



**ENHANCING STUDENTS' DESCRIPTIVE TEXT WRITING
ACHIEVEMENT THROUGH MIND MAPPING TECHNIQUE**

THESIS

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**ENGLISH LANGUAGE PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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the Faculty of Teacher Training and Education,
Jember University

By:

DWI SETYA MEGAPUSPITA

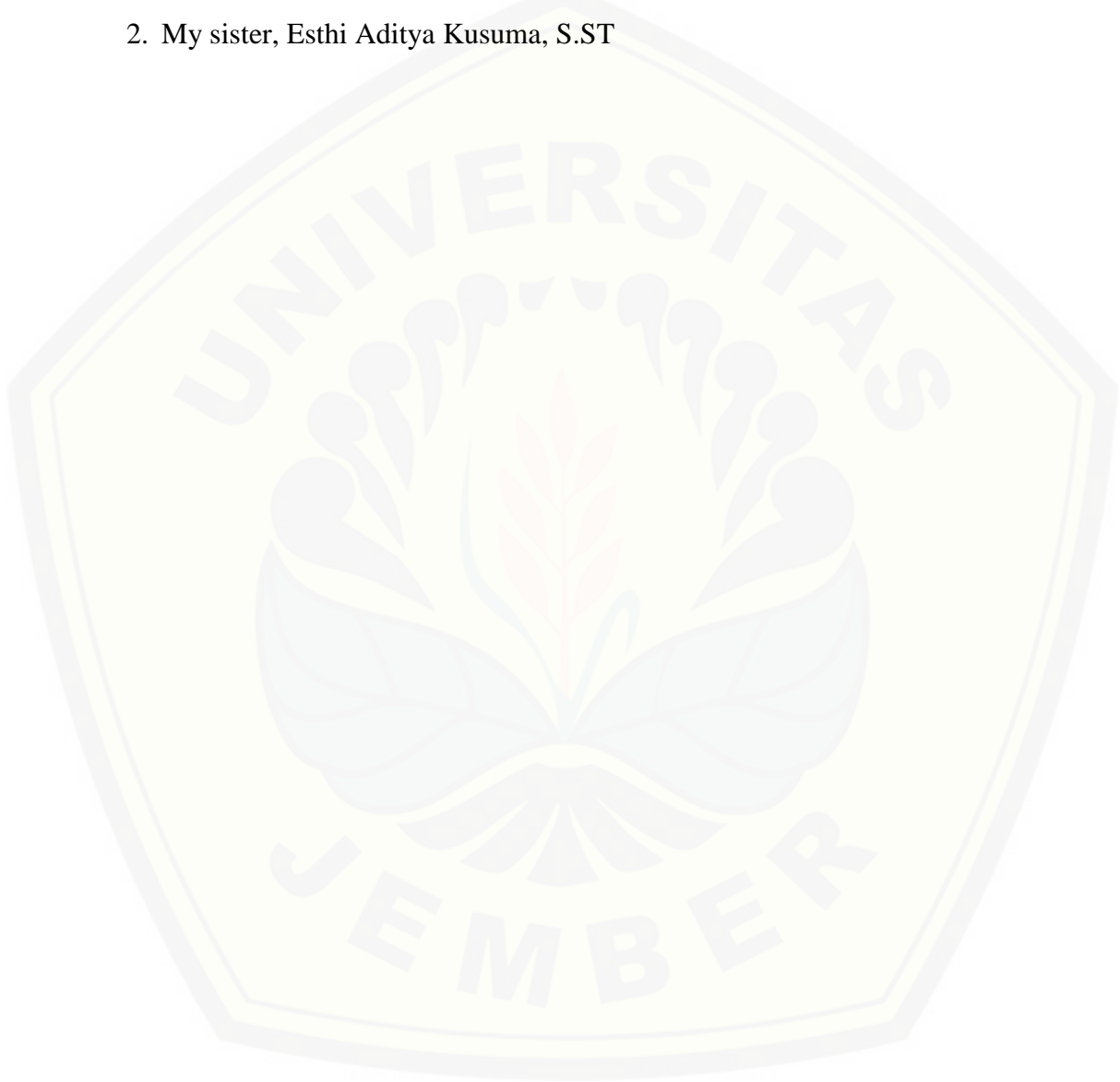
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2019**

DEDICATION

This thesis is honorably dedicated to:

1. My parents, Muradi, S.Pd., M.Si and Danny Endah Kusumarini, S.Pd., M.Pd.
2. My sister, Esthi Aditya Kusuma, S.ST



MOTTO

“You might not write well every day, but you can always edit a bad page. You can't edit a blank page”

(Jodi Picoult)



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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, January 2019

Dwi Setya Megapuspita
NIM. 140210401046

CONSULTANTS APPROVAL

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2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
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Finally, I expect that this thesis will provide some advantages for the writer as well as the readers. However, I do realize that it is still far from being perfect. Therefore, constructive critics and suggestions will be fully appreciated.

Jember, January 2019

The writer

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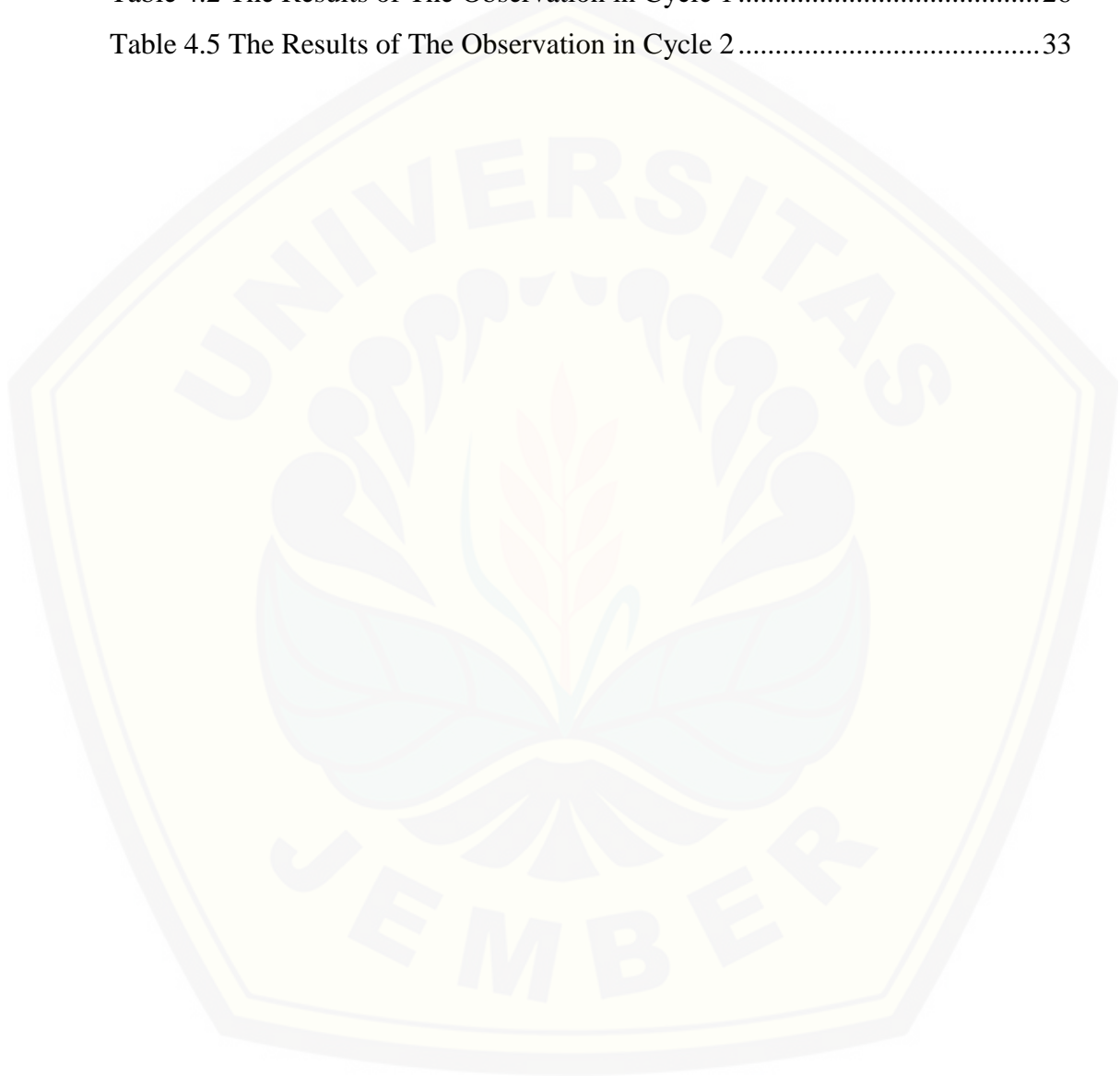
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SUMMARY

Enhancing Students' Descriptive Text Writing Achievement through Mind Mapping Technique; Dwi Setya Megapuspita, 140210401046; 2019; 116 pages; English Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education Jember University.

Based on the findings of the previous studies, the use of Mind Mapping Technique could improve the students writing skill and helped the students generate and organize their ideas. Further, in Indonesia, the phenomenon about the difficulties of writing faced by the students also happens. Based on the interview with the English teacher of SMPN 1 Bangsalsari, it was found that the students experienced difficulties in organizing their ideas, in terms of cohesion, coherence, and unity in writing. Also, most of the students were not always active in the teaching and learning process of English. 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. The design of this research was Classroom Action Research which covered four stages of activities namely: (1) planning, (2) implementing, (3) observing, and (4) reflection. 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.

This research was considered to be successful if at least 75% of the VIII F students achieved the standard score of the school, that is, 75. In addition 75% of the students were active in the teaching and learning process. This research was conducted in two cycles since the students' writing test results in first cycle did not achieve the research target. In the first cycle, the results of the students' writing test that get score at least or higher than 75 was 19 students or 63% of 30 students while in the second cycle there was 25 students or 78% of 32 students

who achieved the criteria of success of this research. It indicated that the percentage of students' descriptive text writing achievement increased as much as 15% from cycle 1 to cycle 2. Meanwhile, the result of the observation showed that the students' participation improved 9% from 71% in the first cycle to 80% in the second cycle. It means that the success criteria of this research had been achieved. Hence, the action research was stopped and it was not necessary to continue to the next cycle.

