://www.sederet.com/tutorial/10-contoh-descriptive-text-dalam-bahasa-inggris/>

## E. Teaching and Learning Activities

Activity	Description	Time Allocation
<b>Set Induction</b>	<ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking students' attendance</li> <li>- Starting the lesson with praying</li> <li>- Giving leading questions related to the topic</li> <li>- Showing the picture related to the topic</li> <li>- Stating the learning objectives</li> </ul>	<b>5 minutes</b>
<b>Main Activities</b>	<b>Observing</b> <ul style="list-style-type: none"> <li>- The students are asked to observe descriptive text given.</li> </ul>	<b>10 minutes</b>
	<b>Questioning</b> <ul style="list-style-type: none"> <li>- The students are asked to analyze the generic structure the language features, and the social function of the descriptive text</li> <li>- The students are asking to ask questions about something that they did not understand relating to the topic</li> </ul>	<b>10 minutes</b>
	<b>Exploring</b> <ul style="list-style-type: none"> <li>- The students are asked to make of Mind Mapping consisting the elements of descriptive text in group.</li> </ul>	<b>10 minutes</b>
	<b>Associating</b> <ul style="list-style-type: none"> <li>- Choosing topic.</li> <li>- Filling and organizing the outline of Mind Mapping.</li> <li>- Writing a simple descriptive text based on their own Mind Mapping</li> </ul>	<b>30 minutes</b>
	<b>Communicating</b> <ul style="list-style-type: none"> <li>- Some students are asked to showing their pieces of writing in front of the class before submitting</li> </ul>	<b>10 minutes</b>

	- Students discuss about advantages and disadvantages of the task their shown	
closure	<ul style="list-style-type: none"> <li>- <i>Giving the students the chance to ask question.</i></li> <li>- <i>Guiding the students to make conclusion</i></li> <li>- <i>Stating the conclusion.</i></li> <li>- <i>Parting the students.</i></li> </ul>	5 minutes

## F. Assessment

<p><b>Product Assessment</b></p> <ul style="list-style-type: none"> <li>- Method : Giving writing task</li> <li>- Instrument : Writing scoring rubric (used to assess students' product of writing)</li> </ul>	<p><b>Proses Assessment</b></p> <ul style="list-style-type: none"> <li>- Method : Observation</li> <li>- Instrument : Observation checklist (used to assess students' active participation in the teaching and learning process)</li> </ul>
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Jember, 10 Mei 2019

Collaborator

Researcher

**Endang Sri Lestari SPd.**

NIP. 196506042000032002

**Halida Indrihadi S**

NIM. 140210401036

## Enclosure

### APPENDIX 1

#### Instructional Materials

#### 2. Pre-Instructional Activities

##### a. Giving a riddle

I am an Indonesian actress. I am one of character in Danur film. I have a single “Katakana Cinta”. Who am I?

##### b. Showing Prilly's picture



Do you know what it is?

#### 2. Main Activities

**Descriptive text** is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as.

c. **Identification** : identify the phenomenon to be described

d. **Description** : describing the phenomenon in parts, qualities, or/and The descriptive text also has **language features**. They are:

1. Using specific nouns (for example: her hair, his skin, his body, etc.)
2. Using simple present tense (for example: she is an actress, he has short hair, she has pointed nose, etc.)
3. Using adjectives (for example: color, tall, big, famous, etc.)
4. Using detailed noun phrase (for example: cheetah has orange and black stripes fur)
5. Example of Descriptive Text

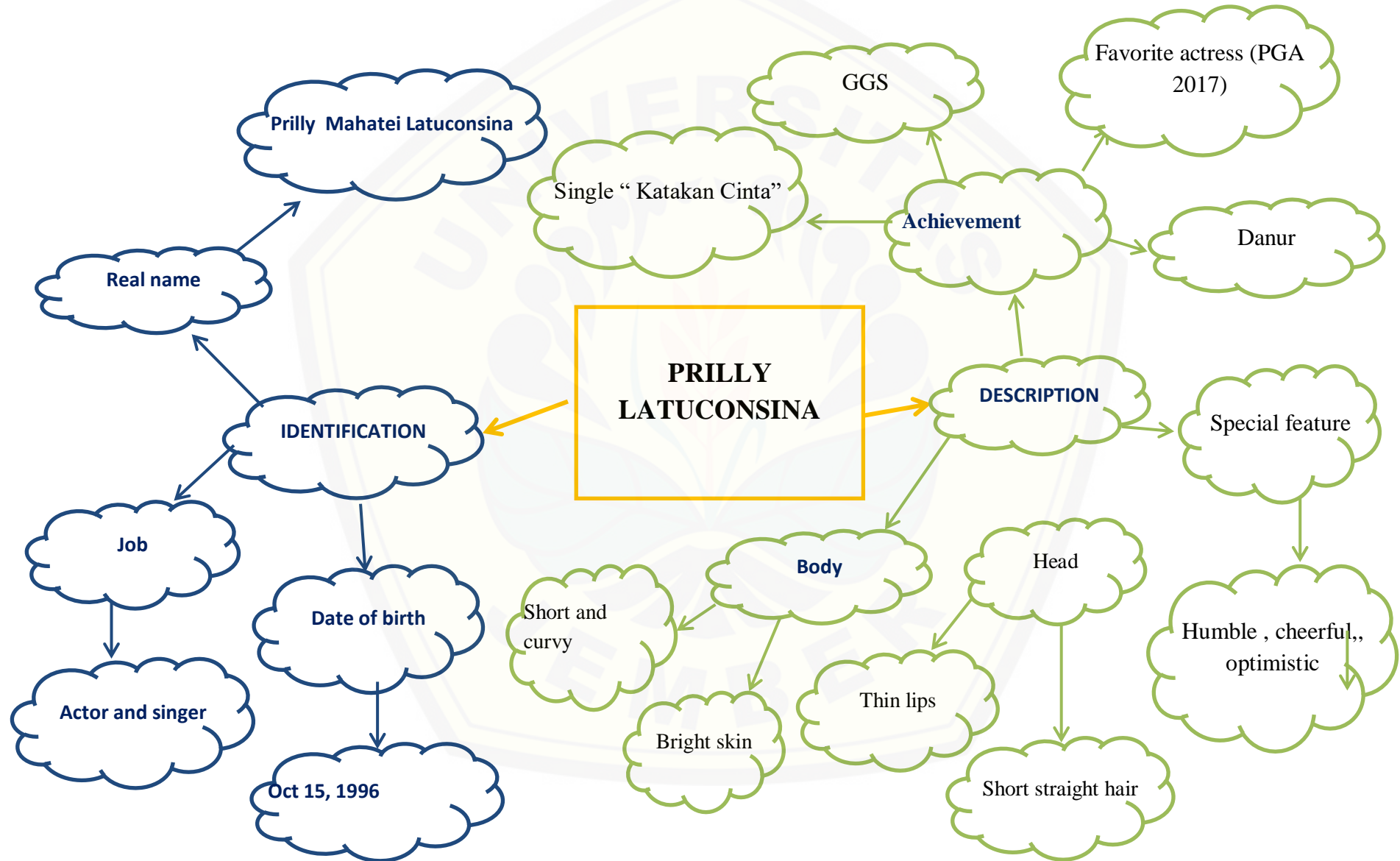


<b>Prilly Latuoncina</b>	
Her full name is Prilly Mahatei Latuconsina. People usually call her Prilly. She was born on October 15, 1996. She is a famous actress and singer in Indonesia.	<b>Identification</b>
Prilly is quite short and curvy but she is still good looking with her light complexion. She has a round face, a pointed nose, thin lips, and short brown hair. She is very humble, cheerful, and optimistic. Prilly is well known as Sissy in “Ganteng Ganteng Serigala” television dramas. In Danur: I Can See Ghosts (2017) film, Prilly plays as a lead role. Prilly is also known as a singer, her new single is “Katakan Cinta”. Prilly has many achievements during her career. One of them is Panasonic Gobel Award 2017 as a favorite actress.	<b>Description</b>

#### 4. Mind Mapping Technique

Mind Mapping Technique is an easy way to get information into and out of the brain. It is also a way of taking notes that is not boring because it is made up of words, colors, lines, symbols, and picture.

## 5. Example of Mind Mapping



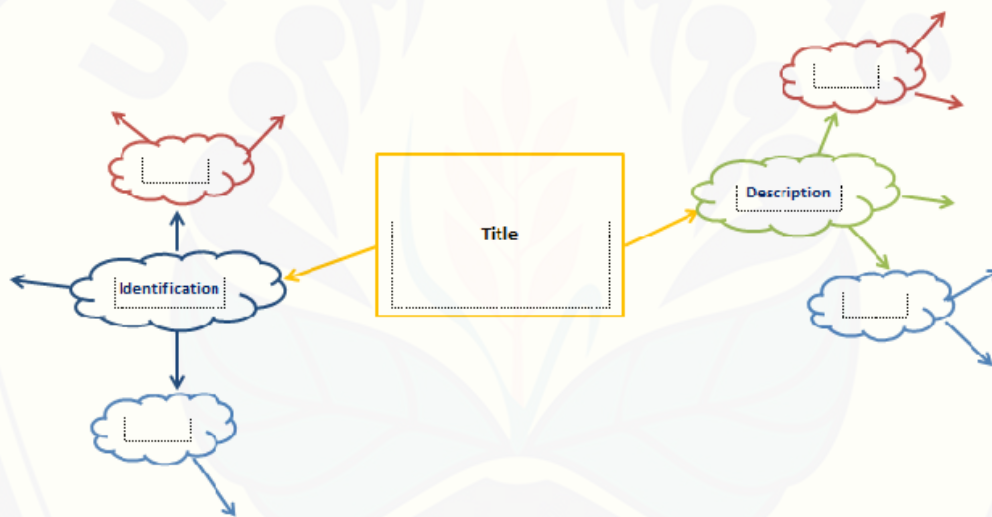
## APPENDIX 2

### Students Worksheet

#### Task 1

Choose a subject of famous person you like. One you know well. Then, make the Mind Mapping based on the subject you like. Add title, subtopics (identification and description) and ideas. Feel free to add some lines and shape.

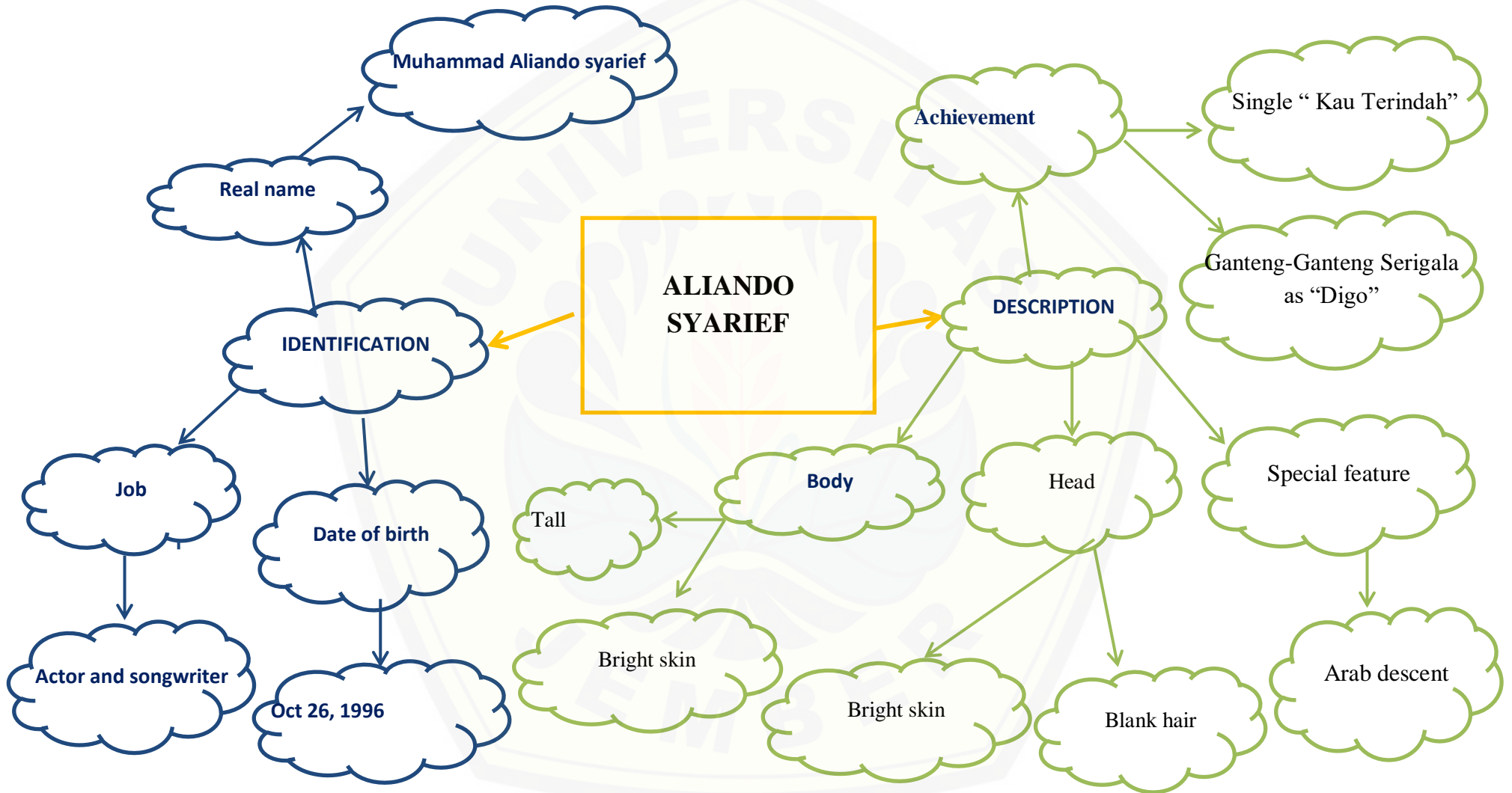
#### The Outline of Mind Mapping Technique.



#### Task 2

Based on your Mind Mapping, write a simple descriptive text that includes title, identification, and description. It should be consisted of 7 – 10 sentences.

The Possible Mind Mapping Constructed by The Students.



## The key answer

### Aliando Syarief

Aliando's full name is Muhammad Aliando Syarief. He was born on October 26, 1996. He is an actor and a songwriter.