This research found that applying Mind Mapping Technique was able to enhance the students' writing achievement. After applying Mind Mapping technique in the prewriting activities, the students' could generate and organize their ideas, make a well-organized writing, select appropriate vocabulary, and use appropriate punctuations in their final writing. Moreover, Mind Mapping Technique could encourage the students' participation during the teaching and learning process by completing the Mind Mapping outline.

As the result of this research showed that applying Mind Mapping Technique could enhance 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 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 text; Practically, through the findings of this study, English teachers are expected to apply Mind Mapping as an alternative prewriting technique to help students generate and organize their ideas, then develop the ideas into writing a text easily.

CHAPTER 1. INTRODUCTION

This chapter presents some points related to the topic of the research covering research background, the research problems, the research objectives, and the research contributions.

1.1 Research Background

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-Jarf 2009; Al Naqbi 2011; Nurlaila 2013; Hidayah 2014; Hdii 2015; Rahmi 2016; 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 texts.

Sequentially, the findings of the previous researches on Mind Mapping were reported in the following. Al-Jarf (2009) reported that Mind Mapping software proved to be a powerful tool for improving students' ability to generate, visualize and organize ideas. Further, Al Naqbi (2011) proved that Mind Mapping helped the students to plan and organize their ideas effectively for writing. Likewise, Nurlaila (2013) conveyed that Mind Mapping Technique successfully motivated the students to write English texts in enjoyable way, to improve their writing especially to arrange sentences and organize ideas. Furthermore, Hidayah (2014) reported that the use of Mind Mapping Technique helped the students to get many ideas and help 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. In addition, Rahmi (2016) found that the use of Mind Mapping was able to improve the students' writing skills.

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.

In Indonesia, the phenomenon about the difficulties of writing faced by the students also happens. Based on the interview with the English teacher of SMPN 1 Bangsalsari, it was found that the most problematic case in the class is writing. The researcher also checked VIII F students' previous writing scores based on the English teacher's documents. The result showed that the mean score of their writing test was 62.34. The percentage of students who achieved the minimum standard score (i.e. 75) was 34% students or 11 of 32 students.

Additionally, 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. Thus, a prewriting technique is important to explore the students' imaginations and ideas to compose a well-organized writing. Clearly, the focus of this study was to investigate the contribution of Mind Mapping in enhancing the students' descriptive text writing achievement and their participation in teaching learning process of writing.

1.2 Research Problems

The present study was focused to answer two research questions in the following.

1. Can the use of Mind Mapping Technique enhance the students' descriptive text writing achievement at SMPN 1 Bangsalsari?
2. Can Mind Mapping Technique enhance the students' participation in the teaching and learning process of writing at SMPN 1 Bangsalsari?

1.3 Research Objectives

Based on the problems of the research above, the objectives of the research are as follows.

1. To enhance the students' descriptive text writing achievement at SMPN 1 Bangsalsari.
2. To enhance the students' participation in the teaching and learning process of writing through Mind Mapping Technique at SMPN 1 Bangsalsari.

1.4 Research Contributions

The results of this research are expected 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 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 text. Practically, through the findings of this study, English teachers are expected to apply Mind Mapping Technique as an alternative prewriting technique to help students generate and organize their ideas, then develop the ideas into writing a text easily.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter deals with some theories related to the research problems. They are theoretical framework, conceptual framework, and previous studies

2.1 Theoretical Framework

The researcher discusses some aspects dealing with the research in this theoretical framework covering Mind Map and constructivism theory, Mind Mapping Technique, and the advantages and the disadvantages of Mind Mapping Technique. Each topic was discussed in detail in the following sections.

2.1.1 Mind Map 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

The term “mind mapping” was first developed by Buzan in 1993. He states that mind map is a diagram used to present ideas in the form of word map. Mind

maps are used to generate, visualize, structure, and classify ideas, and as an aid for studying and organizing information, solving problems, making decision, and writing. Mind Mapping has a natural organizational structure that radiates from the center and uses lines, symbols, words, color, and images according to simple, brain-friendly concepts. Hence, Mind Mapping technique can be used in prewriting activities to generate and organize the students' ideas easily. It is supported by Gerson and Gerson (1993) that Mind Mapping is an excellent prewriting technique because it allows students to gather information and organize their thought easily. In addition, 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 other words, Mind Mapping is a prewriting technique as the first stage of the writing process and it allows students to gather information and organize their thoughts clearly. Based on those definitions, it can be understood that Mind Mapping technique can help the students in prewriting activities to gather information easily and organize ideas into writing clearly.

2.1.3 The Advantages and Disadvantages of Mind Mapping Technique

Mind Mapping may help people in some aspects of life. According to Deporter and Mike (2008), Mind Mapping has four benefits such as flexible, focuses attention, increases understanding, and fun. The explanations are as follows.

1. Mind Mapping is flexible. Flexible in case that missing idea can be added in every place in mind mapping.
2. Mind Mapping focuses attention. In mind mapping, we do not pay attention to every word we only mention such words which become ideas. Thus, we can concentrate more on ideas.
3. It increases understanding. Mind Mapping will improve the comprehension and produce valuable frequent-note later.
4. Mind Mapping is fun; it does not limit the imagination and creativity. That makes Mind Mapping become one of the amusing techniques in writing.

Therefore, Mind Mapping Technique brings a lot of advantages by facilitating the students to generate idea to help the students in making a good writing.

However, Mind Mapping Technique is sometimes being a personal draft for the students. Mind Mapping sometimes looks messy. It is probably difficult for other students understanding it. Woodward (1991:22) mentions that “The disadvantage of Mind Mapping is messy looking.” In addition, sometimes Mind Mapping takes time. The truth is that creating mind map can take a lot of time. To solve those problems the researcher provided the outline of Mind Mapping in order to make the students’ Mind Mapping look neat. Further, it was done to manage the time as effectively as possible because the students did not need to create their own Mind Map.

2.2 Conceptual Review

The researcher discusses some aspects dealing with the research in this conceptual review covering the definition of writing, descriptive text writing, and writing achievement. Each topic will be discussed in detail in the following sections.

2.2.1 The Definitions of Writing Skill

Writing is an activity to express ideas, feeling, and thought in written forms. As it is stated by Fairbairn and Winch (1996:32) “writing is about conveying meaning by selecting words and putting them together in a written or printed form”. Further, they also claim writing as a process of thinking, planning, writing, and revising, gradually developing a coherent way of presenting their views. It can be mentioned that writing includes four processes, those are thinking, planning, writing, and revising. Furthermore, according to Chaffee et al. (1999:5), “writing is an activity, purposeful process that uses a system of written symbols for thinking and communicating”. It means that writing is a process of thinking some ideas to communicate with readers. Based on those ideas, it can be concluded that writing is an activity to describe or express ideas, thoughts, and opinions in chronological order in the form of writing text so that readers can understand well.

2.2.2 The Discussion of Descriptive Text

It is stated in the 2013 curriculum especially for VIII-grade students that the students are able to construct short and simple descriptive text about people, animal, and thing, according to its social function, structure, and language features.

According to Wardiman *et al* (2008:115), “Descriptive text is a text that describes the features of someone, something, or a certain place.” Writing can be categorized as descriptive text when it describes something in detail. The social function of descriptive text is to describe a particular person, place, animal, or thing. Its aim is also to inform the readers about how something or someone looks like. The point is that descriptive text gives a description of something in particular in order to help the readers perceive it through words. It will give impression like the feel, sound, taste, and look of things through words. Furthermore, they added that descriptive text has two generic structures. The first is identification that refers to a general opening statement in the first paragraph that introduces the subject to be described. The second is description; it describes the phenomenon in parts, qualities, and characteristics. Further, in writing a descriptive text, the writer should know the language features used in a descriptive text. The language features of a descriptive text are using simple present tense and using adjectives (Wardiman *et al*, 2008:112). In other words, descriptive text is one of the genre texts that aim to describe a particular person, place, animal, and thing. Moreover, this research was focused on descriptive text, especially describing people.

2.2.3 Writing Achievement

According to Travers (1970:447), “Achievement is the result of what an individual has learned from some education experience”. In addition, achievement can be defined as the student’s grasp of some body of knowledge and proficiency in certain skill (Tinambunan, 1988). 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. According to Heaton (1989), there are five writing aspects, namely grammar, vocabulary, mechanics, content, and organization.

1. Grammar: Grammar is a set of rules that describes the structure of a language and control the way sentences in order to make the written content is more readable and meaningful.
2. Vocabulary: Vocabulary or the words as the tools with which we make meanings in conveying our ideas clearly.
3. Mechanics: Mechanical aspects concern with spelling, capitalization, and punctuation. Mechanical skill is a variety of devices that we use to help readers to understand the meaning of our writing product.
4. Content: content refers to the writers' capability in thinking creatively and generating ideas in a logical sequence. It deals with what exactly the writers are trying to convey.
5. Organization: Organization refers to the structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another unifying point and evidence of a connection between sentences.

2.3 Previous Studies on the Use of Mind Mapping in Teaching Writing

The previous studies related to the issue of Mind Mapping Technique can be summarized as follows. First, Al Jarf (2009) conducted an experimental research in enhancing freshman students' writing skill with Mind Mapping software. The participants were 86 EFL female freshman students of translation program at College of Language and Translation (COLT), King Saud University. The results showed that the use of the Mind Mapping software proved to be a powerful tool for improving students' ability to generate, visualize and organize ideas. Also, users of the Mind Mapping software became faster and more efficient in generating and organizing ideas for their paragraphs and were able to generate more detailed ideas than students who did not use the Mind Mapping software

Other research was conducted by Al Naqbi (2011). She investigated the use of Mind Mapping technique to develop writing skill in United Arab Emirates school. She applied an action research. The research participants were three students selected based on their parents' agreement to be participants in this academic investigation. The results of this study showed that Mind Mapping technique was appropriate to help students in planning their writing since this technique can encourage students to reach for and adapt a deeper level of understanding of the writing topics.

Another research was conducted by Nurlaila (2013) with the title "The Use of Mind Mapping Technique in Writing Descriptive Text". It investigated about the effectiveness of Mind Mapping Technique in teaching writing Descriptive texts to the seventh-graders in a Junior High School in Bandung. This research used a mixed method between pre-experimental design particularly one group pretest-posttest design and questionnaire and interview techniques. The results indicated that there is significant improvement in students' writing ability. Moreover, the results of interviews suggested that the students loved this technique because it successfully motivated them to write English texts in an enjoyable way, to improve their writing, to increase vocabulary and creativity, to arrange sentences and organize ideas.

Next, Hidayah (2014) conducted a research in improving the students' ability in writing through Mind Mapping Technique. It aimed to prove whether the use of Mind Mapping Technique was effective or not to 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 shows that t_{counted} value is 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 to the students can motivate them in learning English well. It is shown by looking at their participation and enthusiast during the treatment. In short, the

use of mind mapping technique helped the students to get many ideas and help them to find appropriate vocabulary.

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 to compare 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.

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.

Last, Bukhari (2016) conducted a research entitled Mind Mapping Techniques to Enhance EFL Writing Skill. It reviews and examines the traditional techniques used in teaching writing to the Saudi intermediate learners and identifies appropriate Mind mapping techniques along with an application procedure to enhance the writing skill. The participants were 40 students and 20 English language teachers at the English Language Institute, King Abdulaziz University, Jeddah. The teachers asked to fulfill the questionnaire to find out about the different teaching techniques used by EFL teachers while teaching English writing to the EFL learners. The result showed that teachers prefer learners to take down notes on the ideas gathered on the topic. Besides, the

experiment phase results indicated that the learners, who were taught through Mind Maps, improved cohesion and coherence; content, structure, and length in writing. The results manifested that the hierarchical structure of the Mind Mapping techniques used in the pre-writing process enhanced the EFL learners' writing ability.

From those previous studies above, there were similarities with this present research that is discussing about the use of Mind Mapping technique in teaching writing skill. Nevertheless, there are some distinctions between those previous researches and this research. The first is about the research context and the research participants. The previous research involved the university students and senior high school students. This research involved VIII F students of SMPN 1 Bangsalsari as the research participants. The next 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. The last, those previous studies did not provide the outline of Mind Mapping, while this research provided the outline of Mind Mapping for the students.

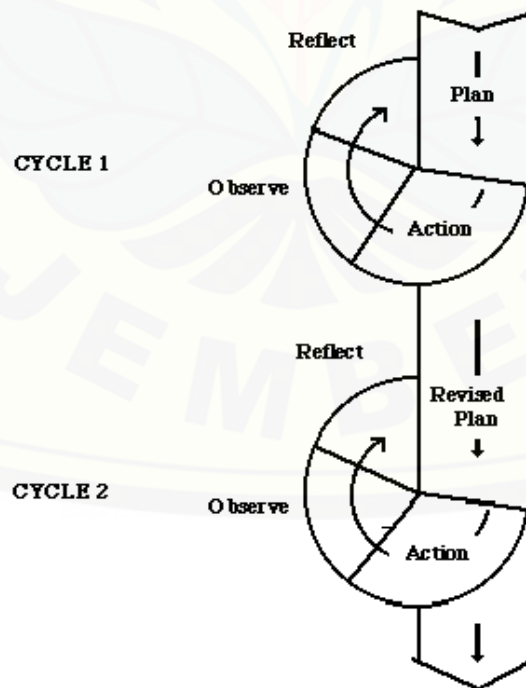
CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the research method applied in this research. It involves research design, research procedures, research context, research participant, data collection method, and data analysis method.

3.1. Research Design

The design of this research was a Classroom Action Research because it aimed to solve the students' difficulties in writing a descriptive text by implementing Mind Mapping Technique in teaching writing on descriptive texts. The cycle model of an action research proposed by Kemmis and McTaggart (1992) which consists of four steps: planning, implementing the action, observing and reflecting were used in this research. Those four main steps were preceded by reconnaissance (preliminary study). The design of this research can be seen in the following flow chart.

Figure 3.1 The Model of Action Research



(Kemmis and McTaggart, 1992:19)

3.2. Research Procedures

This research was done in the cycle model that consists of 4 stages of activities namely planning, acting, observing, and reflecting. They were as follows.

3.2.1 Planning

Planning was the first step where the researcher gathered information about the problem in the research. Before implementing the action, the researcher conducted the reconnaissance (preliminary study) by interviewing the English teacher of the eighth-grade students of SMPN 1 Bangsalsari to get some information about the students' problem related to the teaching of writing and to decide which class that was as the research participants. Besides, the researcher also checked the students' previous scores in writing based on the English teacher's documents to know the students' ability in writing an English text. The next step was planning the action by choosing the appropriate writing material based on 2013 curriculum by considering the theme and the genre of the text that was taught to the eighth-grade students, constructing lesson plan for cycle 1, preparing the observation guide in each meeting, and constructing a writing test.

3.2.2 Acting

In this part, what the researcher had planned was implemented in this research. Acting was done based on the lesson plan constructed and followed the schedule of English. In this action, the researcher taught writing a descriptive text by using Mind Mapping technique to enhance the students' writing achievement. Cycle 1 was done in three meetings. The first and the second meetings were used to implement the action and the third meeting was used for administering the writing test. In the first meeting, the researcher did the action while the English teacher did the observation. In the second meeting, the teacher did the observation again because she knew her students well, so it was easier for her to check the students' participation. Then, the researcher did the action. The observation was conducted by applying the observation checklist that was constructed by the researcher.

3.2.3 Observing

According to Creswell (2012:213), "Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site." Observation in this research was intended to gather the information about the whole process during teaching and learning process in the classroom. During the implementation of the actions, the English teacher conducted an observation to collect data related to the students' participation in teaching learning process of writing by using Mind Mapping. This observation was done to know the effect of the action.

3.2.4 Reflecting

In this step, the researcher reflected the result of the action. In this research, the result of the students' writing test revealed that 19 students (63%) of 30 students achieved the target score that was 75. Meanwhile, the target success criteria of this research was 75% students achieved the minimum standard score of English that was 75. It indicated that the result of the students' writing test in cycle 1 did not achieve the target yet. Therefore it was necessary to conduct the second cycle. However, in cycle 2 the result of the students' writing test revealed that 25 students (78%) of 32 students achieved the target score. It indicated that the success criteria had been achieved. Thus, action research was stopped and it was not necessary to continue to the next cycle.

3.3. Research Context

This research was conducted at SMPN 1 Bangsalsari. The teaching of English in this school is guided by Curriculum 2013 with scientific approach. Further, the time of English lesson in this school is 4 x 40 minutes in a week. There were several reasons of choosing SMPN 1 Bangsalsari as the research context. First, the eighth-grade students still experience difficulties in writing a descriptive text. The next consideration was the headmaster of SMPN 1 Bangsalsari agreed and gave permission to the researcher to conduct this research at the school. Moreover, the English teacher had never applied Mind Mapping Technique during the teaching learning of writing.

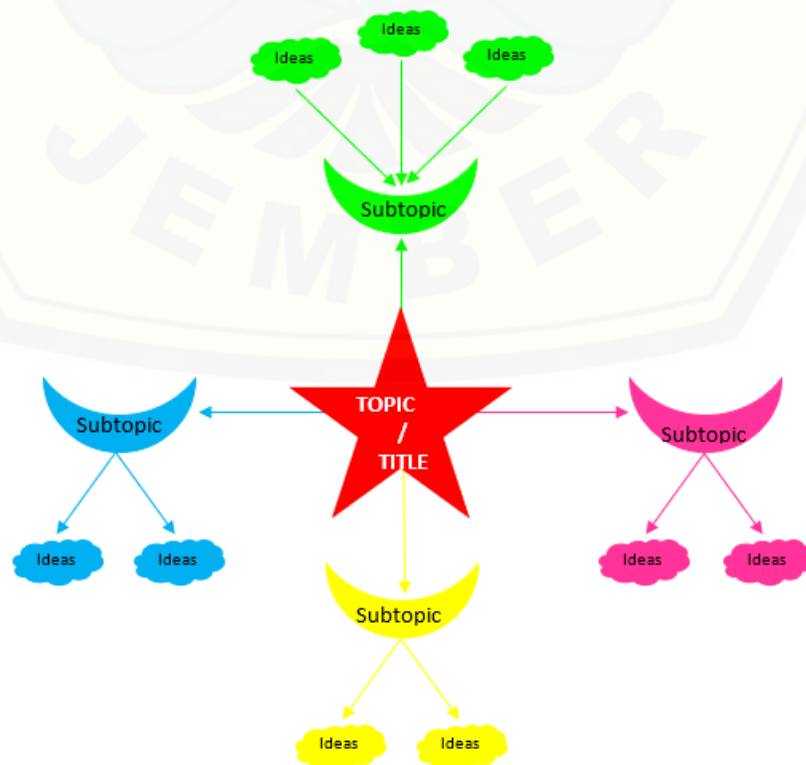
3.4. Research Participants

The research participants were the students of VIII F class of SMPN 1 Bangsalsari. The researcher chose that class based on the suggestions from the English teacher because most of the students of VIII F class got difficulties in planning and organizing the idea. Besides, most of the students in this class did not achieve the minimum requirement score that is 75. Meanwhile, the mean of their writing score was 62.34. The percentage of students who achieved the minimum standard score was 34% students or 11 of 32 students.

3.5. Intervention Procedure

The steps of teaching descriptive text writing by applying Mind Mapping Technique are discussed in the following. Buzan (2003) develops Mind Mapping by discussing the topic, main idea, and details of the topic. He suggests using various symbols to categorize the point before organizing them into a mind map. The symbols should have a color to differentiate between the idea and the details. He also suggests using shapes, arrows, lines, and numerical order that have the same color as the symbols to show the relationship between the ideas. The following figure belongs to the model of Mind Mapping by Buzan.

Figure 3.2 The Pattern of Mind Mapping by Tony Buzan



This research used the type of Mind Mapping developed by Buzan because it is simple and easy to apply for teaching writing. Besides, this type of Mind Map is also appropriate with the genre of the text, which is descriptive text. Nevertheless, Buzan did not discuss briefly any theory dealing with the steps of applying Mind Mapping in teaching writing. Therefore, the researcher used the steps of teaching writing by applying Mind Mapping technique based on Steele (2005).

According to Steele (2005), the steps for teaching writing by applying Mind Mapping are as follows.