Aliando has great physical Appearance. He is tall enough and good looking. He has short black hair and oval face. He has Arab descent from his father. As an actor, Aliando acts in several Tv series. One of them is Ganteng Ganteng Srigala, he plays as Digo there. He also has created several songs and sings them. His popular song is "Kau Terindah.

(Adapted from: <http://www.sekolahoke.com/2016/01/descriptive-text-aliando-syarief-2036.html>)

**APPENDIX H**

**WRITING TEST**

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Text type	: Descriptive Text
Theme	: Animal & popular person
Language skill	: Writing
Time allocation	: 2 x 40 minutes

**Read the following instructions carefully!**

**A.** Choose a subject of Animal or Popular Person you like. One you know well. Then, make the Mind Mapping based on your subject you like. Add title, subtopics (identification and description) and ideas. Feel free to add some lines and shape.

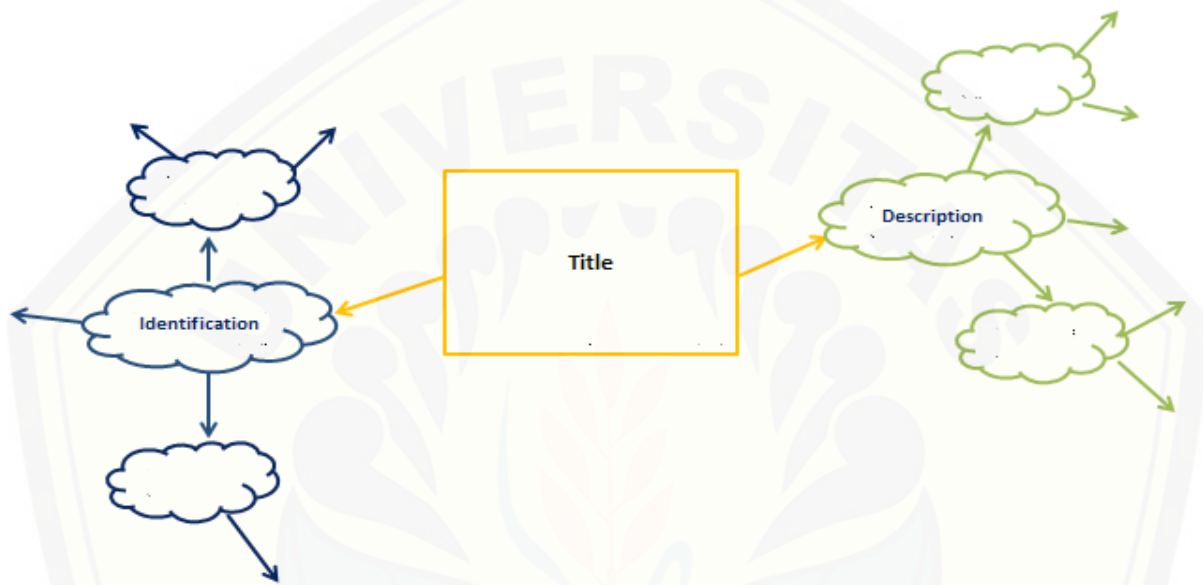
**B.** Based on your Mind Mapping, write a simple descriptive text be consisted of 7-10 sentences.



Students' Answer Sheet

Name : \_\_\_\_\_

Student's Number : \_\_\_\_\_



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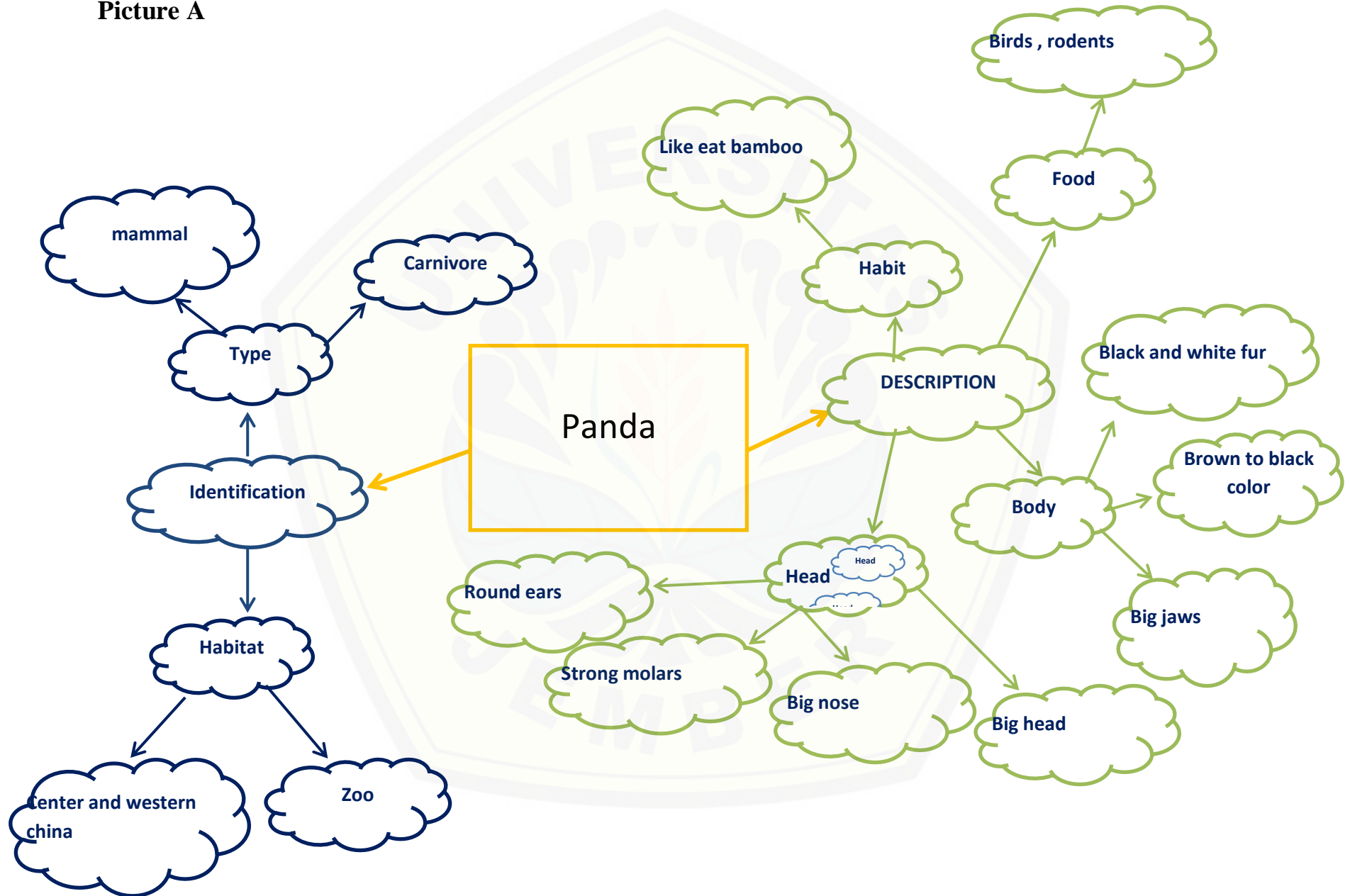
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The Possible Mind Mapping Constructed By The Students.

Picture A



The Possible Mind Mapping Constructed By The Students.



## **Key answer**

**A**

### **Panda**

Panda are carnivorous mammals. They are bear-like animal which originally live in center and western part of China. But they can found in the zoo.

Panda have black and white fur. The black fur is on their ears, around their eyes, on their legs, and on their shoulders. They have a big head, a short tail, rounded ears, and a long muzzle with a big nose. They have a big jaw with tough muscles and strong molars to crush bamboos. However, pandas' diet is totally different with other carnivore animals in which they prefer bamboos. Pandas sometimes eat birds or rodents as well.

## **Key answer**

**B**

### **Ayu Ting Ting**

Ayu Rosmalina is a artist from Depok. She is very popular among Indonesian people as Indonesian Dangdut Singer called "Ayu Ting Ting". Ayu Ting Ting was born on 20 June 1990 in Depok, East Java. She works as a dangdut singer, presenter, and model.

Ayu Ting Ting has slim body. She is not tall enough, 160 cm only. She has long, brown, and straight hair. Her face is oval. She has black and narrow eyes, thin lips, and pointed nose. People say that his face is cute. Ayu Ting Ting has won several awards during her life. Ayu Ting Ting is very famous with song entitled "Alamat Palsu".

## APPENDIX I

### LESSON PLAN

#### (CYCLE 2 MEETING 1)

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Text type	: Descriptive Text
Theme	: Tourism Place
Language skill	: Writing
Time allocation	: 2 x 40 minutes

#### A. Core Competence

- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Basic Competence and Indicators

3.10.	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana	3.10.1. Mentioning the social function of descriptive text. 3.10.2. Mentioning the generic structure of descriptive text. 3.10.3. Mentioning the language features of descriptive text.
4.12.	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.12.1. Filling out the title, subtopics, and ideas in the mind mapping outline of describing picture. 4.12.2. Constructing a well-organized descriptive text.

#### C. Learning Objectives

After joining the class the students are expected to:

- 3.10.1. Mention the social function of descriptive text.  
3.10.2. Mention the generic structure of descriptive text.

- 3.10.3. Mention the language features of descriptive text
- 4.12.1. Fill out the title, subtopics, and ideas in the mind mapping outline of describing picture
- 4.12.2. Construct a well-organized descriptive text.

## D. Media, Instrument, and Learning Resources

1. Media : Power point presentation, whiteboard, board marker, the outline of Mind Mapping, and LCD viewer

2. Learning Sources :
- <https://englishcoo.com/contoh-descriptive-text-tentang-hewan>
  - <https://www.sederet.com/tutorial/10-contoh-descriptive-text-dalam-bahasa-inggris/>

## E. Teaching and Learning Activities

Activity	Description	Time Allocation
<b>Set Induction</b>	<ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking students" attendance</li> <li>- Starting the lesson with praying</li> <li>- Giving leading questions related to the topic</li> <li>- Showing the picture related to the topic</li> <li>- Stating the learning objectives</li> </ul>	<b>5 minutes</b>
<b>Main Activities</b>	<b>Observing</b> <ul style="list-style-type: none"> <li>- The students are asked to observe descriptive text given.</li> </ul>	<b>10 minutes</b>
	<b>Questioning</b> <ul style="list-style-type: none"> <li>- The students are asked to analyze the generic structure the language features, and the social function of the descriptive text</li> <li>- The students are asking to ask questions about something that they did not understand relating to the topic</li> </ul>	<b>10 minutes</b>
	<b>Exploring</b> <ul style="list-style-type: none"> <li>- The students are asked to make of Mind Mapping consisting the elements of descriptive text in group.</li> </ul>	<b>10 minutes</b>
	<b>Associating</b> <ul style="list-style-type: none"> <li>- Choosing topic.</li> <li>- Filling and organizing the outline of Mind Mapping.</li> <li>- Writing a simple descriptive text based on their own Mind Mapping</li> </ul>	<b>30 minutes</b>
	<b>Communicating</b> <ul style="list-style-type: none"> <li>- Some students are asked to showing their pieces of writing in front of the class before submitting</li> <li>- Students discuss about advantages and disadvantages of the task their shown</li> </ul>	<b>10 minutes</b>



closure	<ul style="list-style-type: none"> <li>- Giving the students the chance to ask question.</li> <li>- Guiding the students to make conclusion</li> <li>- Stating the conclusion.</li> <li>- Parting the students.</li> </ul>	5 minutes
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## F. Assessment

<p><b>Product Assessment</b></p> <ul style="list-style-type: none"> <li>- Method : Giving writing task</li> <li>- Instrument : Writing scoring rubric (used to assess students' product of writing)</li> </ul>	<p><b>Proses Assessment</b></p> <ul style="list-style-type: none"> <li>- Method : Observation</li> <li>- Instrument : Observation checklist (used to assess students' active participation in the teaching and learning process)</li> </ul>
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Jember, 10 Mei 2019

Collaborator

Researcher

**Endang Sri Lestari SPd.**

NIP. 196506042000032002

**Halida Indrihadi S**

NIM. 140210401036

## APPENDIX 1

### Enclosure

#### Instructional Materials

#### 3. Pre-Instructional Activities

##### a. Giving a riddle

I am famous Buddhist temple in the world. My location is in Magelang, Central Java Who am I?

##### b. Showing borobudur's picture



Do you know what it is?

#### 2. Main Activities

**Descriptive text** is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as.

e. **Identification** : identify the phenomenon to be described

f. **Description** : describing the phenomenon in parts, qualities, or/and

The descriptive text also has **language features**. They are:

1. Using specific nouns (for example: dome, build, etc.)
2. Using simple present tense (for example: it is the biggest place, etc.)
3. Using adjectives (for example: color, big, beauty, etc.)
4. Using detailed noun phrase (for example: They have orange and black stripes fur)

## 5. Example of Descriptive Text

### **Borobudur**

Borobudur is a Buddhist temple. It is the biggest Buddhist sanctuary in the world. Borobudur is located in Magelang, Central Java, Indonesia

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. The temple consists of nine stacked platforms, six square and three circular, topped by a central dome. It is decorated with 2.672 [relief](#) panels and 504 [Buddha statues](#). The central dome is surrounded by 72 Buddha statues, each seated inside a perforated [stupa](#). Borobudur is visited tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty place, its elegance and the story of the relief on its walls.

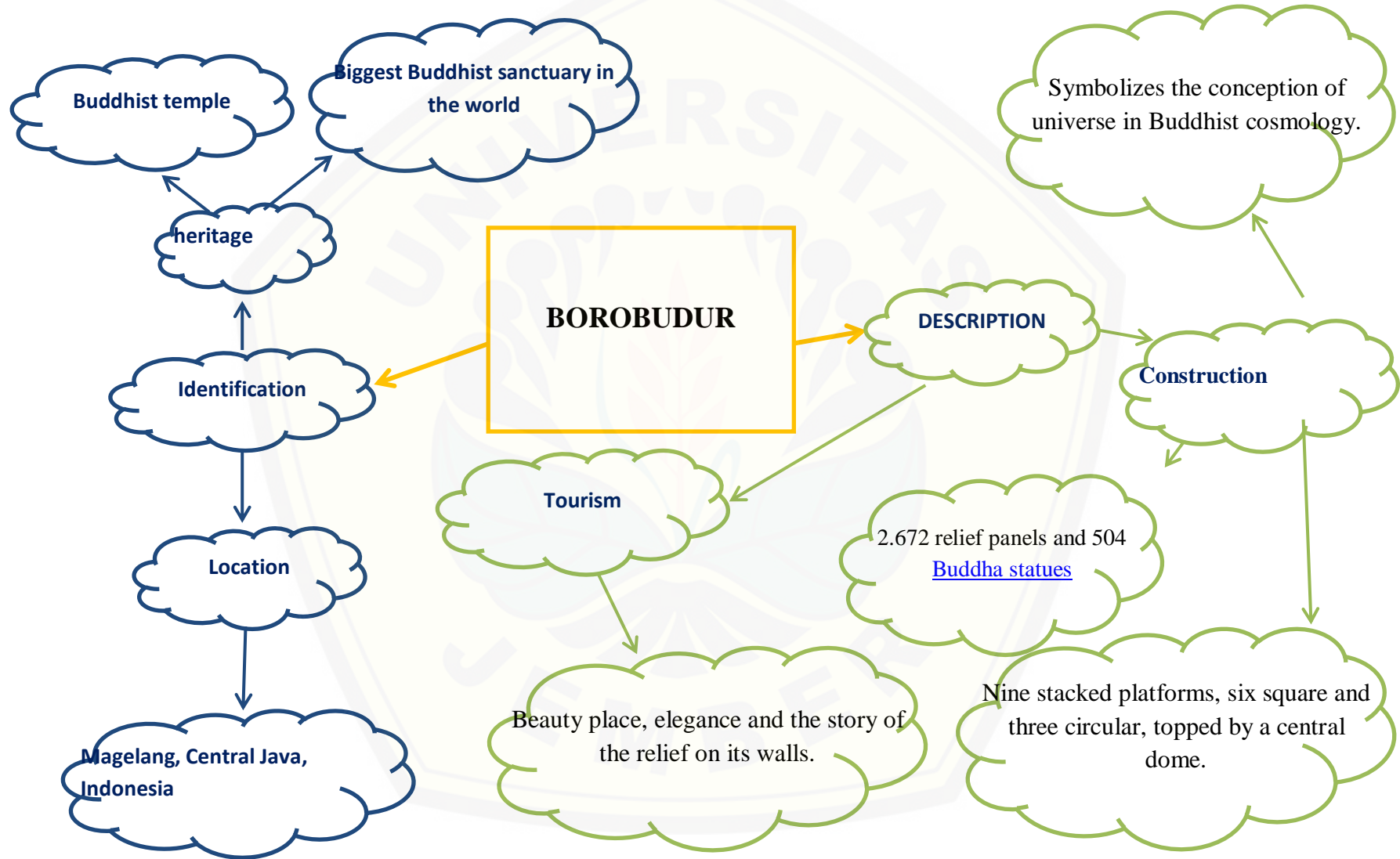
### **Identification**

### **Description**

## 4. Mind Mapping Technique

Mind Mapping Technique is an easy way to get information into and out of the brain. It is also a way of taking notes that is not boring because it is made up of words, colors, lines, symbols, and picture.

5. Example of Mind Mapping



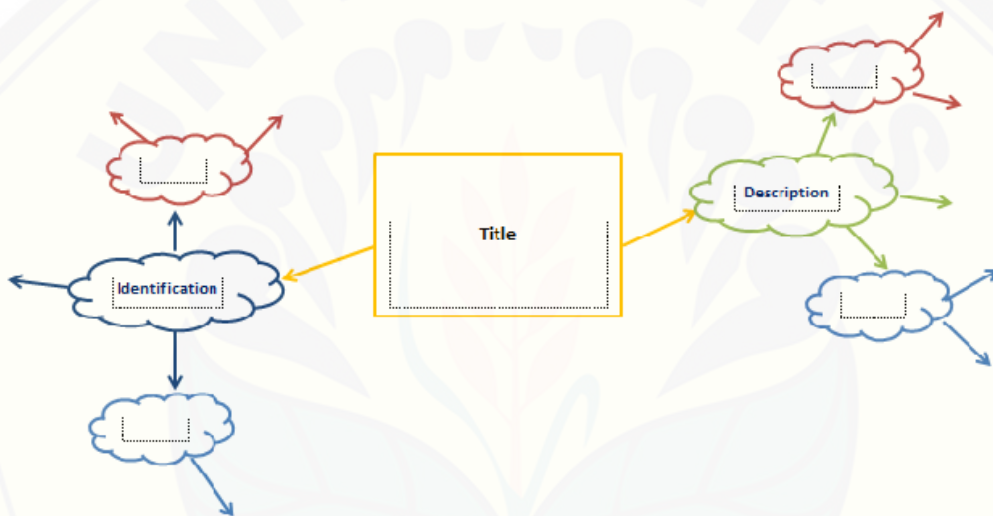
## APPENDIX 2

### Students Worksheet

#### Task 1

Choose a subject of tourism place you like. One you know well. Then, make the Mind Mapping based on your subject you like. Add title, subtopics (identification and description) and ideas. Feel free to add some lines and shape.

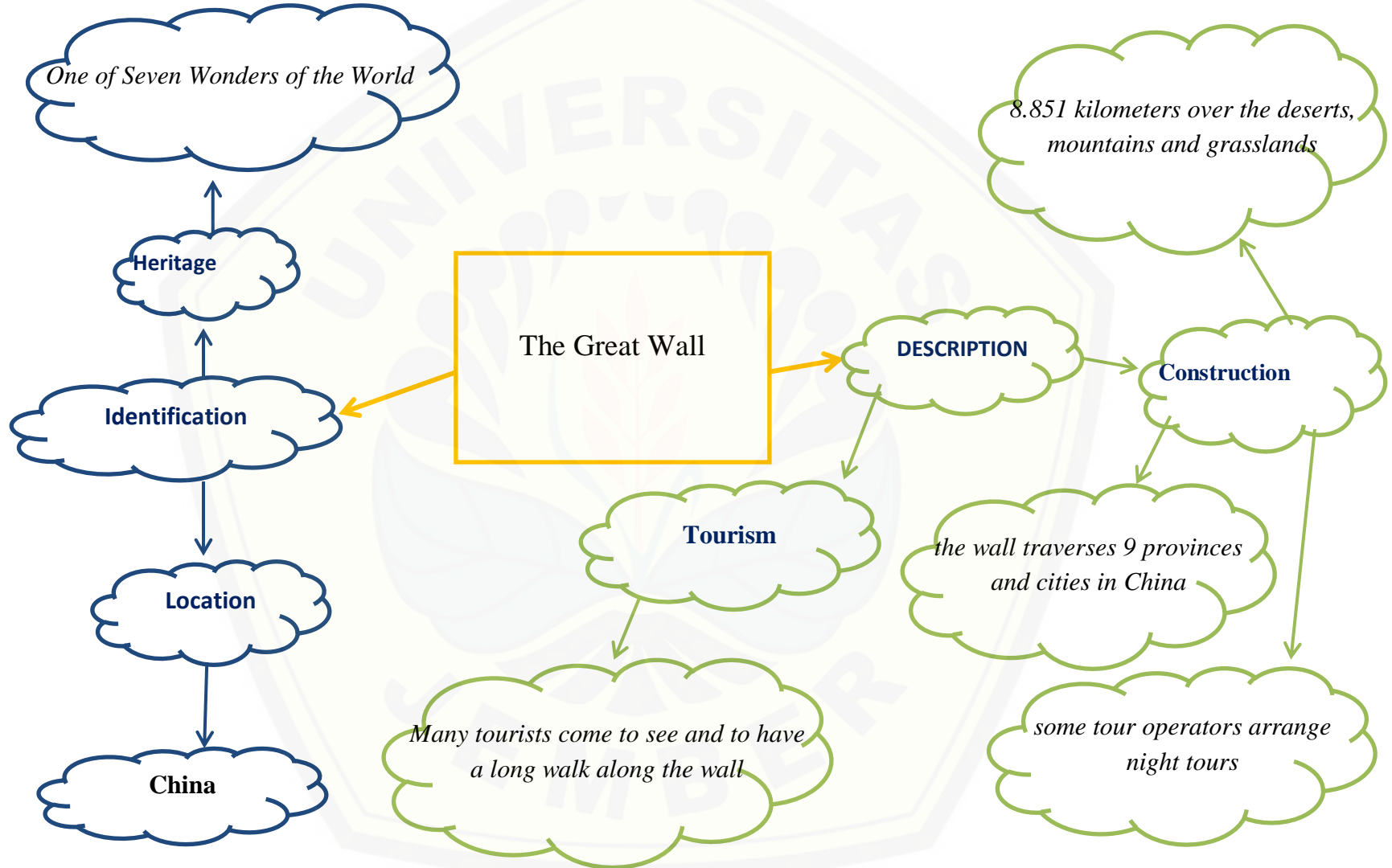
#### The Outline of Mind Mapping Technique.



#### Task 2

Based on your Mind Mapping, write a simple descriptive text that includes title, identification, and description. It should be consisted of 7 – 10 sentences.

**The Possible Mind Mapping Constructed by The Students.**

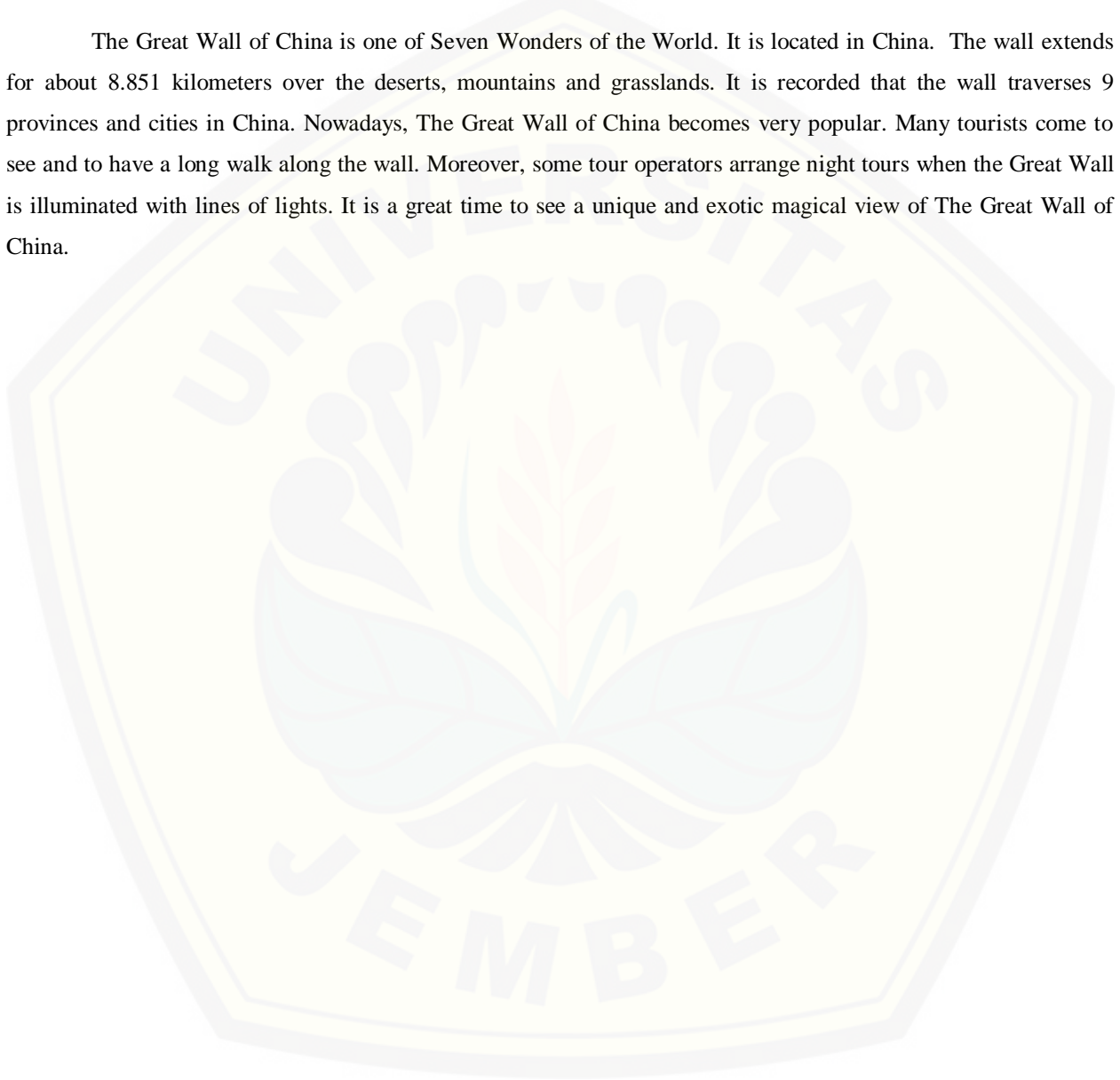




## The key answer

### The Great Wall

The Great Wall of China is one of Seven Wonders of the World. It is located in China. The wall extends for about 8.851 kilometers over the deserts, mountains and grasslands. It is recorded that the wall traverses 9 provinces and cities in China. Nowadays, The Great Wall of China becomes very popular. Many tourists come to see and to have a long walk along the wall. Moreover, some tour operators arrange night tours when the Great Wall is illuminated with lines of lights. It is a great time to see a unique and exotic magical view of The Great Wall of China.



## APPENDIX J

### LESSON PLAN (CYCLE 2 MEETING 2)

Level : Junior High School (SMP)  
 Subject : English  
 Grade/Semester : VIII/Odd  
 Text type : Descriptive Text  
 Theme : Family  
 Language skill : Writing  
 Time allocation : 2 x 40 minutes

#### A. Core Competence

- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Basic Competence and Indicators

3.10.	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana	3.10.1. Mentioning the social function of descriptive text. 3.10.2. Mentioning the generic structure of descriptive text. 3.10.3. Mentioning the language features of descriptive text.
4.12.	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.12.1. Filling out the title, subtopics, and ideas in the mind mapping outline of describing picture. 4.12.2. Constructing a well-organized descriptive text.

#### C. Learning Objectives

After joining the class the students are expected to:

- 3.10.1. Mention the social function of descriptive text.
- 3.10.2. Mention the generic structure of descriptive text.

- 3.10.3. Mention the language features of descriptive text
- 4.12.1. Fill out the title, subtopics, and ideas in the mind mapping outline of describing picture
- 4.12.2. Construct a well-organized descriptive text.