1. Choosing a topic. Traditionally, students are given a topic to write on by the teacher.
2. Developing and organizing the Mind Map. In the next stage the students organize their mind maps into a linear format to decide the best way in which to present their points.
3. Feedback. In the next step, Mind Map can be changed; by replacing its part with new ideas or add it and eventually arranged to show the main topics and subtopics.
4. Writing. Here, the students are asked to write a text based on the Mind Map they made.

This research adapted the steps of Mind Mapping technique by Steele. Here in the second step, the researcher eliminated the developing Mind Mapping steps and changes it to filling and organizing the outline of Mind Mapping. 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.

The following steps belong to the procedure for teaching writing by applying Mind Mapping through the study that was done at SMPN 1 Bangsalsari.

1. Choosing topic. In this step, the researcher gave a topic to the students based on the curriculum for the eighth-grade students of junior high school.
2. Filling and organizing the outline of Mind Mapping. The researcher asked the students to fill out the outline of Mind Mapping based on the certain topic prepared by the researcher. In their Mind Map, the students should determine the title, add subtopics, and add some supporting details.
3. Feedback. In this step, the teacher gave feedback by asking several questions.
4. Writing. After giving feedback, the researcher asked the students to write a simple descriptive text based on their own Mind Mapping.

3.6 Data Collection Methods

In this research, there were two kinds of data collection methods as follows.

3.6.1 Observation

Observation was done in each meeting to collect the data related to the students' participation. It was done by the English teacher. The observation checklist was used as the instrument to record the students' participation during the teaching and learning process. This checklist showed the results of the students' participation. At least 75% of 32 students of VIII F class had to fulfill at least three of the six indicators in order that they were categorized as active students. The form of observation checklist is as follow.

Table 3.1. The Observation Checklist

No	Name	Indicator						Active	Passive
		1	2	3	4	5	6		

The indicators of the observation are as follow.

1. Filling out the "title" part in the Mind Mapping outline of describing person
2. Filling out the "subtopic" part in the Mind Mapping outline of describing person

3. Filling out the ideas in subtopic “personal identity” part in the Mind Mapping outline of describing person
4. Writing the ideas in subtopic “appearance” part in the Mind Mapping outline of describing person
5. Writing the ideas in subtopic “achievement” part in the Mind Mapping outline of describing person
6. Writing a final draft of writing a descriptive text consisted of 8 – 10 sentences

3.6.2 Writing Test

The researcher applied an achievement test in this classroom action research to measure the students’ writing achievement. An achievement test is used to measure how successful individual students, group of students or the course itself in achieving objective, (Hughes, 2003:13). It can be said that to know the students’ achievement in writing, an achievement test is needed. The test that was given to the students was based on the material that had been taught to the students in teaching writing. It was about describing person.

Dealing with the way of scoring, analytical scoring method was used in this research because it was an appropriate scoring method which was intended to know the strengths and weaknesses of the students’ writing. Hughes (2003:100) says that “a method of scoring which requires a separate score for each of a number of aspects in a task is said to be analytical”. There are five aspects that are scored analytically: content, organization, vocabulary, grammar, and mechanic.

Table 3.2 The Scoring Rubric of the Students' Descriptive Text Writing

	Criteria	Score
Grammar	• Few (if any) errors of grammar or word order.	5
	• Some errors of grammar or word order but do not interfere comprehension.	4
	• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.	3
	• Errors of grammar or word order very frequent; readers own interpretation is needed.	2
	• Errors of grammar or word order so severe as to make comprehension.	1
Vocabulary	• Use few (if any) inappropriate words.	5
	• Use some inappropriate words but do not interfere comprehension.	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	• Vocabulary so limited as to make comprehension impossible.	1
Mechanics	• Few (if any) misspelling, wrong punctuation, and capitalization.	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	1
Content	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4
	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.	3
	• Main ideas not clear and accurate, change of opinion statement weak.	2
	• Main ideas not all clear and accurate, change of opinion statement very weak.	1
Organization	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1
	Score: $\frac{\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Grammar} + \text{Mechanics}}{25} \times 100$	

(Adopted from: Hughes, 2003:101-102)

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, the validity that was used in this research was 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. According to Hughes (2003:36), “the score obtained in the test should likely to be the same result if the test is given to the same students with the same ability but given at a different time.” Since the test was subjective test, the reliability scoring used in the test was inter-rater reliability which had 2 different raters who scored in the same writing test. The first rater was the researcher and the second rater was the English teacher. The two raters gave score the students’ writing tests worksheets in different paper, so the copy of the students’ writing test worksheet was given to the second rater (English teacher). The result of the students’ writing test was scored based on the scoring rubric used by the raters.

3.7 Data Analysis Method

Data analysis method is a method to analyze the obtained data. In this classroom action research, the collected data were the result of a writing test and the result of observation in the teaching and learning process.

The result of the writing test was analyzed quantitatively to find the mean score by using this following formula.

$$M = \frac{\sum X}{N}$$

Notes:

M : the students’ mean score

$\sum M$: the total score of the students’ writing test

N : the total number of the students doing the test

(Cohen *et al*, 2000:326)

Then, to find the percentage of the students who got score ≥ 75 the following formula was used.

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

Notes:

S: the percentage of the total number of the students whose score ≥ 75

R: the total number of the students whose score ≥ 75

N: the total number of the students doing the test

(Purwanto, 2009:112)

The result of the observation was analyzed by using this following formula to know the percentage of the students' active participation.

$$E = \frac{A}{N} \times 100\%$$

Notes:

E: the percentage of the students who participated actively during teaching and learning process of writing by using Mind Mapping

A: the number of the students who participate actively

N: the total number of the students (the subject)

(Cohen *et al*, 2000:326)

CHAPTER V. 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. Firstly, the implementation of Mind Mapping Technique could enhance the students' descriptive text writing achievement at SMPN 1 Bangsalsari. The achievement improved 15% from 63% in cycle 1 to 78% in cycle 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 1 Bangsalsari. The result of the observation showed that the students' participation by using Mind Mapping Technique improved 9% 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 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 text.

2. 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.



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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Enhancing Students' Descriptive Text Writing Achievement through Mind Mapping Technique.	<ol style="list-style-type: none"> Can the use of Mind Mapping Technique enhance the students' descriptive writing achievement at SMPN 1 Bangsalsari? Can Mind Mapping Technique enhance the students' participation in the teaching learning process of writing at SMPN 1 Bangsalsari? 	<p>Independent Variable: Teaching writing by using Mind Mapping Technique.</p> <p>Dependent Variable: a. The students' writing achievement</p>	<p>The activities in teaching writing by using Mind Mapping covers:</p> <ol style="list-style-type: none"> Choosing a topic Filling the outline of Mind Map Feedback Writing <p>The students' writing achievement test score covering:</p> <ol style="list-style-type: none"> Content Organization Vocabulary Grammar Mechanics 	<ol style="list-style-type: none"> Participant of the research: Grade VIII F students of SMPN 1 Bangsalsari. Informant and collaborator: the English teacher of grade VIII F of SMPN 1 Bangsalsari. Documentation: <ol style="list-style-type: none"> Names of the participants The participants' previous writing score 	<ol style="list-style-type: none"> Research Design: A classroom action research with the cycle model. The stages of each cycle are as follows. <ol style="list-style-type: none"> The planning of the action The implementation of the action Observation and evaluation of the action Data analysis and reflection of the action <i>(Kemmis, 1992)</i> Research Area Determination method: Purposive method Research Participant Determination Method: Purposive method Data Collection Method: <ol style="list-style-type: none"> Writing test Observation Data Analysis Method: <ol style="list-style-type: none"> The data from the observation will be analyzed by using the following formula: $E = \frac{A}{N} \times 100\%$ <p>Notes: E : the percentage of the students who participated actively during teaching and learning process of writing by using Mind Mapping</p>

		<p>b. The students' active participation</p>	<ol style="list-style-type: none"> 1. Filling out the "title" part in the Mind Mapping outline of describing person 2. Filling out the "subtopic" part in the Mind Mapping outline of describing person 3. Filling out the ideas in subtopic "personal identity" part in the Mind Mapping outline of describing person 4. Filling out the ideas in subtopic "appearance" part in the Mind Mapping outline of describing person 5. Filling out the ideas in subtopic "achievement" part in the Mind Mapping outline of describing person 6. Writing a final draft of writing descriptive text 		<p>A: the number of the students who participate actively N: the total number of the students (Cohen <i>et al</i>, 2000:326)</p> <p>b. The writing test scores will be analyzed by applying the following formula:</p> $M = \frac{\sum X}{N}$ <p>Notes: M: the students' mean score $\sum M$: the total score of the students' writing test N: the total number of the students doing the test (Cohen <i>et al</i>, 2000:326)</p> <p>c. The percentage of the students who get score ≥ 75 will use this following formula:</p> $S = \frac{R}{N} \times 100\%$ <p>Notes: S: the percentage of the total number of the students whose score ≥ 75 R: the total number of the students whose score ≥ 75 N: the total number of the students doing the test (Purwanto, 2009:112)</p>
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APPENDIX B

DATA INSTRUMENTS

1. The Interview Guide

No	Question	Answer
1.	What curriculum is used at SMPN 1 Bangsalsari?	The school applies the 2013 curriculum
2.	What does the minimum requirement score for English at this school?	It is 75.
3.	Which class has the lowest score in writing?	VIII D got the lowest score in writing test.
4.	How do you teach writing skill to your students?	I usually ask the students to write a text based on the topic provided in the textbook.
5.	What kind of technique or strategy do you used to teach writing?	I used lecturing and assignment method. I only check the students' writing process one by one while guide them to make a correct writing product.
6.	What difficulties are usually faced by the students especially in writing?	Most of the students are difficult to generate ideas, they still cannot write good sentences. The other problem is most of the students are passive.
7.	Have you ever used Mind Mapping technique?	No, I have not. I do not know the steps to implement Mind Mapping Technique during the teaching and learning process. Meanwhile, I'm afraid that it will take a lot of time for the students to make the Mind Map.