## D. Media, Instrument, and Learning Resources

- 1. Media : Power point presentation, whiteboard, board marker, the outline of Mind Mapping, and LCD viewer
- 2. Learning Sources :
  - <https://englishcoo.com/contoh-descriptive-text-tentang-hewan>
  - <https://www.sederet.com/tutorial/10-contoh-descriptive-text-dalam-bahasa-inggris/>

## E. Teaching and Learning Activities

Activity	Description	Time Allocation
<b>Set Induction</b>	<ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking students' attendance</li> <li>- Starting the lesson with praying</li> <li>- Giving leading questions related to the topic</li> <li>- Showing the picture related to the topic</li> <li>- Stating the learning objectives</li> </ul>	<b>5 minutes</b>
<b>Main Activities</b>	<b>Observing</b> - The students are asked to observe descriptive text given.	<b>10 minutes</b>
	<b>Questioning</b> - The students are asked to analyze the generic structure the language features, and the social function of the descriptive text - The students are asking to ask questions about something that they did not understand relating to the topic	<b>10 minutes</b>
	<b>Exploring</b> - The students are asked to make of Mind Mapping consisting the elements of descriptive text in group.	<b>10 minutes</b>
	<b>Associating</b> <ul style="list-style-type: none"> <li>- Choosing topic.</li> <li>- Filling and organizing the outline of Mind Mapping.</li> <li>- Writing a simple descriptive text based on their own Mind Mapping</li> </ul>	<b>30 minutes</b>
	<b>Communicating</b> <ul style="list-style-type: none"> <li>- Some students are asked to showing their pieces of writing in front of the class before submitting</li> <li>- Students discuss about advantages and disadvantages of the task their shown</li> </ul>	<b>10 minutes</b>

closure	<ul style="list-style-type: none"> <li>- <i>Giving the students the chance to ask question.</i></li> <li>- <i>Guiding the students to make conclusion</i></li> <li>- <i>Stating the conclusion.</i></li> <li>- <i>Parting the students.</i></li> </ul>	5 minutes
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## F. Assessment

<p><b>Product Assessment</b></p> <ul style="list-style-type: none"> <li>- Method : Giving writing task</li> <li>- Instrument : Writing scoring rubric (used to assess students' product of writing)</li> </ul>	<p><b>Proses Assessment</b></p> <ul style="list-style-type: none"> <li>- Method : Observation</li> <li>- Instrument : Observation checklist (used to assess students' active participation in the teaching and learning process)</li> </ul>
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Jember, 10 Mei 2019

Collaborator

Researcher

**Endang Sri Lestari SPd.**

NIP. 196506042000032002

**Halida Indrihadi S**

NIM. 140210401036

Enclosure

APPENDIX 1

Instructional Materials

4. Pre-Instructional Activities

a. Giving a riddle

She is pretty women. She loves her family. She likes cook for family. Who is she?

b. Showing mother's picture



Do you know what it is?

2. Main Activities

**Descriptive text** is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as.

g. **Identification** : identify the phenomenon to be described

h. **Description** : describing the phenomenon in parts, qualities, or/and The descriptive text also has **language features**. They are:

1. Using specific nouns (for example: my mother, her hair, his body, etc.)
2. Using simple present tense (for example: she is pretty woman, he has short hair, she is tall, etc.)
3. Using adjectives (for example: color, tall, big, love, beautiful, etc.)

4. Using detailed noun phrase (for example: cheetah has orange and black stripes fur)
6. Example of Descriptive Text

## **My Mother**

My mother is a quite pretty woman. Her name is Rukmini. She is a housewife in my family

**Identification**

Her height is about 155cm. Her hair is long, a bit wavy and its color is black. She has black eyes and light brown skin. My mom love listening to the music, especially Dangdut. Whenever she cooks in the kitchen, she always listens to the Dangdut music and sings along with it. *Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient mother. We love her very much.*

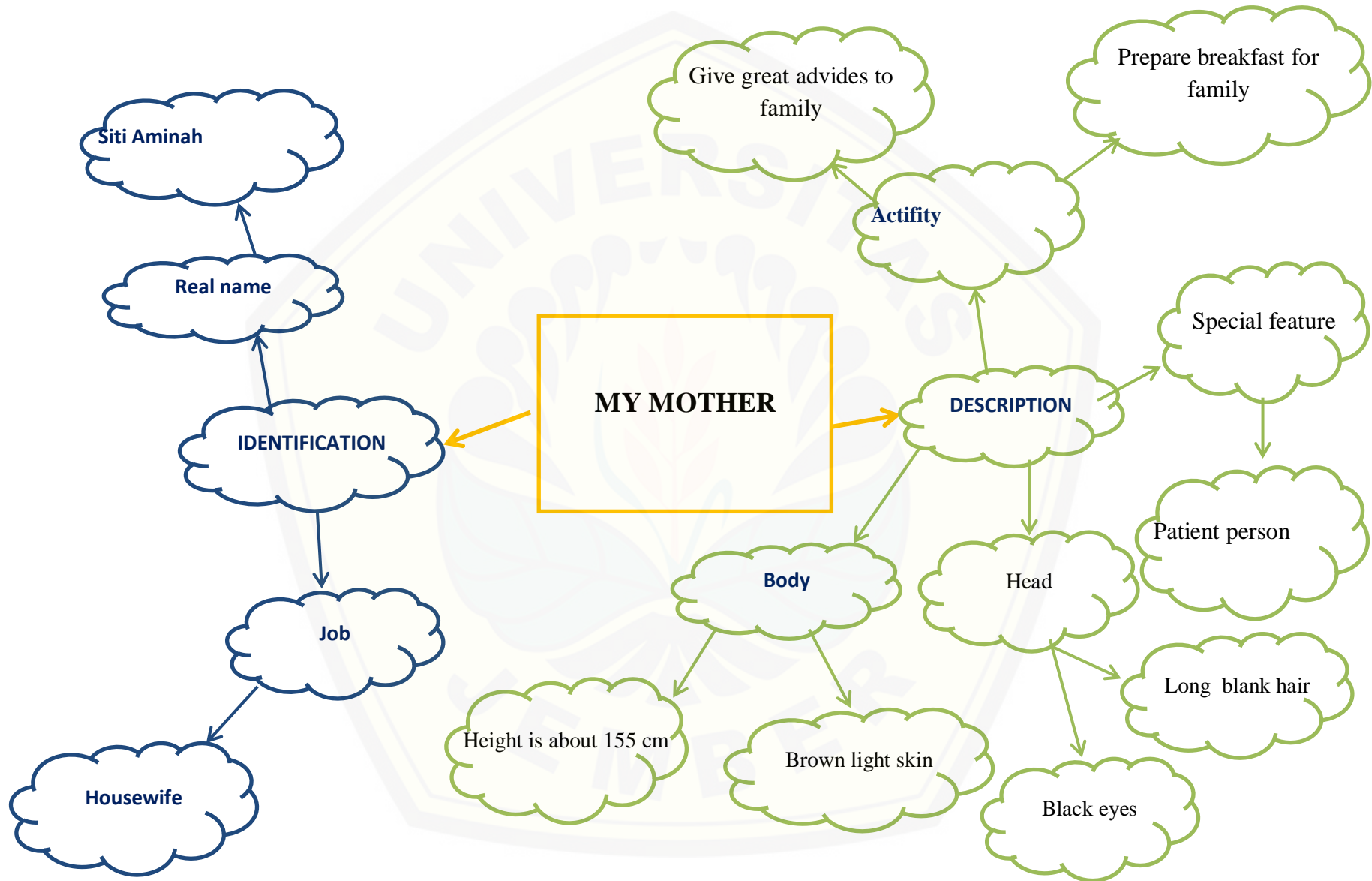
**Description**

## 4. Mind Mapping Technique

Mind Mapping Technique is an easy way to get information into and out of the brain. It is also a way of taking notes that is not boring because it is made up of words, colors, lines, symbols, and picture.



Example of Mind Mapping



## APPENDIX 2

### Students Worksheet

#### Task 1

Choose a subject of family you like. One you know well. Then, make the Mind Mapping based on the subject you like. Add title, subtopics (identification and description) and ideas. Feel free to add some lines and shape.

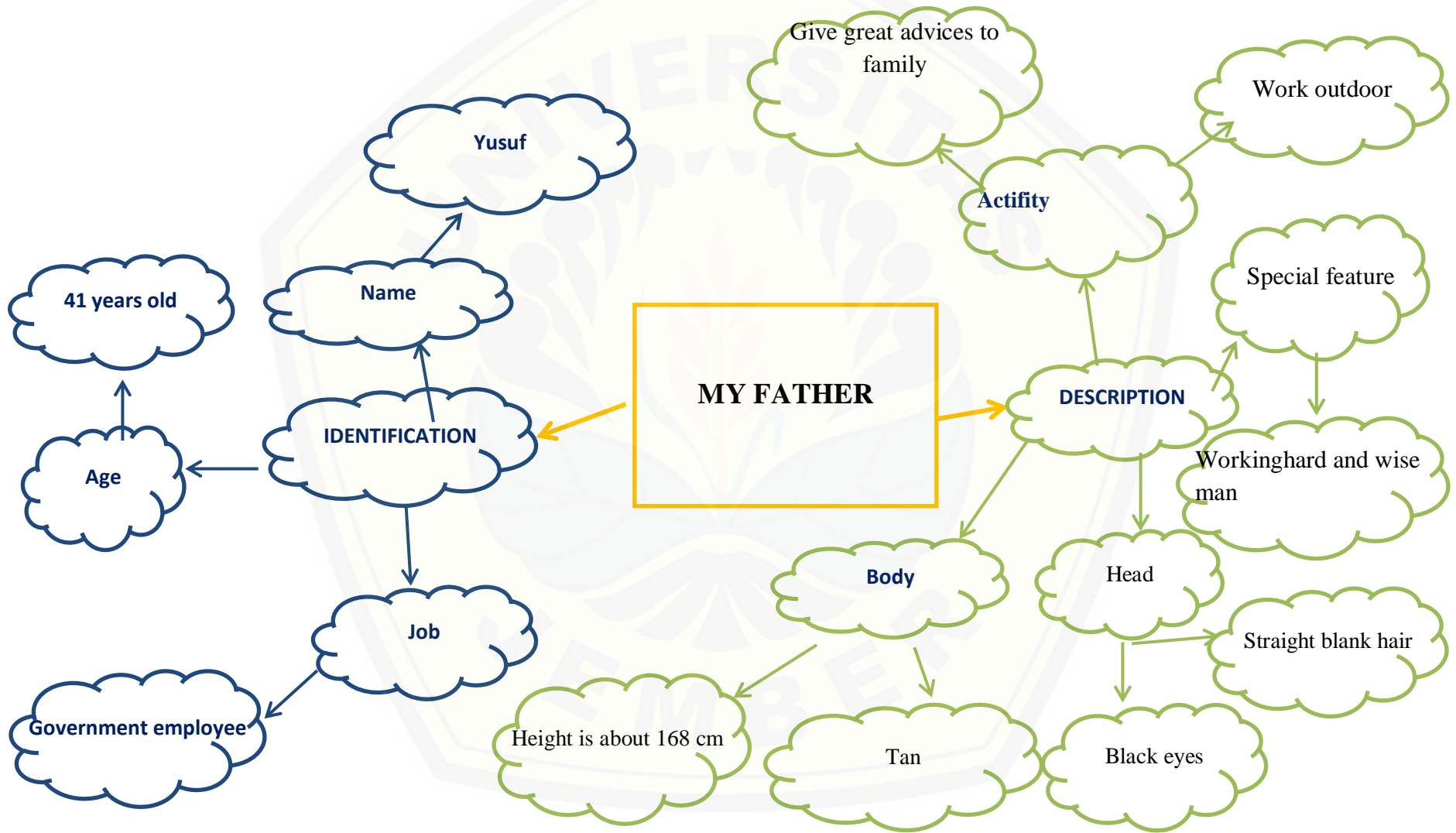
#### The Outline of Mind Mapping Technique.



#### Task 2

Based on your Mind Mapping, write a simple descriptive text that includes title, identification, and description. It should be consisted of 7 – 10 sentences.

The Possible Mind Mapping Constructed by The Students.



## The key answer

### **My Father**

My father's name is Yusuf. He is about 41 years old. He works as a government employee.

His body is relatively tall compared to all the family members, about 168cm. His hair is black and straight. He has black eyes. He has tan because he likes working under the sun. I love talking to my father. He is a wise man who always gives me great advices. We learn about being a hard worker from him. We love him very much. He is a great father for us.



APPENDIX K

WRITING TEST

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Text type	: Descriptive Text
Theme	: Family and Tourism Place
Language skill	: Writing
Time allocation	: 2 x 40 minutes

**Read the following instructions carefully!**

**A.** Choose a subject of family or tourism place you like. One you know well. Then, make the Mind Mapping based on your subject you like. Add title, subtopics (identification and description) and ideas. Feel free to add some lines and shape.

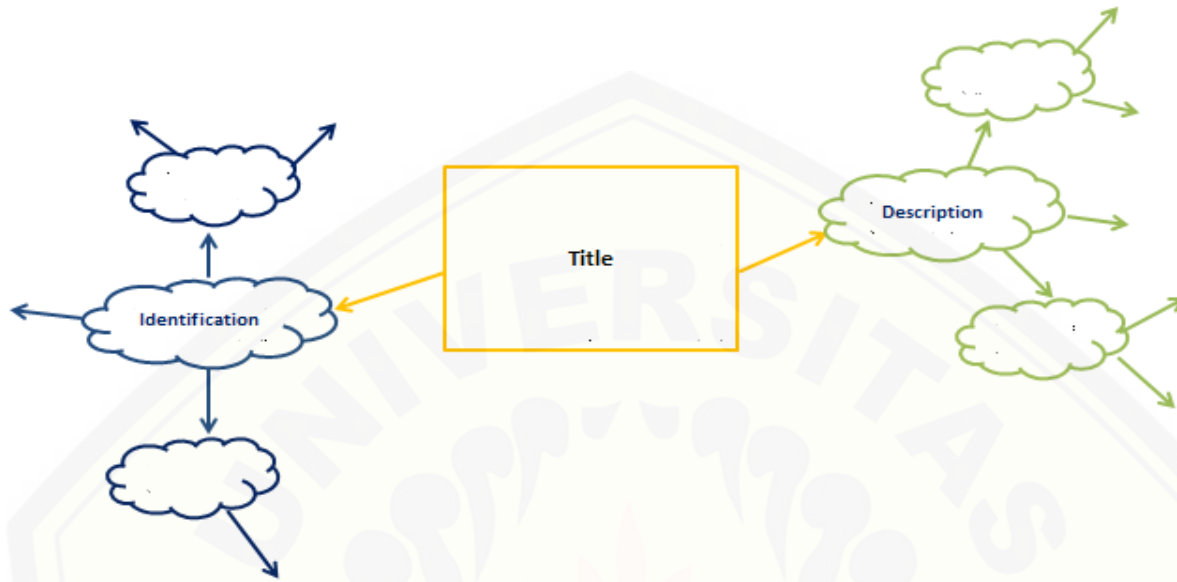
**B.** Based on your Mind Mapping, write a simple descriptive text be consisted of 7-10 sentences.

**Students' Answer Sheet**

# Digital Repository Universitas Jember

Name : \_\_\_\_\_

Student's Number : \_\_\_\_\_



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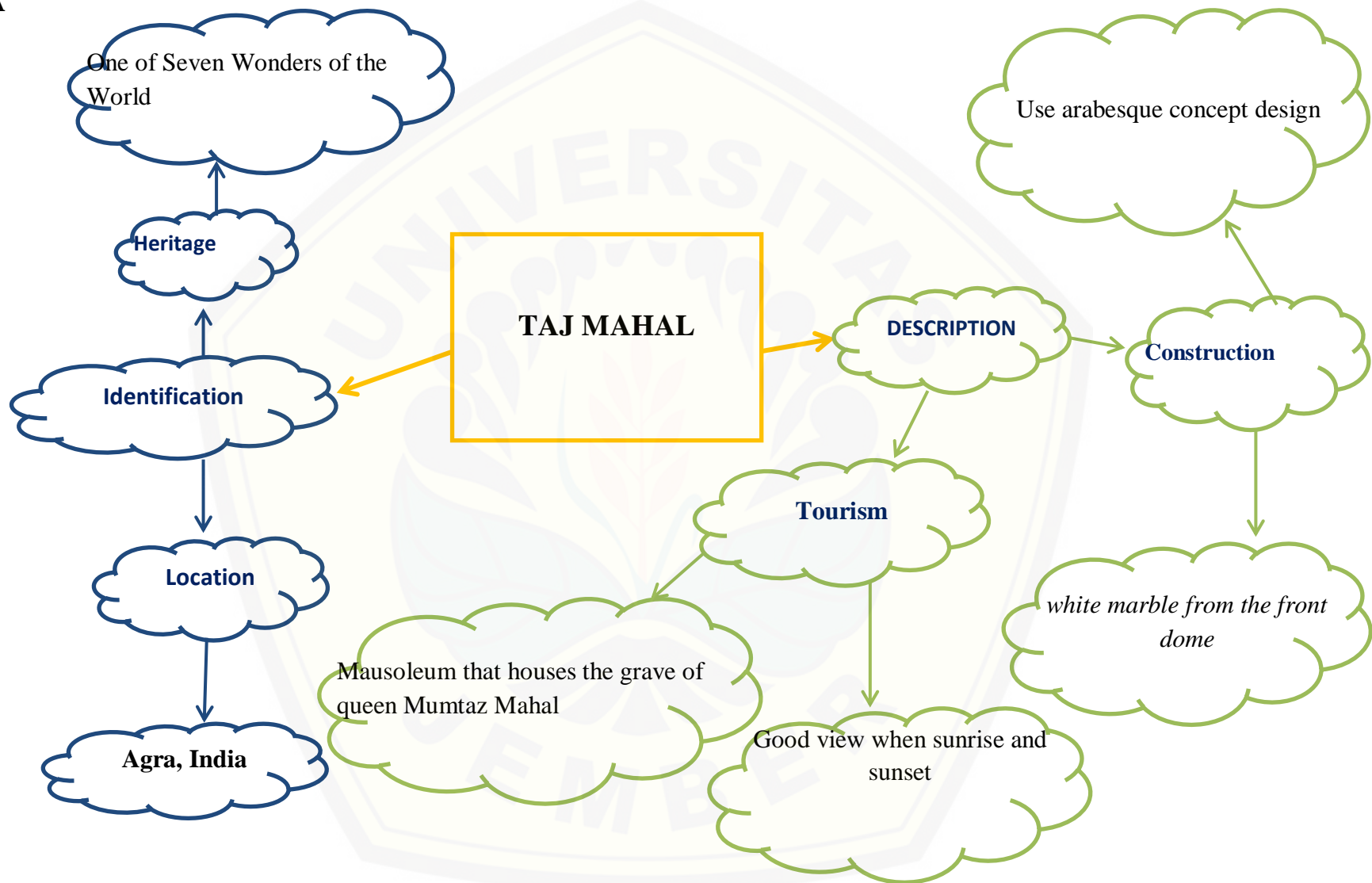
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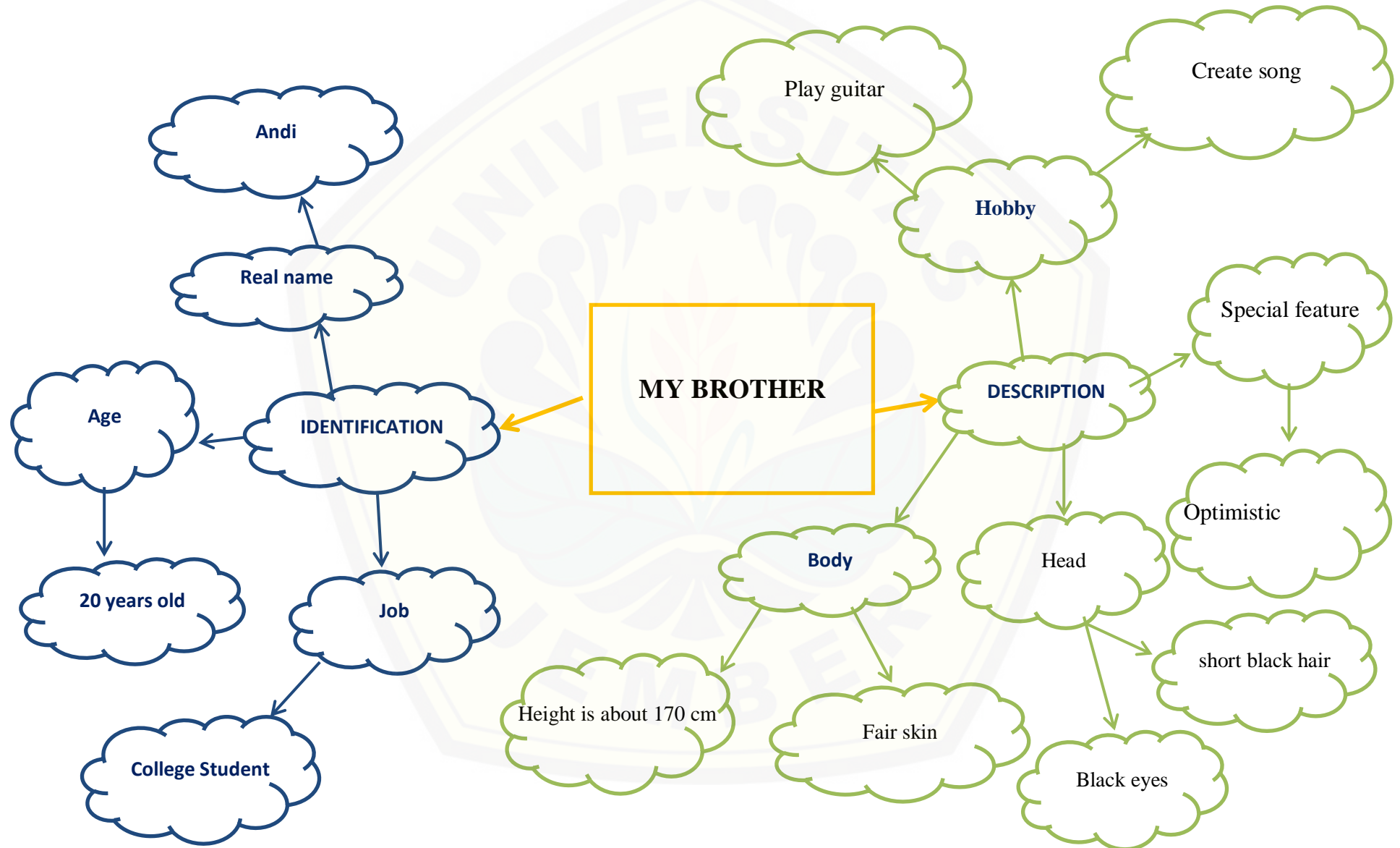
The Possible Mind Mapping Constructed By The Students.

A



The Possible Mind Mapping Constructed By The Students.

B



## Key answer

### Picture A

#### Taj Mahal

Taj Mahal is one icon from India which is very famous for its beautiful architecture and history. It is regarded as one of the eight wonders of the world. It is located in Agra, India.

Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The architectural design uses the interlocking arabesque concept. The building looks so majestic with white marble from the front dome. Taj Mahal consists of the main gate, the garden, a mosque, a living room, and some white and beautiful buildings. Especially at sunrise and sunset, this building looks so wonderful.

## Key answer

### Picture B

#### My Brother

My brother's name is Andi. I call. He is 20 years old. He is the youngest child in my family.

I can say that he has fair skin, round brown eyes and small lips. His hair is black and short like our father. He was graduated from English Education Department in Unej University a year ago. He loves music very much. He is very good at playing a guitar. Together with his friends, he plays music and creates songs. I believe that he will be a successful artist in the future.

## APPENDIX L

**Table 4. 4 The Results of the Observation in Meeting 1 in Cycle 1**

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AP	✓	✓	✓	✓	□	4	✓	
2	AS	✓	✓	□	□	□	2	□	✓
3	AA	✓	✓	✓	✓	✓	5	✓	
4	ASD	✓	✓	✓	✓	✓	5	✓	
5	BMR	✓	✓	✓	✓	□	4	✓	
6	CDC	✓	✓	✓	✓	✓	5	✓	
7	DS	✓	✓	✓	✓	✓	5	✓	
8	DA	✓	✓	✓	✓	✓	5	✓	
9	DAP			□	✓	✓	2		✓
10	EAW	✓	✓	✓	✓		4	✓	
11	IF	□	✓	✓	□	✓	3	✓	
12	IW	✓	□			✓	2		✓
13	KHS	✓	✓		□	✓	3	✓	
14	LSR		✓	✓			2		✓
15	LA	✓	✓	✓	✓	✓	5	✓	□
16	MRR	✓	✓	✓	✓	✓	5	✓	
17	MPP	✓	✓	✓	✓	✓	5	✓	
18	M	□			✓	✓	2		✓
19	MAAZ	✓	✓	✓	✓	✓	5	✓	
20	MSAN	✓	✓	✓	✓	□	4	✓	
21	MEA	✓	✓	✓	✓	✓	5	✓	
22	MFK	✓	□	□	✓	✓	3	✓	
23	MU	✓	□	□		✓	3		✓
24	NAA				✓	✓	2		✓
25	PJP	✓	✓	✓	✓	□	4	✓	
26	PRA	✓	✓	✓	□	□	3	✓	
27	RQ	✓			✓	✓	3	✓	
28	RSUB		□	□	✓	✓	2		✓
29	SN	✓	✓	✓	✓	✓	5	✓	
30	SNJ	✓	✓	✓	✓	✓	5	✓	
31	SA	✓	✓	✓		✓	4	✓	
32	SSS	✓	✓	✓	✓	✓	5	✓	
33	RTDP	✓	✓	✓	✓	✓	5	✓	
34	SA	✓	✓	✓	✓	✓	5	✓	
35	YI	□	✓	✓	□	□	2		✓
36	ZNR	□	✓	✓		✓	3	✓	
<b>TOTAL</b>		<b>29</b>	<b>28</b>	<b>26</b>	<b>26</b>	<b>27</b>		<b>27</b>	<b>9</b>
<b>AVERAGE</b>		<b>80.5 5%</b>	<b>77.7 7%</b>	<b>72.2 2%</b>	<b>77.2 2%</b>	<b>75.0 0%</b>		<b>75%</b>	<b>25%</b>

**APPENDIX M**

**Table 4. 5 The Results of the Observation in Meeting 2 in Cycle 1**

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AP	✓	✓	✓	✓	✓	5	✓	
2	AS		✓			✓	2	□	✓
3	AA	✓	✓	✓	✓	✓	5	✓	
4	ASD	✓	✓	✓	✓	✓	5	✓	
5	BMR		✓	✓	✓	✓	4	✓	
6	CDC	✓	✓	✓	✓	✓	5	✓	
7	DS	✓	✓	✓	✓	✓	5	✓	
8	DA	✓	✓	✓	✓	✓	5	✓	
9	DAP				✓	✓	2		✓
10	EAW	✓	✓	✓	✓		4	✓	
11	IF	✓	✓	✓		✓	4	✓	
12	IW	✓				✓	2		✓
13	KHS	✓		✓	✓	✓	4	✓	
14	LSR		✓	✓			2		✓
15	LA	✓	✓	✓	✓	✓	5	✓	
16	MRR	✓	✓	✓	✓	✓	5	✓	
17	MPP	✓	✓	✓	✓	✓	5	✓	
18	M	✓				✓	2		✓
19	MAAZ	✓	✓	✓	✓	✓	5	✓	
20	MSAN	✓	✓	✓	✓	✓	5	✓	
21	MEA	✓		✓	✓	✓	4	✓	
22	MFK	✓	✓	✓	✓	✓	5	✓	
23	MU				✓	✓	2		✓
24	NAA		✓		✓	✓	3	✓	
25	PJP	✓	✓	✓	✓		4	✓	
26	PRA	✓	✓	✓	✓		4	✓	
27	RQ	✓		✓	✓	✓	4	✓	
28	RSUB				✓	✓	2		✓
29	SN	✓	✓	✓	✓	✓	5	✓	
30	SNJ	✓	✓	✓	✓	✓	5	✓	
31	SA	✓	✓	✓		✓	4	✓	
32	SSS	✓	✓	✓	✓	✓	5	✓	
33	RTDP		✓	✓	✓		3	✓	
34	SA	✓	✓	✓		✓	4	✓	
35	YI	✓			✓	□	2		✓
36	ZNR	✓	✓	✓	✓	✓	4	✓	
<b>TOTAL</b>		<b>29</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>		<b>29</b>	<b>7</b>
<b>AVERAGE</b>		<b>80.5 5%</b>	<b>75.0 0%</b>	<b>77.7 7%</b>	<b>80.5 5%</b>	<b>83.3 3%</b>		<b>81%</b>	<b>19%</b>