2. Documentation

No	The Data Taken	Data Resource
1.	The students' writing scores	School Documents
2.	The students' initial names	

APPENDIX C

VIII - F STUDENTS' WRITING SCORES

No	Students' Initial Names	Scores
1.	ASP	30
2.	AF	40
3.	AJNA	45
4.	ADP	75
5.	AASA	55
6.	ADBDP	55
7.	CP	75
8.	DE	75
9.	DSW	55
10.	FRF	55
11.	GAP	60
12.	IKA	55
13.	IJK	75
14.	I	75
15.	KAR	45
16.	LFDI	75
17.	MAP	70
18.	MIF	50
19.	MZH	45
20.	MD	65
21.	MFV	80
22.	MRS	55
23.	NDL	70
24.	NS	75
25.	RA	80
26.	SHA	85
27.	SAM	70
28.	SNA	75
29.	SA	60
30.	TFHMA	60
31.	VFI	60
32.	YM	50
Mean score:		$1995/32 = 62.34$

APPENDIX D**The Eighth Grade Students' Mean Scores of Writing Test
At SMPN 1 Bangsalsari**

No.	Classes	Mean Scores
1.	VIII A	68.02
2.	VIII B	69.6
3.	VIII C	60.4
4.	VIII D	58.75
5.	VIII E	78.8
6.	VIII F	62.3
7.	VIII G	73

APPENDIX E

**LESSON PLAN
(CYCLE 1 MEETING 1)**

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

A. Core Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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. 4.12.2.	Filling out the title, subtopics, and ideas in the mind mapping outline of describing picture. Constructing a well-organized descriptive text.
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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 :
 - <http://www.englishindo.com/2015/07/contoh-descriptive-text.html>
 - https://en.wikipedia.org/wiki/Iqbaal_Dhiafakhri_Ramadhan

E. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ul style="list-style-type: none"> - Greeting the students - Checking students' attendance - Starting the lesson with praying - Giving leading questions related to the topic - Showing the picture related to the topic - Stating the learning objectives 	5 minutes
Main Activities	<p>Observing</p> <ul style="list-style-type: none"> - The students are asked to observe descriptive text given. <p>Associating</p> <ul style="list-style-type: none"> - The students are asked to discuss the outline of Mind 	70 minutes

	<p>Mapping Technique in pair.</p> <p>Questioning</p> <ul style="list-style-type: none"> - 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. <p>Experimenting</p> <ul style="list-style-type: none"> - Choosing topic. - Filling and organizing the outline of Mind Map in pair. - Giving feedback by giving correction of their work. - Writing a simple descriptive text based on their own Mind Mapping. (<i>Steele, 2015</i>) <p>Communicating</p> <ul style="list-style-type: none"> - Some students are asked to read aloud their pieces of writing in front of the class before submitting 	
Closure	<ul style="list-style-type: none"> - Giving the students the chance to ask question. - Guiding the students to make conclusion - Stating the conclusion. - Parting the students. 	5 Minutes

F. Assessment

Technique : Writing assignment
Instrument : Analytic Rubric

The Scoring Rubric of The Writing Test

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

3.	Mechanics	5 4 3 2 1
	<ul style="list-style-type: none"> • Few (if any) misspelling, wrong punctuation, and capitalization. 	
	<ul style="list-style-type: none"> • Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension. 	
	<ul style="list-style-type: none"> • Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension. 	
	<ul style="list-style-type: none"> • Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed. 	
4.	Content	5 4 3 2 1
	<ul style="list-style-type: none"> • Main idea stated clearly and accurately, change of opinion very clear. 	
	<ul style="list-style-type: none"> • Main ideas stated fairly clearly and accurately, change of opinion relatively clear. 	
	<ul style="list-style-type: none"> • Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. 	
	<ul style="list-style-type: none"> • Main ideas not clear and accurate, change of opinion statement weak. 	
5.	Organization	5 4 3 2 1
	<ul style="list-style-type: none"> • Few (if any) lack of organization and link to ideas. 	
	<ul style="list-style-type: none"> • Some lack of organization and link of ideas but do not impair communication. 	
	<ul style="list-style-type: none"> • Lack of organization and link of ideas frequent; re-reading is required for clarification ideas. 	
	<ul style="list-style-type: none"> • Lack of organization and link of ideas very frequent; readers own interpretation is needed. 	
• Lack of organization and link of ideas so serve as to make communication impaired		1
Score: $\frac{\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Grammar} + \text{Mechanics}}{25} \times 100$		

(Adopted from: Hughes, 2003:101-102)

Jember, 1 July 2018

Collaborator

Researcher

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NIP. 196510301988032013

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NIM. 140210401046

Enclosure

APPENDIX 1

Instructional Materials

1. Pre-Instructional Activities

a. Giving a riddle

I am a young actor and a singer in Indonesia. I'm a part of Coboy Junior.
My new film released in 2018 is Dilan 1990. Who am I?

b. Showing Iqbal's picture



Do you know who he 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 teacher, my idol, etc.)
2. Using simple present tense (for example: he is handsome, she works as actress, they have a popular song)
3. Using adjectives (for example: young, old, slim, fat, etc.)

4. Using detailed noun phrase (for example: Iqbal has black short hair)

3. Example of Descriptive Text

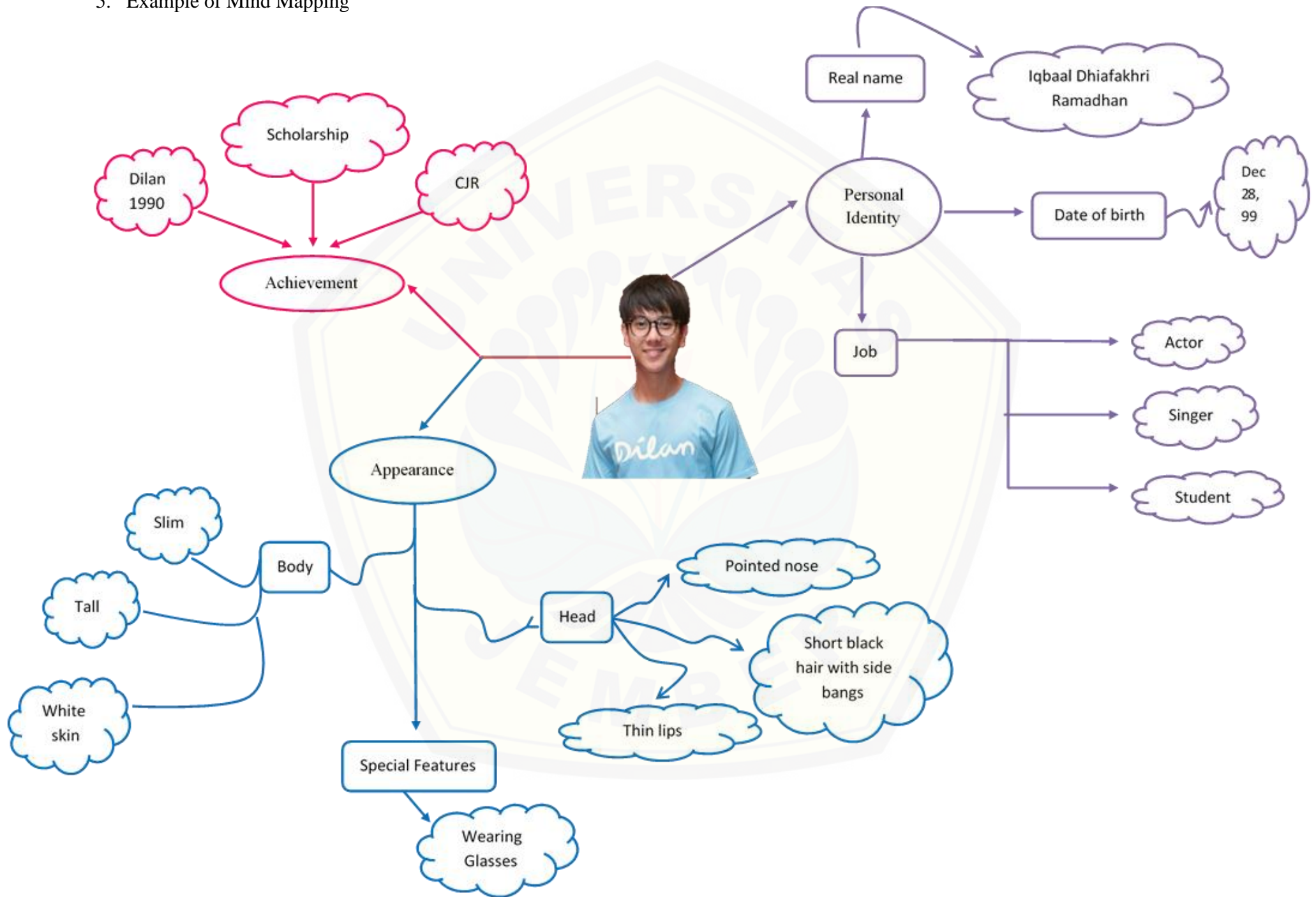
Title	Iqbaal
Identification	His full name is Iqbaal Dhiafakhri Ramadhan. He was born on December 28, 1999. He is an Indonesian actor and singer.
Description	Iqbal is tall, slim and good looking. He has a pointed nose, thin lips and short black hair with side bangs. He usually wears glasses in some opportunity. He is a talented person. He is best known as a member of the Indonesian boy band Coboy Junior (CJR). Lately, he also plays in popular drama film “Dilan 1990” as Dilan. Not only handsome and talented, he also smart. Iqbaal currently attends high school Armand Hammer United World College of the American West, New Mexico, in a United World Colleges.