APPENDIX N

Table 4. 6 The Students' Writing Achievement Test Results in Cycle 1

No	Initial Names	Rater 1					Σ	WS	Rater 2					Σ	WS	AS	Category	
		Writing Aspects							Writing Aspects								A	NA
		G	V	M	C	O			G	V	M	C	O					
1	AP	3	4	4	4	4	19	76	3	4	4	4	4	19	76	76	✓	
2	AS	3	4	4	3	3	17	68	3	4	4	4	3	18	72	70		✓
3	AA	3	4	4	5	4	20	80	3	4	3	5	4	19	76	78	✓	
4	ASD	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76	✓	
5	BMR	5	3	4	4	4	20	80	4	3	4	4	4	19	76	78	✓	
6	CDC	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
7	DS	4	5	4	3	3	19	76	4	4	4	3	4	19	76	76	✓	
8	DA	5	3	4	4	4	20	76	5	2	4	4	4	19	76	76	✓	
9	DAP	3	4	3	3	4	17	68	3	4	3	4	4	18	72	70		✓
10	EAW	4	4	4	3	4	19	76	4	4	4	4	3	19	76	76	✓	
11	IF	4	5	4	4	3	20	80	4	5	4	3	3	19	76	76	✓	
12	IW	5	3	4	4	4	19	76	3	3	4	4	4	18	72	74		✓
13	KHS	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76	✓	
14	LSR	4	2	4	4	3	17	68	4	3	4	4	3	18	72	70		✓
15	LA	5	4	4	4	3	20	80	4	4	3	4	3	18	72	76	✓	
16	MRR	3	4	4	4	4	19	76	4	4	3	3	4	18	76	76	✓	
17	MPP	3	4	4	4	4	19	76	3	4	4	4	4	19	76	76	✓	
18	M	3	5	3	3	3	17	68	2	5	3	3	4	17	68	68		✓
19	MAAZ	4	5	4	4	4	21	80	4	5	4	4	4	21	84	84	✓	
20	MSAN	5	3	4	4	4	19	76	4	3	4	4	4	19	76	76	✓	
21	MEA	4	4	4	4	4	20	80	4	4	3	4	4	19	76	78	✓	
22	MFK	5	3	4	4	4	20	80	5	3	4	4	4	20	80	76	✓	



No	Initial Names	Rater 1					$\Sigma$	WS	Rater 2					$\Sigma$	WS	AS	Category	
		Writing Aspects							Writing Aspects								A	NA
		G	V	M	C	O			G	V	M	C	O					
23	MU	3	4	4	3	3	17	68	3	4	4	3	3	17	68	68		✓
24	NAA	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76	✓	
25	PJP	4	4	3	5	3	19	76	4	4	3	5	3	19	76	76	✓	
26	PRA	4	3	4	4	4	19	76	4	4	4	4	4	20	80	78	✓	
27	RQ	3	4	5	4	4	20	80	4	4	4	3	4	19	76	78	✓	
28	RSUB	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
29	SN	4	5	4	4	4	21	84	4	4	4	4	4	20	80	82	✓	
30	SNJ	4	4	5	3	4	20	80	4	3	5	3	4	19	76	78	✓	
31	SA	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
32	SSS	4	4	4	4	4	20	80	4	5	4	4	4	21	84	82	✓	
33	RTDP	5	3	4	4	4	19	76	5	3	4	3	4	19	76	76	✓	
34	SA	3	5	4	3	4	19	76	3	5	4	3	4	19	76	76	✓	
35	YI	4	3	3	3	4	17	68	4	3	3	3	4	17	68	68	□	✓
36	ZNR	5	4	3	3	3	18	72	4	4	4	4	4	20	80	76	✓	
<b>Total</b>		<b>87</b>	<b>86</b>	<b>83</b>	<b>83</b>	<b>82</b>		<b>1668</b>	<b>82</b>	<b>85</b>	<b>79</b>	<b>84</b>	<b>83</b>		<b>1656</b>	<b>1658</b>	<b>29</b>	<b>7</b>
<b>Average</b>		<b>3.95</b>	<b>3.91</b>	<b>3.77</b>	<b>3.77</b>	<b>3.73</b>		<b>75.82</b>	<b>3.73</b>	<b>3.86</b>	<b>3.59</b>	<b>3.82</b>	<b>3.77</b>		<b>75.27</b>	<b>75.36</b>	<b>81%</b>	<b>19%</b>

**APPENDIX O**

**Table 4.7 The Results of the Observation in Meetings 1 in Cycle 2**

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AP	✓	✓	✓	✓	✓	5	✓	
2	AS	✓	✓	✓			3	✓	
3	AA	✓	✓	✓	✓	✓	5	✓	
4	ASD	✓	✓	✓	✓	✓	5	✓	
5	BMR		✓	✓	✓	✓	4	✓	
6	CDC	✓	✓	✓	✓	✓	5	✓	
7	DS	✓	✓	✓	✓	✓	5	✓	
8	DA	✓	✓	✓	✓	✓	5	✓	
9	DAP	✓			✓	✓	3	✓	
10	EAW	✓	✓	✓	✓	✓	5	✓	
11	IF	✓	✓	✓		✓	4	✓	
12	IW	✓			✓		2		✓
13	KHS	✓		✓	✓	✓	4	✓	
14	LSR		✓	✓			2		✓
15	LA	✓	✓	✓	✓	✓	5	✓	□
16	MRR	✓	✓	✓	✓	✓	5	✓	
17	MPP	✓	✓	✓	✓	✓	5	✓	
18	M	✓				✓	2		✓
19	MAAZ	✓	✓	✓	✓	✓	5	✓	
20	MSAN	✓	✓	✓	✓	✓	5	✓	
21	MEA	✓		✓	✓	✓	4	✓	
22	MFK	✓	✓	✓		✓	4	✓	
23	MU				✓	✓	2		✓
24	NAA		✓		✓		2		✓
25	PJP	✓	✓	✓	✓	✓	5	✓	
26	PRA	✓	✓	✓	✓		4	✓	
27	RQ	✓		✓	✓	✓	4	✓	
28	RSUB				✓	✓	2		✓
29	SN	✓	✓	✓	✓	✓	5	✓	
30	SNJ	✓	✓	✓	✓	✓	5	✓	
31	SA	✓	✓	✓		✓	4	✓	
32	SSS	✓	✓	✓	✓	✓	5	✓	
33	RTDP	✓	✓	✓	✓	✓	5	✓	
34	SA	✓	✓	✓		✓	4	✓	
35	YI		✓		✓		2		✓
36	ZNR	✓	✓	✓	✓	✓	5	✓	
<b>TOTAL</b>		<b>30</b>	<b>28</b>	<b>29</b>	<b>29</b>	<b>30</b>		<b>29</b>	<b>7</b>
<b>AVERAGE</b>		<b>83.33 %</b>	<b>77.77 %</b>	<b>80.55 %</b>	<b>80.55 %</b>	<b>83.33 %</b>		<b>81%</b>	<b>19%</b>

## APPENDIX P

**Table 4. 8 The Results of the Observation in Meetings 2 in Cycle 2**

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AP	✓	✓	✓	✓	✓	5	✓	
2	AS	□	✓	✓	✓		3	✓	
3	AA	✓	✓	✓	✓	✓	5	✓	
4	ASD	✓	✓	✓	✓	✓	5	✓	
5	BMR	✓	✓	✓	✓	✓	4	✓	
6	CDC	✓	✓	✓	✓	✓	5	✓	
7	DS	✓	✓	✓	✓	✓	5	✓	
8	DA	✓	✓	✓	✓	✓	5	✓	
9	DAP	✓	✓	□	✓	✓	4	✓	
10	EAW	✓	✓	✓	✓	✓	5	✓	
11	IF	✓	✓	✓	□	✓	4	✓	
12	IW		✓	✓	✓		3	✓	
13	KHS	✓		✓	✓	✓	4	✓	
14	LSR	✓		✓			2		✓
15	LA	✓	✓	✓	✓	✓	5	✓	✓
16	MRR	✓	✓	✓	✓	✓	5	✓	
17	MPP	✓	✓	✓	✓	✓	5	✓	
18	M	✓			✓		2		✓
19	MAAZ	✓	✓	✓	✓	✓	5	✓	
20	MSAN	✓	✓	✓	✓	✓	5	✓	
21	MEA	✓	□	✓	✓	✓	4	✓	
22	MFK	✓	✓	✓	□	✓	4	✓	
23	MU		□	□	✓	✓	2		✓
24	NAA	✓	✓		✓		3	✓	
25	PJP	✓	✓	✓	✓	✓	5	✓	
26	PRA	✓	✓	✓	✓	✓	4	✓	
27	RQ	✓		✓	✓	✓	4	✓	
28	RSUB		□	□	✓	✓	2		✓
29	SN	✓	✓	✓	✓	✓	5	✓	
30	SNJ	✓	✓	✓	✓	✓	5	✓	
31	SA	✓	✓	✓		✓	4	✓	
32	SSS	✓	✓	✓	✓	✓	5	✓	
33	RTDP	✓	✓	✓	✓	✓	5	✓	
34	SA	✓	✓	✓	✓		4	✓	
35	YI		✓			✓	2		✓
36	ZNR	✓	✓	✓	✓	✓	5	✓	
<b>TOTAL</b>		<b>31</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>30</b>		<b>31</b>	<b>5</b>
<b>AVERAGE</b>		<b>86.11 %</b>	<b>80.55%</b>	<b>83.33%</b>	<b>86.11%</b>	<b>83.33%</b>		<b>86%</b>	<b>14%</b>

APPENDIX Q

Table 4.9 The Students' Writing Achievement Test Results in Cycle 2

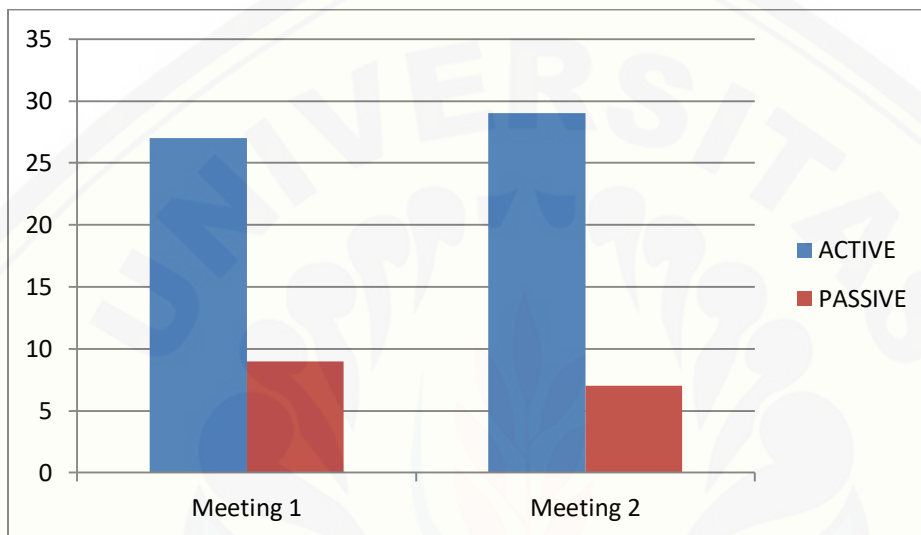
No	Initial Names	Rater 1					$\Sigma$	WS	Rater 2					$\Sigma$	WS	AS	Category	
		Writing Aspects							Writing Aspects								A	N A
		G	V	M	C	O			G	V	M	C	O					
1	AP	4	5	4	4	4	21	84	4	4	4	4	4	20	80	82	✓	
2	AS	3	5	4	4	3	19	76	3	4	4	4	4	19	72	76	✓	
3	AA	3	4	4	5	4	20	80	3	4	3	5	4	19	76	78	✓	
4	ASD	3	4	4	4	4	19	76	3	5	3	4	4	19	76	76	✓	
5	BMR	5	3	4	4	4	20	80	4	4	4	4	4	20	80	80	✓	
6	CDC	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
7	DS	4	5	4	3	3	19	76	4	4	4	3	4	19	76	76	✓	
8	DA	4	4	4	4	4	20	80	4	5	4	4	4	21	84	82	✓	
9	DAP	3	4	4	4	3	18	72	4	4	4	4	4	20	80	76		✓
10	EAW	4	5	4	3	4	20	76	4	4	4	4	3	19	76	78	✓	
11	IF	4	5	4	4	4	21	84	4	5	4	4	4	21	84	76	✓	
12	IW	4	3	4	4	4	19	76	3	4	4	4	4	19	76	76	✓	
13	KHS	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76	✓	
14	LSR	4	2	4	4	3	17	68	3	3	4	4	3	17	68	68		✓
15	LA	5	4	4	4	3	20	80	4	4	3	4	3	18	72	76	✓	
16	MRR	3	4	4	4	4	19	76	4	4	3	3	4	18	76	76	✓	
17	MPP	3	4	4	4	4	19	76	3	4	4	4	4	19	76	76	✓	
18	M	3	5	3	4	4	19	76	3	5	3	3	4	18	72	74		✓
19	MAAZ	5	5	4	4	4	22	88	5	5	4	4	4	22	88	88	✓	
20	MSAN	5	3	4	4	4	19	76	4	3	4	4	4	19	76	76	✓	
21	MEA	4	4	4	4	4	20	80	4	4	3	4	4	19	76	78	✓	
22	MFK	4	4	4	4	4	20	80	4	4	4	4	4	20	80	80	✓	

No	Initial Names	Rater 1					$\Sigma$	WS	Rater 2					$\Sigma$	WS	AS	Category	
		Writing Aspects							Writing Aspects								A	NA
		G	V	M	C	O			G	V	M	C	O					
23	MU	3	4	4	3	4	18	72	3	5	4	3	3	18	72	72		✓
24	NAA	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76	✓	
25	PJP	4	4	3	5	3	19	76	4	4	3	5	3	19	76	76	✓	
26	PRA	5	3	4	4	4	19	76	5	4	4	4	4	20	80	78	✓	
27	RQ	4	4	5	4	4	21	84	5	5	4	4	4	22	88	86	✓	
28	RSUB	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
29	SN	5	4	4	4	4	21	84	5	5	4	4	4	22	88	86	✓	
30	SNJ	4	4	4	4	4	20	80	5	5	5	4	4	21	84	82	✓	
31	SA	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
32	SSS	5	4	4	4	4	21	84	4	5	4	4	4	21	84	84	✓	
33	RTDP	5	3	4	4	4	19	76	5	3	4	3	4	19	76	76	✓	
34	SA	3	5	4	4	4	20	80	3	5	4	4	4	20	80	80	✓	
35	YI	4	4	3	3	4	18	72	4	3	3	3	4	17	68	70	□	✓
36	ZNR	5	4	3	3	5	20	80	4	4	3	4	4	19	76	78	✓	
<b>Total</b>		<b>85</b>	<b>91</b>	<b>85</b>	<b>86</b>	<b>83</b>		<b>1712</b>	<b>82</b>	<b>92</b>	<b>80</b>	<b>85</b>	<b>85</b>		<b>1696</b>	<b>1700</b>	<b>31</b>	<b>5</b>
<b>Average</b>		<b>3.86</b>	<b>4.14</b>	<b>3.86</b>	<b>3.91</b>	<b>3.77</b>		<b>77.82</b>	<b>3.73</b>	<b>4.18</b>	<b>3.64</b>	<b>3.86</b>	<b>3.86</b>		<b>77.09</b>	<b>77.27</b>	<b>86%</b>	<b>14%</b>

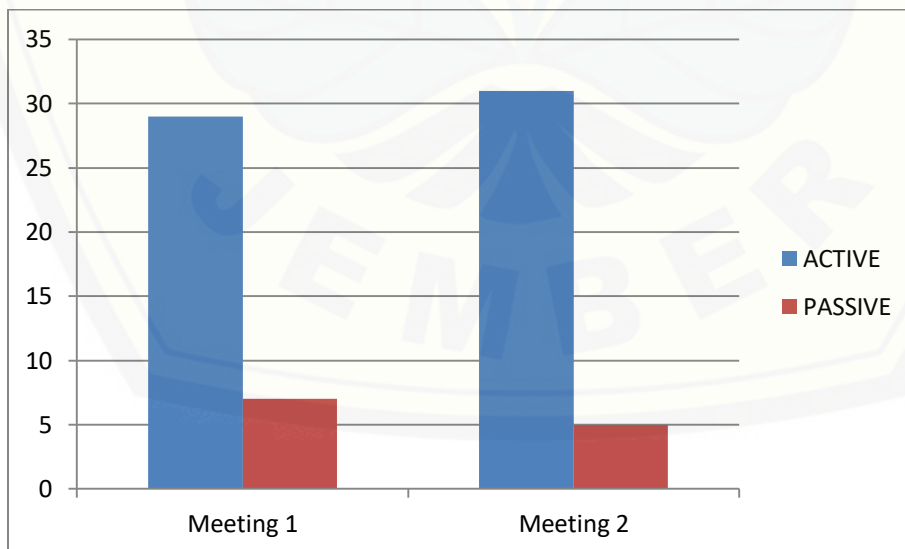
APPENDIX R

The Observation Result for Each Indicators in Cycle 1 and Cycle 2

Figure 4. 2 The Observation Result for Each Indicators in Cycle 1



The Observation Result for Each Indicators in Cycle 2

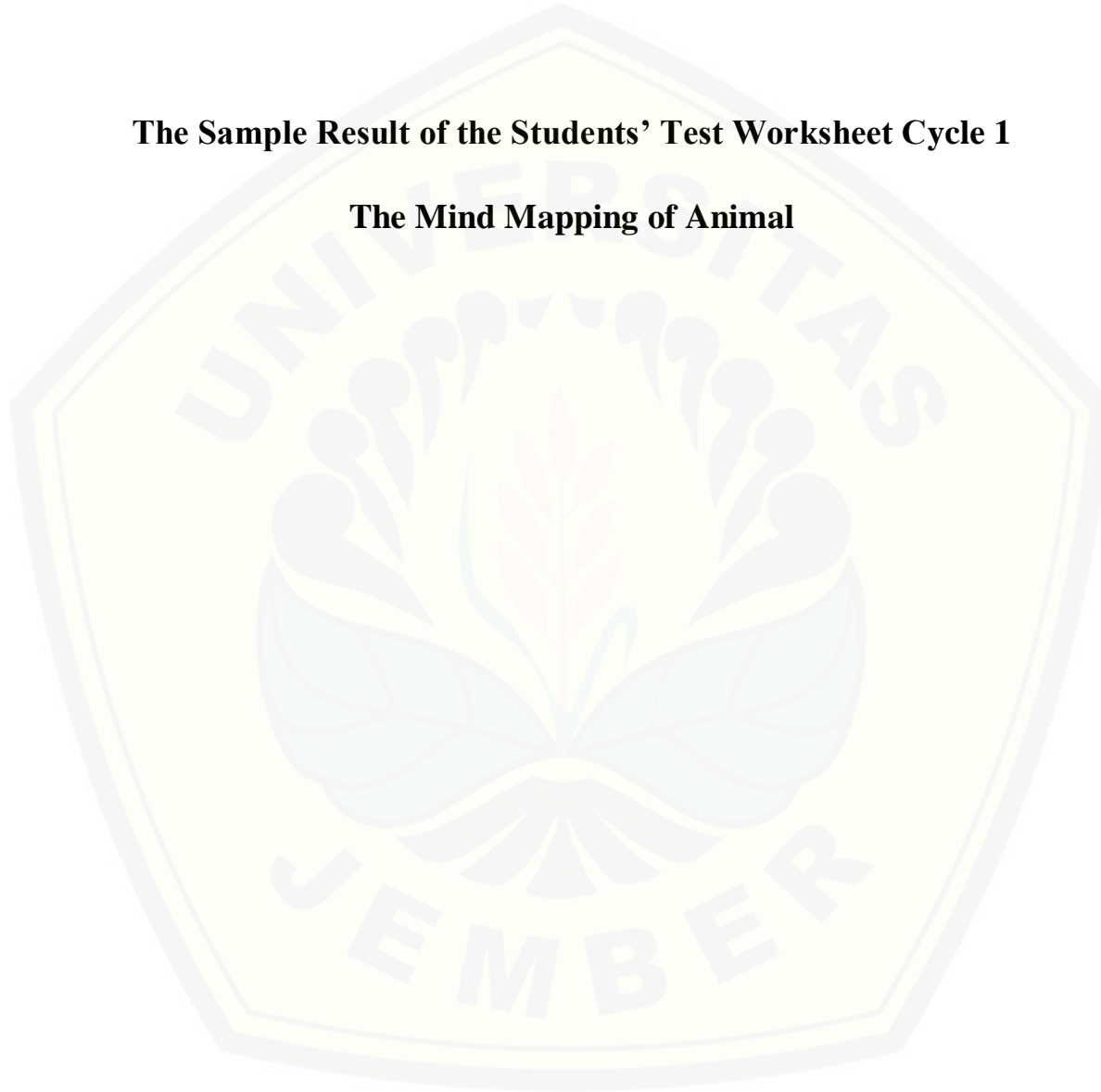




**APPENDIX S**

**The Sample Result of the Students' Test Worksheet Cycle 1**

**The Mind Mapping of Animal**



Name : Michelle Agustine Al Zahra  
Class : VIII c  
Student's Number : 19



The Sample Result of the Students' Test Worksheet Cycle 1

Highest Score

The first scorer ( The Researcher)

The second scorer ( The English Teacher)

My lovely cat

I have a funny cat as my pet.  
 It's name is Popo. It is really playful,  
 it loved to play with me. He has orange and  
 white fur. It also has a long tail. Sometimes  
 when I touch its tail, he's angry. It likes  
 eating fish. I do love my cat so much.  
 I always play with him and give him a ball  
 because he really likes it. I usually hold him  
 in my hand, when I hold him he will sleep.

84

Aspect	Score
G	4
V	5
M	4
C	4
O	4
Total	21

My lovely cat

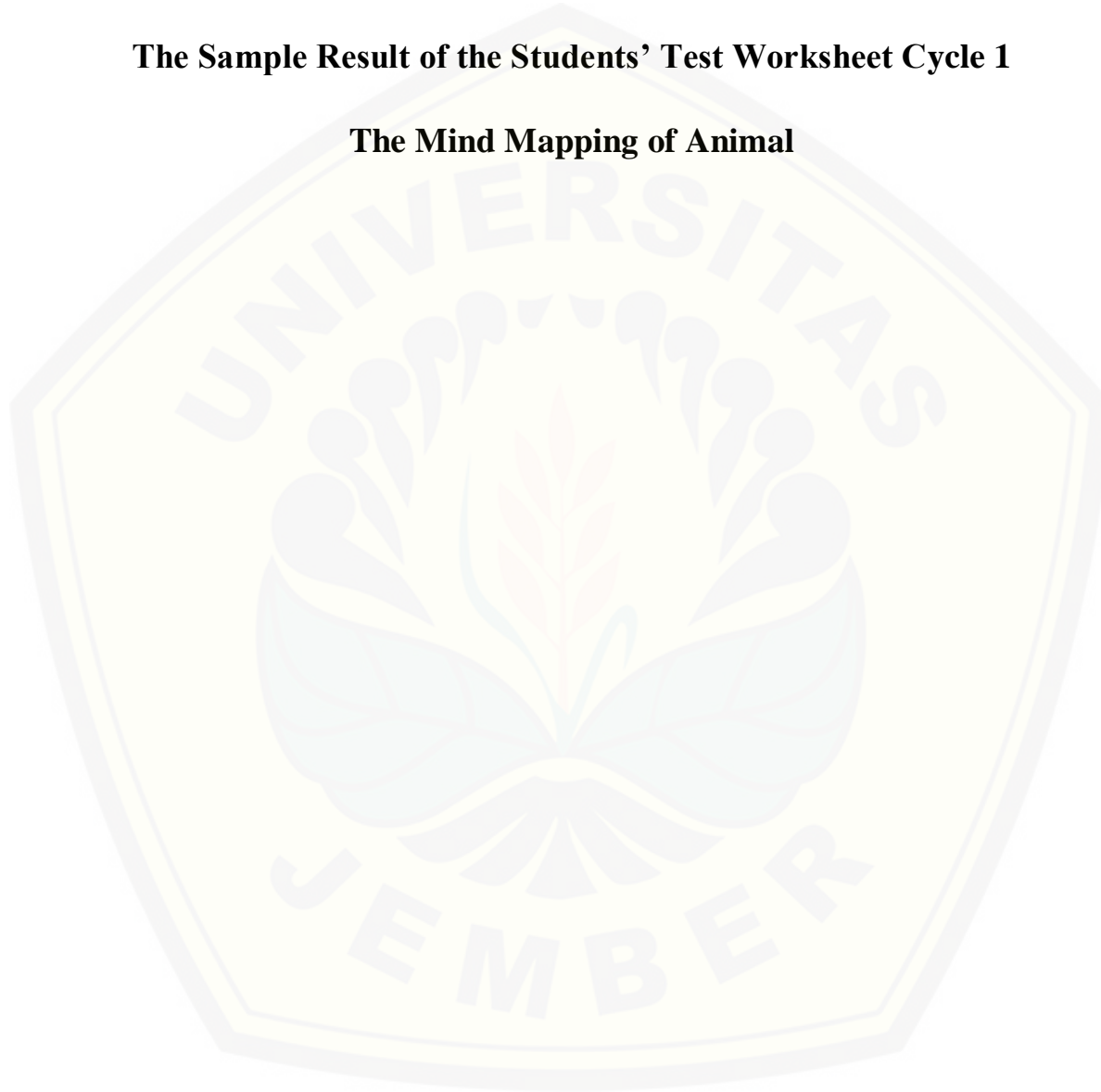
I have a funny cat as my pet.  
 It's name is Popo. It is really playful,  
 it loved to play with me. He has orange and  
 white fur. It also has a long tail. Sometimes  
 when I touch its tail, he's angry. It likes  
 eating fish. I do love my cat so much.  
 I always play with him and give him a ball  
 because he really likes it. I usually hold him  
 in my hand, when I hold him he will sleep.