(Adapted from: https://en.wikipedia.org/wiki/Iqbaal_Dhiafakhri_Ramadhan)

4. Mind Mapping Technique

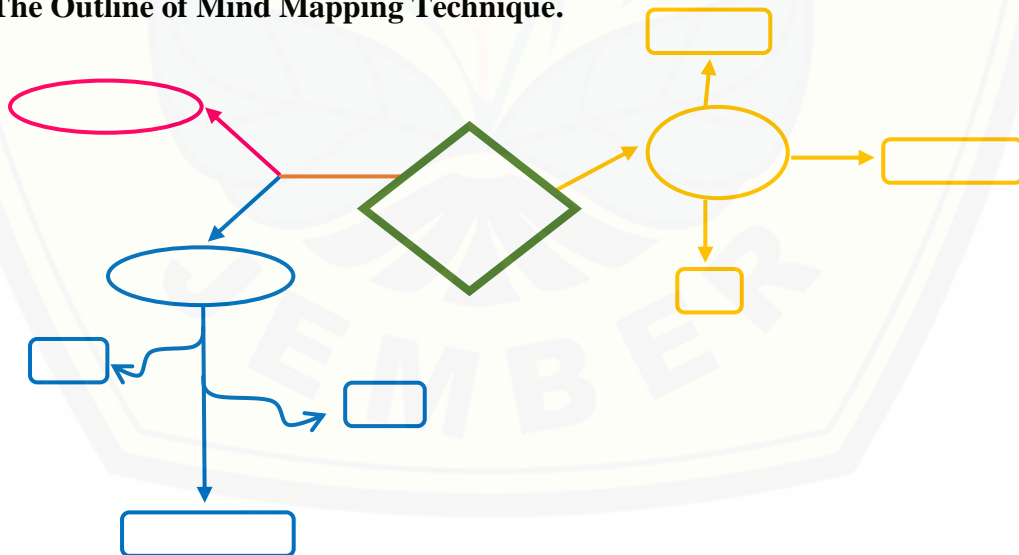
Mind Mapping Technique is an easy way to get information into and out of the brain. It is also a way of taking notes that is not boring because it is made up of words, colors, lines, symbols, and picture.

5. Example of Mind Mapping



APPENDIX 2**Students Worksheet****Task 1**

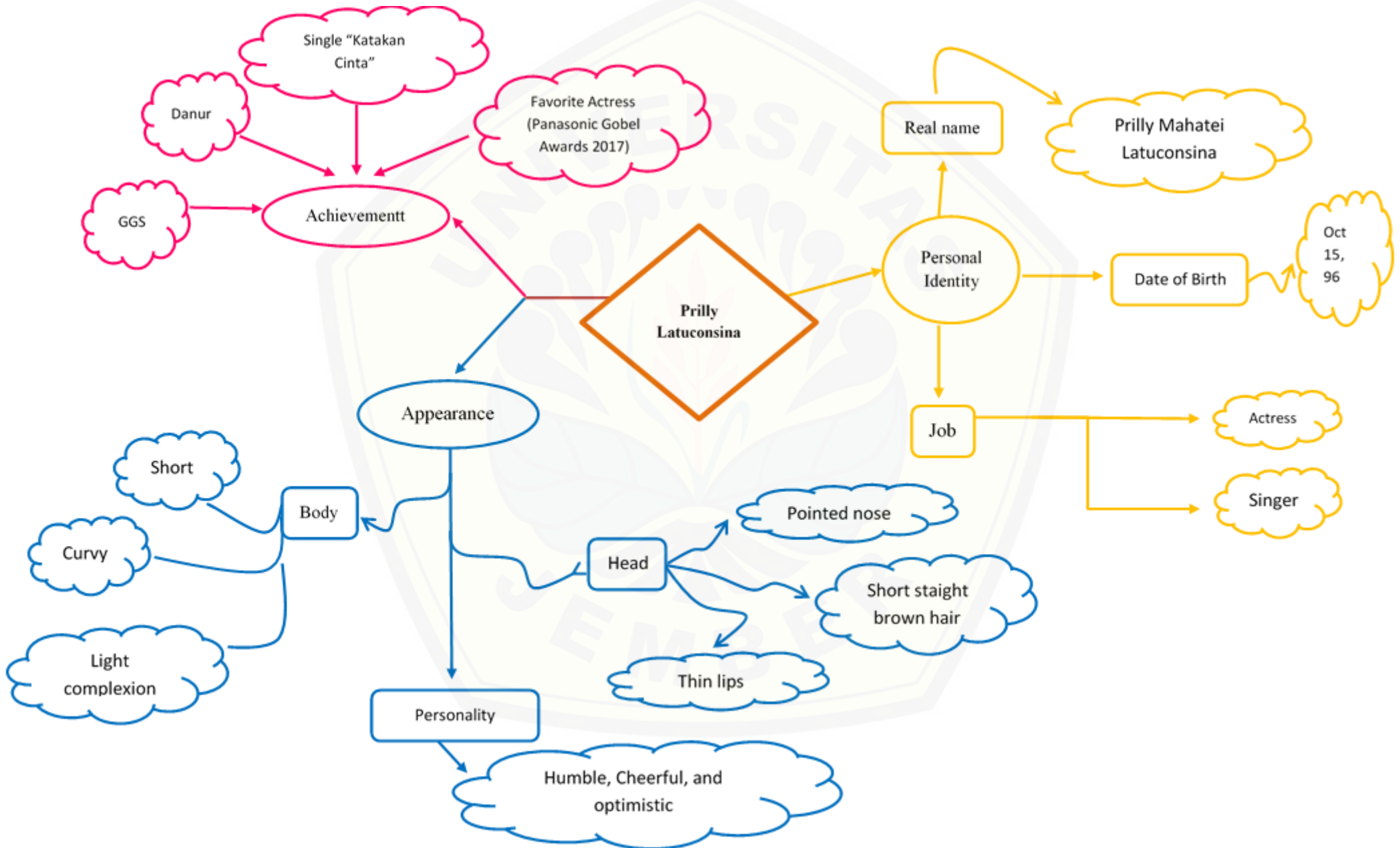
Choose one of the pictures below, then fill out the Mind Mapping based on the picture. Add title, subtopics (personal identity, appearance, and achievement) and ideas. Feel free to add some lines and shape.

**A****B****The Outline of Mind Mapping Technique.****Task 2**

Based on your Mind Mapping, write a simple descriptive text that includes personal identity, appearance, and achievement. It should be consisted of 8 – 10 sentences.

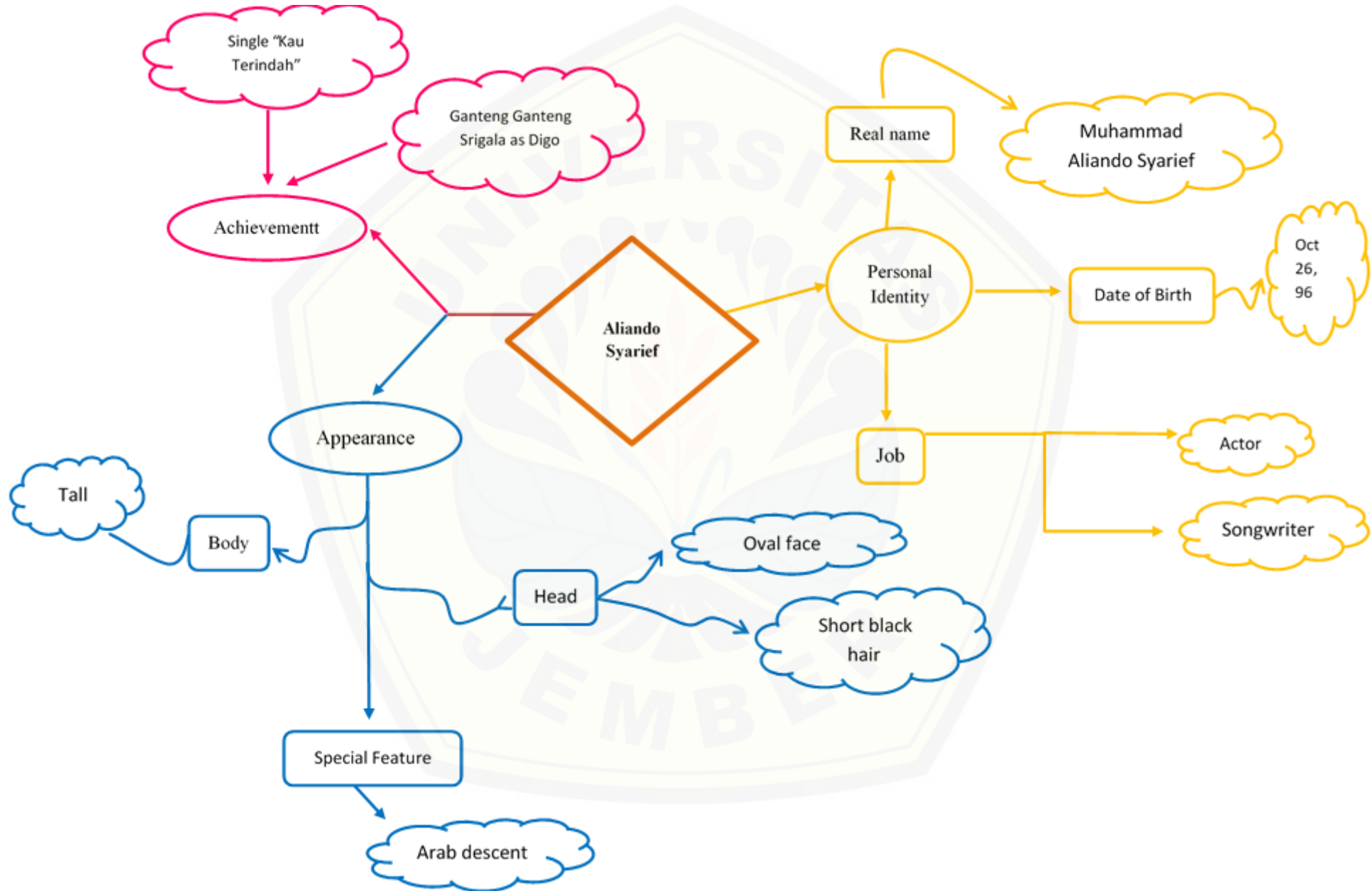
The Possible Mind Mapping Constructed by The Students.

Picture A



The Possible Mind Mapping Constructed by The Students.

Picture B



The key answer**Picture A**

Prilly Latuconsina

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.

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.

(Adapted from: <http://www.sekolahoke.com/2017/descriptive-text-prillylatuconsina.html>)

The key answer**Picture B**

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 3**EVALUATION SHEET**

The process of evaluation will be conducted during the teaching and learning process.

The Observation Checklist of The Students' Participation

No	Name	Indicator						Active	Passive
		1	2	3	4	5	6		

The indicators to be evaluated are as follow.

1. Filling out the “title” part in the Mind Mapping outline of describing person
2. Filling out the “subtopic” part in the Mind Mapping outline of describing person
3. Filling out the ideas in subtopic “personal identity” part in the Mind Mapping outline of describing person
4. Filling out the ideas in subtopic “appearance” part in the Mind Mapping outline of describing person
5. Filling out the ideas in subtopic “achievement” part in the Mind Mapping outline of describing person
6. Writing a final draft of writing descriptive text

The student is categorized as active (A) if s/he fulfilled at least 4 indicators and student who fulfilled less than 4 indicators is categorized as passive (P).

APPENDIX F

LESSON PLAN
(CYCLE 1 MEETING 2)

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

A. Core Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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, speaker and LCD viewer
2. Learning Sources :
 - <http://www.englishindo.com/2015/07/contoh-descriptive-text.html>
 - <http://www.sekolahoke.com/2011/descriptive-text-pop-singer-afgan.html>

E. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ul style="list-style-type: none"> - Greeting the students - Checking students' attendance - Starting the lesson with praying - Giving leading questions related to the topic - Showing the picture related to the topic - Stating the learning objectives 	5 minutes
Main Activities	<p>Observing</p> <ul style="list-style-type: none"> - The students are asked to observe descriptive text given. <p>Associating</p> <ul style="list-style-type: none"> - The students are asked to discuss the outline of Mind Mapping Technique in pair. <p>Questioning</p> <ul style="list-style-type: none"> - The students are asked to analyze the generic structure, the language features, 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. 	70 minutes

	<p>Experimenting</p> <ul style="list-style-type: none"> - Choosing topic. - Filling and organizing the outline of Mind Map in pair. - Giving feedback by giving correction of their work. - Writing a simple descriptive text based on their own Mind Mapping. (<i>Steele, 2015</i>) <p>Communicating</p> <ul style="list-style-type: none"> - Some students are asked to read aloud their pieces of writing in front of the class before submitting 	
Closure	<ul style="list-style-type: none"> - Giving the students the chance to ask question. - Guiding the students to make conclusion - Stating the conclusion. - Parting the students. 	5 Minutes

F. Assessment

Technique : Writing assignment

Instrument : Analytic Rubric

The Scoring Rubric of The Writing Test

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

4.	Content	
	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4
	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.	3
	• Main ideas not clear and accurate, change of opinion statement weak.	2
	• Main ideas not all clear and accurate, change of opinion statement very weak.	1
5.	Organization	
	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1
Score: $\frac{\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Grammar} + \text{Mechanics}}{25} \times 100$		

(Adopted from: Hughes, 2003:101-102)

Jember, 1 July 2018

Collaborator

Researcher

Danny Endah K., S.Pd. M.Pd.

NIP. 196510301988032013

Dwi Setya Megapuspita

NIM. 140210401046

Enclosure**APPENDIX 1****Instructional Material**

1. Pre-Instructional Activities

- a. Playing Afgan's song entitled "Panah Asmara"
- b. Showing Afgan's picture



Do you know who he 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:

- Using specific nouns (for example: my teacher, my idol, etc.)
- Using simple present tense (for example: he is handsome, she works as actress, they have a popular song)
- Using adjectives (for example: young, old, slim, fat, etc.)

- Using detailed noun phrase (for example: Iqbal has black short hair)

3. Example of Descriptive Text

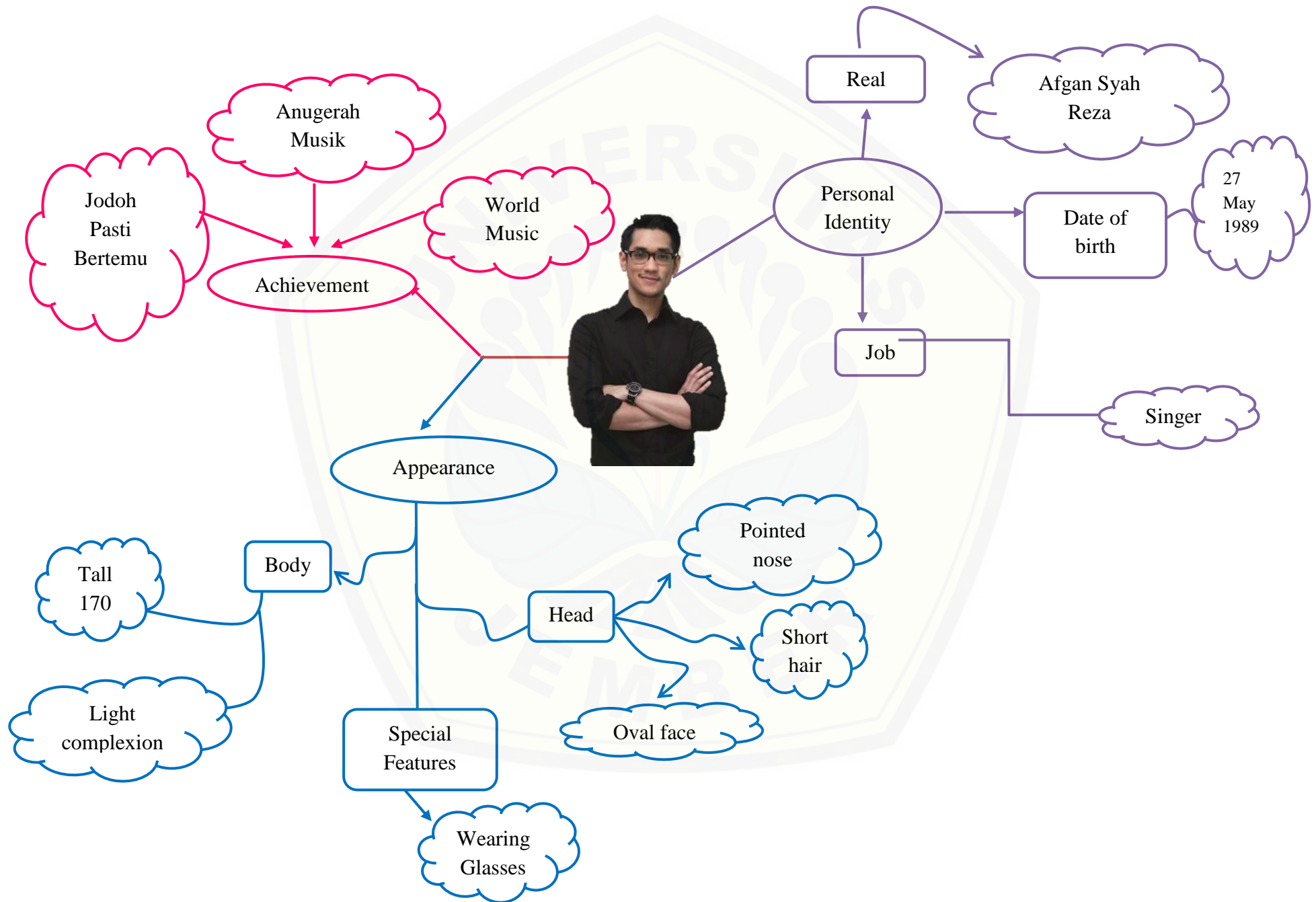
Title	Afgan
Identification	Afgan's full name is Afgan Syah Reza. He was born on 27 May 1989 in Jakarta. He is well known as a talented young singer.
Description	Afgan is quite tall. His height is 170 cm. He has an oval face and short hair. He has a pointed nose. He has light complexion. He is a singer and he has good voice. One of his single is "Jodoh Pasti Bertemu". He has many achievements during his career as a singer. Some of them are Anugerah Musik Indonesia as Best Male Singer and World Music Awards as Best Asia Male Singer.

(Adapted from: <http://www.sekolahoke.com/2011/descriptive-text-pop-singer-afgan.html>)

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.

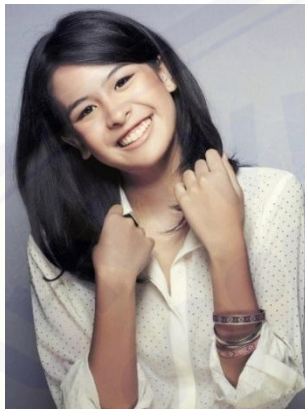
5. Example of Mind Mapping



APPENDIX 2

Task 1

Choose one of the pictures below, and then fill out the Mind Mapping based on the picture. Add title, subtopics (personal identity, appearance, and achievement) and ideas. Feel free to add some lines and shape.

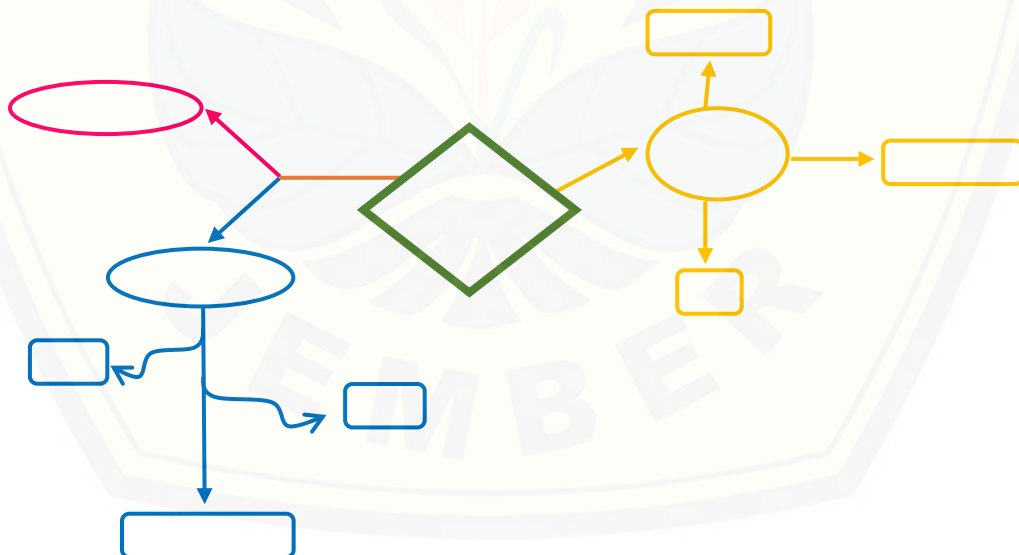


A



B

The Outline of Mind Mapping.