84

Aspect	Score
G	4
V	5
M	4
C	4
O	4
Total	21

**The Sample Result of the Students' Test Worksheet Cycle 1**

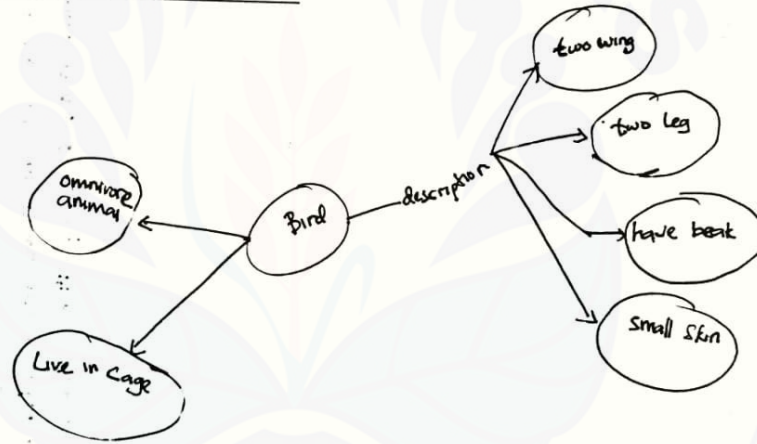
**The Mind Mapping of Animal**



Name : Mohammad Ubaidilah

Class : VIII C

Student's Number : 23

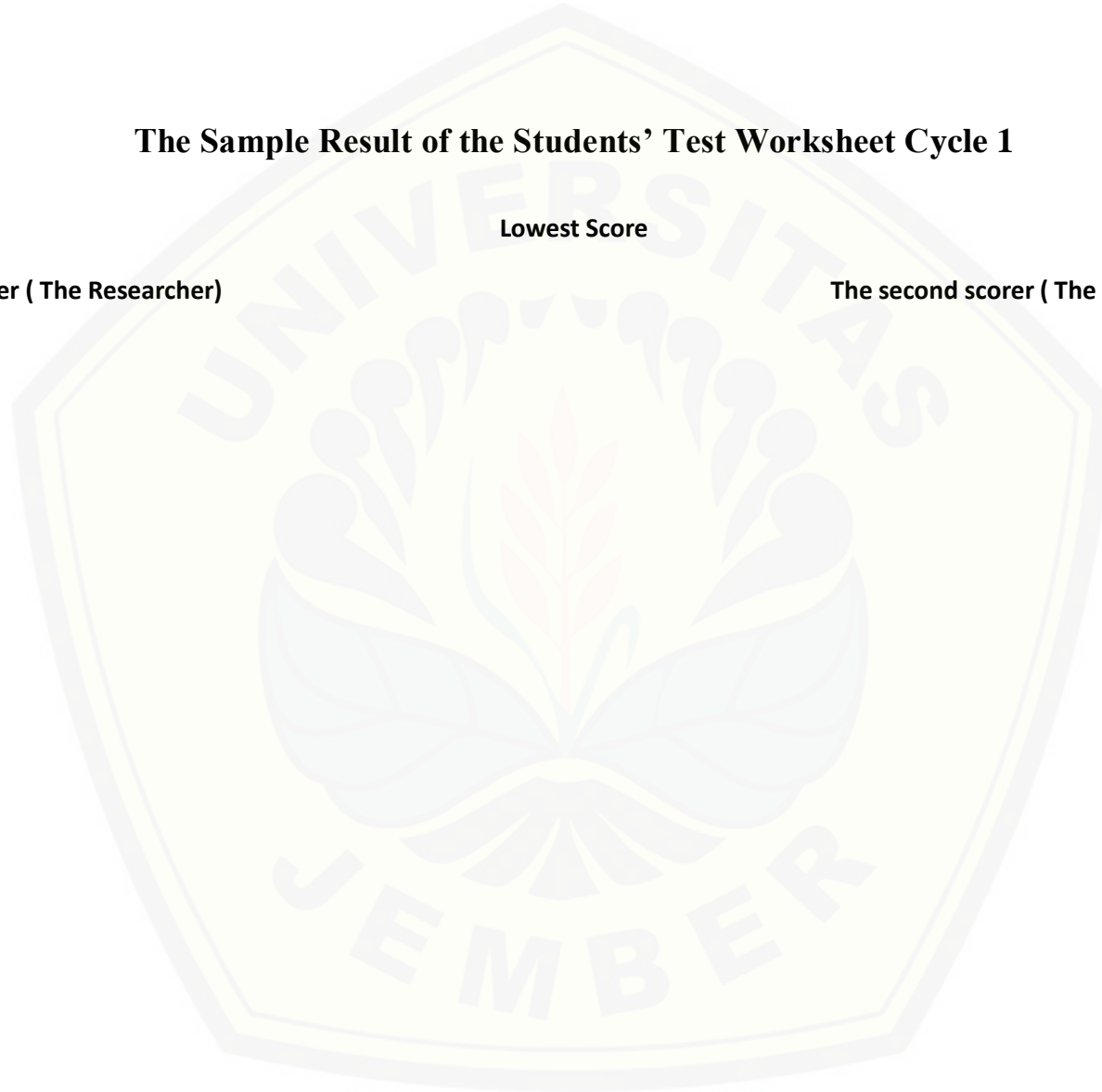


**The Sample Result of the Students' Test Worksheet Cycle 1**

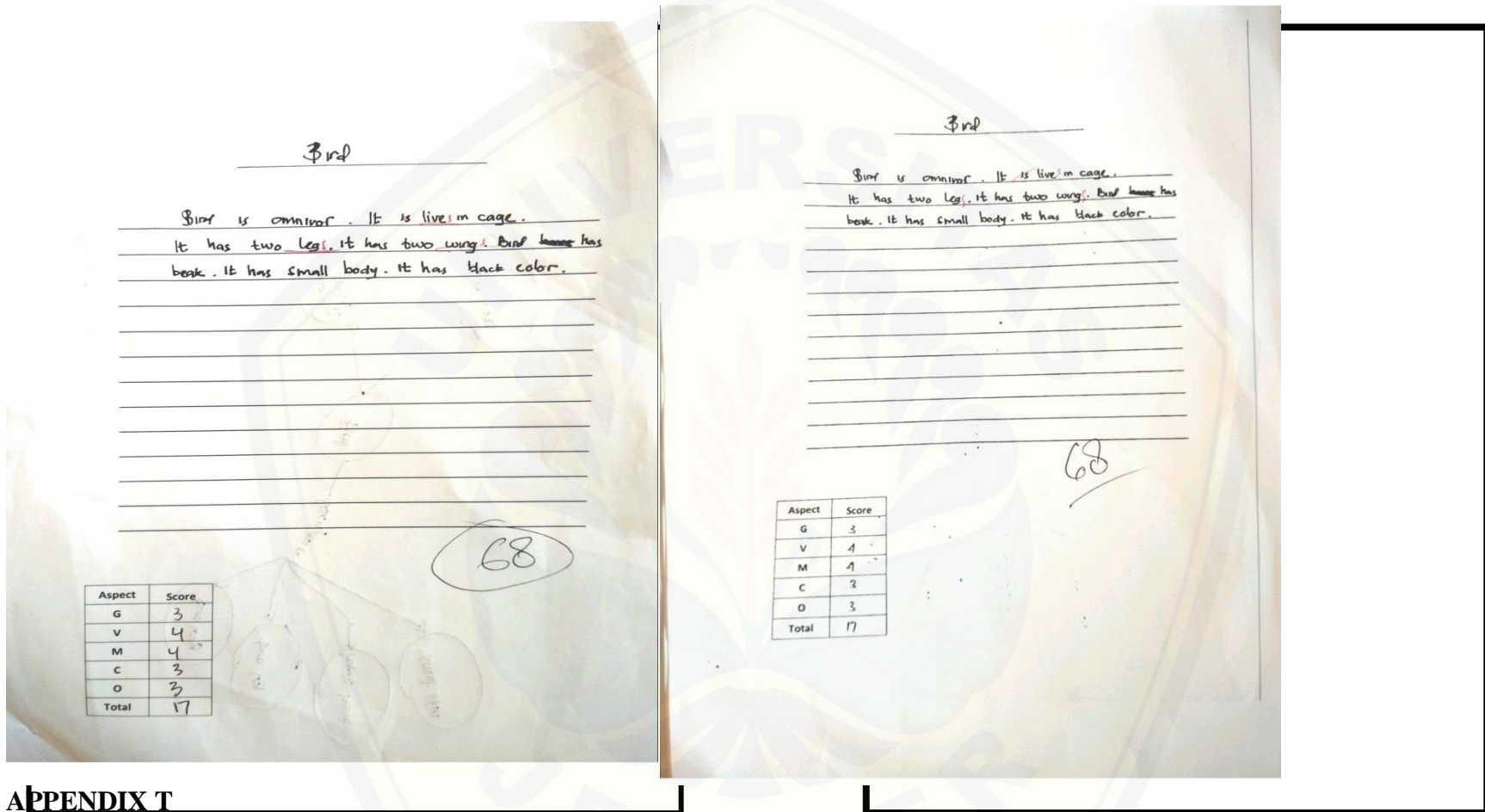
**Lowest Score**

**The first scorer ( The Researcher)**

**The second scorer ( The English Teacher)**







APPENDIX T

The Sample Result of the Students' Test Worksheet Cycle 2

The Mind Mapping of "Family"

Name : Michelle Agustine Al zahra

Class : VIII C

Student's Number : 19



## The Sample Result of the Students' Test Worksheet Cycle 2

### Highest Score

#### The first scorer ( The Researcher)

My Mother

My mother is a kind woman. Her name is Sumini. She is 36 years old. She has beautiful face. Her hair is black and straight. She is fat because her hobby is eating. She also likes cooking. In the morning, she always goes to market to buy vegetables. And I help her to clean my home every morning.

Aspect	Score
G	5
V	5
M	4
C	4
O	4
Total	22

88

#### The second scorer ( The English Teacher)

My Mother

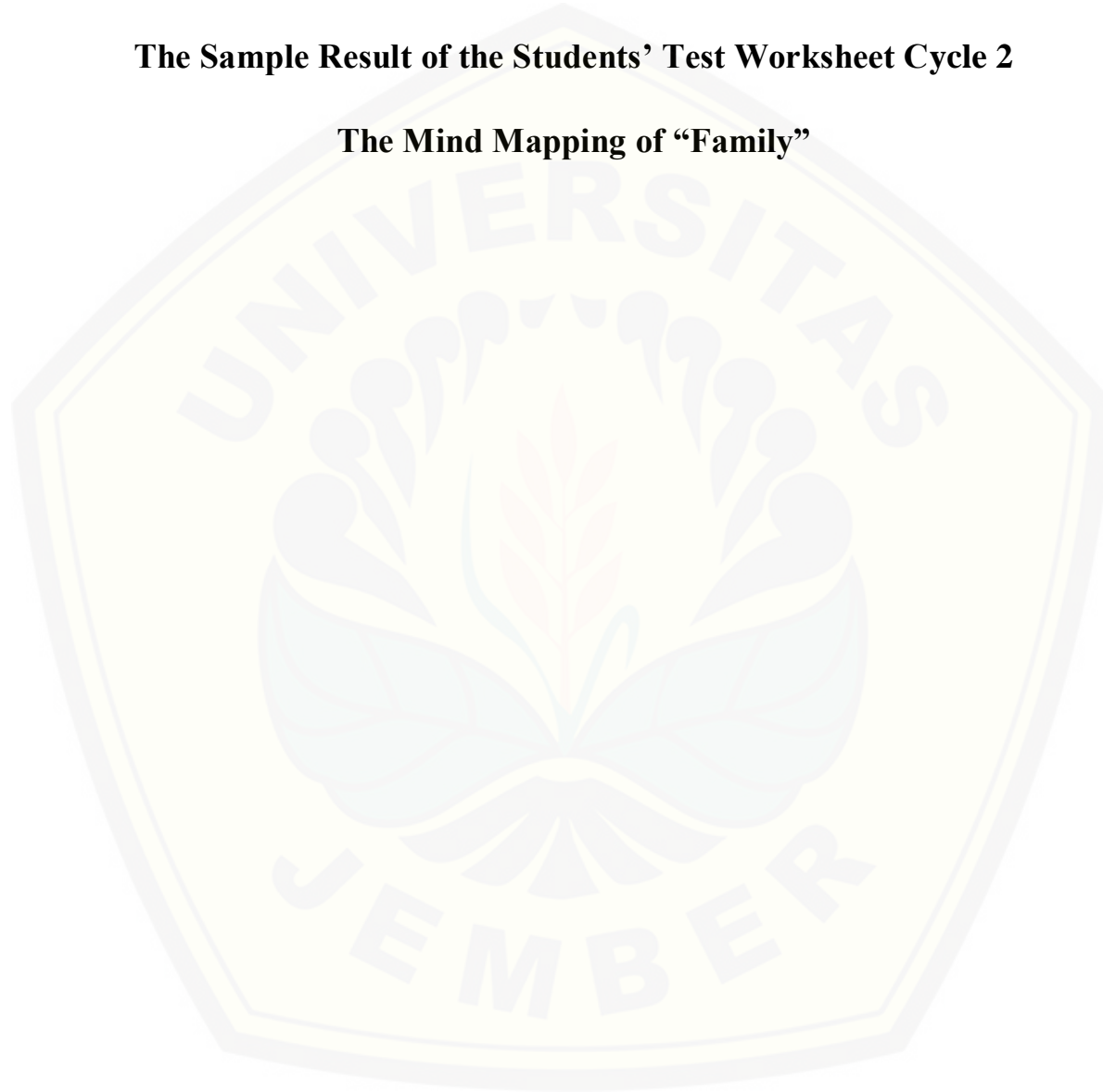
My mother is a kind woman. Her name is Sumini. She is 36 years old. She has beautiful face. Her hair is black and straight. She is fat because her hobby is eating. She also likes cooking. In the morning, she always goes to market to buy vegetables. And I help her to clean my home every morning.

Aspect	Score
G	5
V	5
M	4
C	4
O	4
Total	22

88

**The Sample Result of the Students' Test Worksheet Cycle 2**

**The Mind Mapping of "Family"**



Name : Mohammad Ubaidillah  
Class : VIII C  
Student's Number : 23





## The Sample Result of the Students' Test Worksheet Cycle 2

### Lowest Score

#### The first scorer ( The Researcher)

My Sister

I have beautiful sister. She is Sita.  
 She is my <sup>older</sup> ~~old~~ sister. She has two eyes. She <sup>has</sup> ~~have~~ long hair. She has pointed nose. She has fat body. She has fair skin.

72

Aspect	Score
G	3
V	4
M	4
C	3
O	4
Total	18

#### The second scorer ( The English Teacher)

My Sister

I have beautiful sister. She is Sita.  
 She is my <sup>older</sup> ~~old~~ sister. She has two eyes. She <sup>has</sup> ~~have~~ long hair. She has pointed nose. She has fat body. She has fair skin.

72

Aspect	Score
G	3
V	5
M	4
C	3
O	3
Total	18



APPENDIX U

LETTER OF RESEARCH PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

29 Oct 2019

Nomor : 8628 /UN25.1.5/LT/2019  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala Sekolah  
SMPN 2 Ambulu

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Halida Indrihadi Shaleha  
NIM : 140210401036  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMPN 2 Ambulu dengan judul: "The Use Of MInd Mapping To Improve Students' Ability In Writing Descriptive Text". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

  
a.n. Dekan  
Wakil Dekan I,  
Prof. Dr. Suratno, M.Si  
NIP. 1967062519992031003

APPENDIX V

LETTER OF FINISHED RESEARCH



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH PERTAMA NEGERI  
**SMP NEGERI 2 AMBULU**  
Alamat : Jl. Watu Ulo No. 57 Ambulu – Jember Kode Pos 68172 ☎ (0336) 881955  
<http://www.smpn2ambulu.com> e-mail : [smpn2ambulu@yahoo.com](mailto:smpn2ambulu@yahoo.com)

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**SURAT KETERANGAN**  
**NOMOR : 421.3/048/310.28/20523886/2020**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Ambulu menerangkan bahwa :

Nama	: HALIDA INDRIHADI SHALEHA
Status	: Mahasiswa
NIM	: 140210401050
Program Studi	: Pendidikan Bahasa dan Seni
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: Universitas Negeri Jember

Telah mengadakan penelitian di SMP Negeri 2 Ambulu dalam rangka penyusunan Skripsi terhitung mulai tanggal 04 Januari 2019 s.d Tanggal 09 Februari 2019 dengan judul :” **The Use of Mind Mapping Technique to Improve Students' Ability in Writing Descriptive Text**”.

Demikian Surat Keterangan ini dibuat untuk dipergunakan dengan semestinya.

Ambulu, 10 Februari 2020  
Kepala Sekolah  
  
**H. AGUS SISWANTO, S.Pd, M.Si**  
NIP. 19621114 198412 1 002