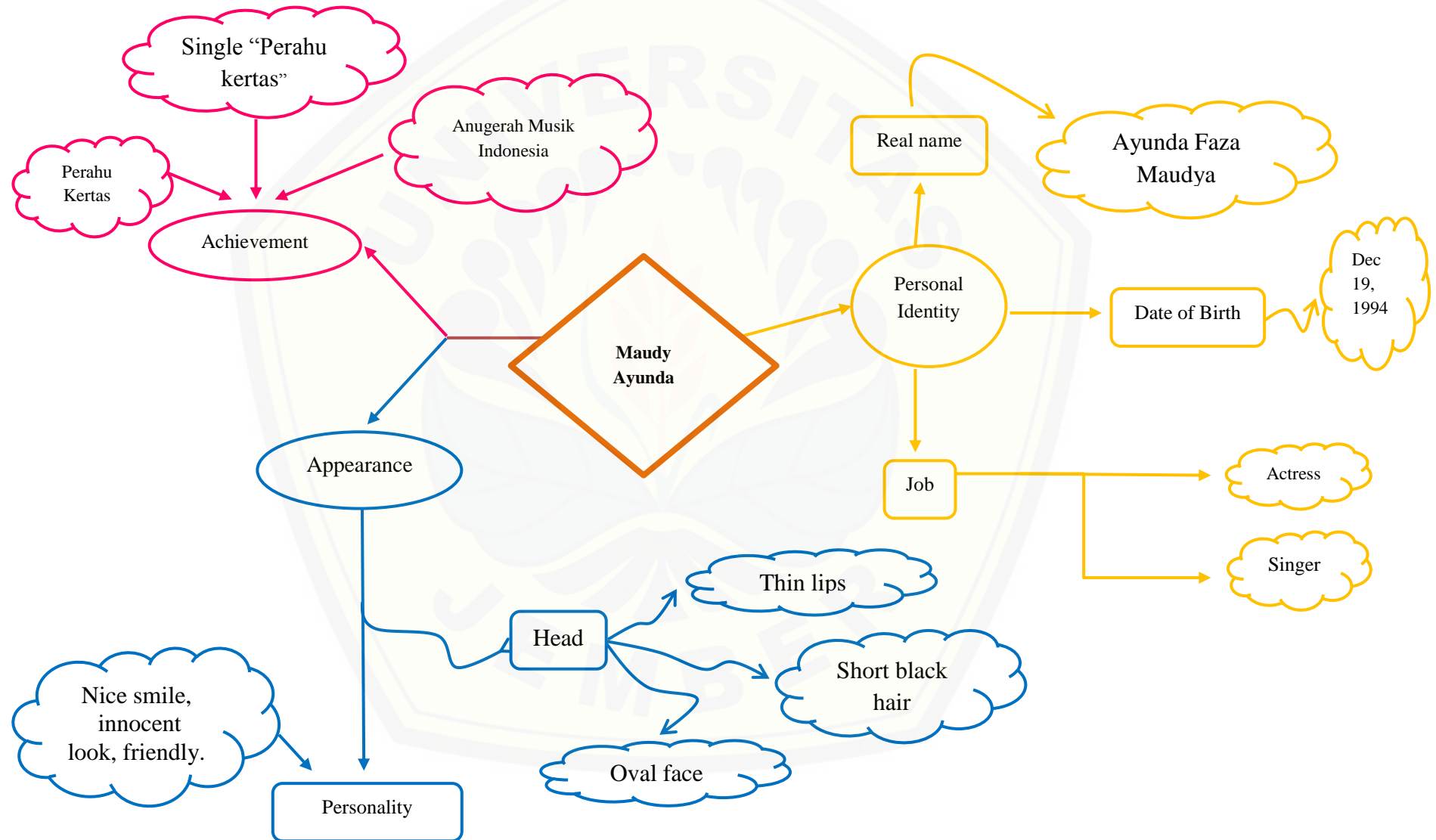


Task 2

Based on your Mind Mapping, write a simple descriptive text that includes personal identity, appearance, and achievement. It should be consisted of 8 – 10 sentences.

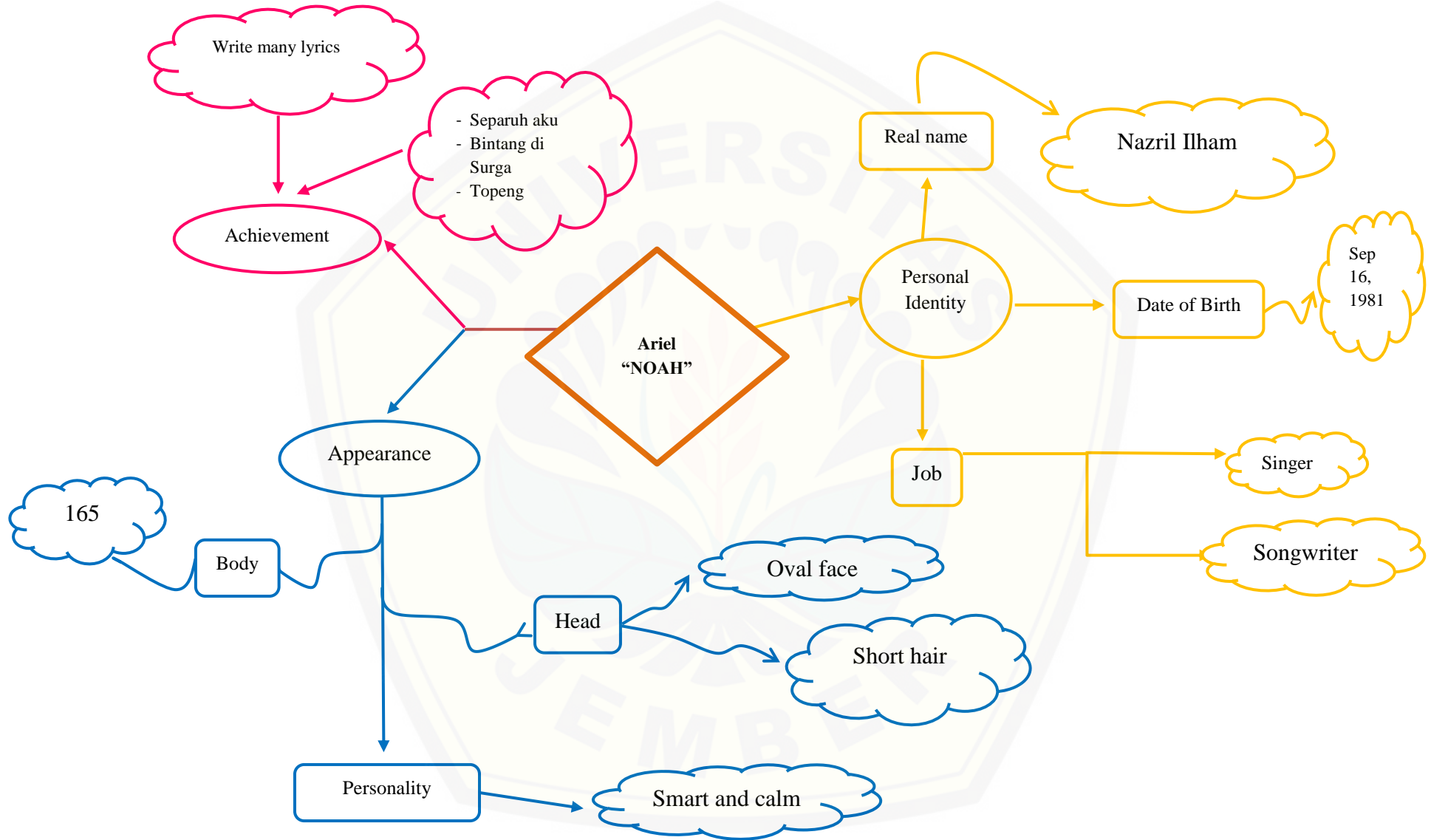
The Possible Mind Mapping Constructed By The Students.

Picture A



The Possible Mind Mapping Constructed By The Students.

Picture B



The key answer**Picture A****Maudy Ayunda**

Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She was born in Jakarta on December 19, 1994.

Maudy is a good-looking girl. She has thin lips, oval face, and short black hair. She has a very nice smile, an innocent look and very friendly to people. Maudy has a good voice; her popular song is “Perahu Kertas”. Not only a singer, she also an actress. She acts some movies; one of them is “Perahu Kertas”. During her career, she got many achievements such as Anugerah Musik Indonesia as Best Female Singer.

(Adapted from: <http://www.sekolahoke.com/2016/02/descriptive-text-maudy-ayunda-2062.html>)

The key answer**Picture B****Ariel Noah**

His full name is Nazril Ilham. He has a very popular name, Ariel. He was born in Langkat, North Sumatra on September 16, 1981.

Ariel has short hair, a pointed nose, black eyes, and white skin. He is not really tall. His height is only 165 cm. His body is average. He looks smart and calm. Ariel is a pop singer and songwriter. He writes many lyrics and sings with his old group band, Peterpan and the new one is Noah. With his band, Ariel releases some popular songs like Separuh Aku, Bintang di Surga, and Topeng.

(Adapted from: <http://www.sekolahoke.com/2012/11/descriptive-text-ariel-noah-peterpan.html>)

APPENDIX 3**EVALUATION SHEET**

1. The process of evaluation will be conducted during the teaching and learning process.

The Observation Checklist of The Students' Participation

No	Name	Indicator						Active	Passive
		1	2	3	4	5	6		

The indicators to be evaluated are as follow.

1. Filling out the "title" part in the Mind Mapping outline of describing person
2. Filling out the "subtopic" part in the Mind Mapping outline of describing person
3. Filling out the ideas in subtopic "personal identity" part in the Mind Mapping outline of describing person
4. Filling out the ideas in subtopic "appearance" part in the Mind Mapping outline of describing person
5. Filling out the ideas in subtopic "achievement" part in the Mind Mapping outline of describing person
6. Writing a final draft of writing descriptive text

The student is categorized as active (A) if s/he fulfilled at least 4 indicators and student who fulfilled less than 4 indicators is categorized as passive (P).

APPENDIX G**WRITING TEST**

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Text type	: Descriptive Text
Theme	: Popular Persons in Indonesia
Language skill	: Writing
Time allocation	: 2 x 30 minutes

Read the following instructions carefully!

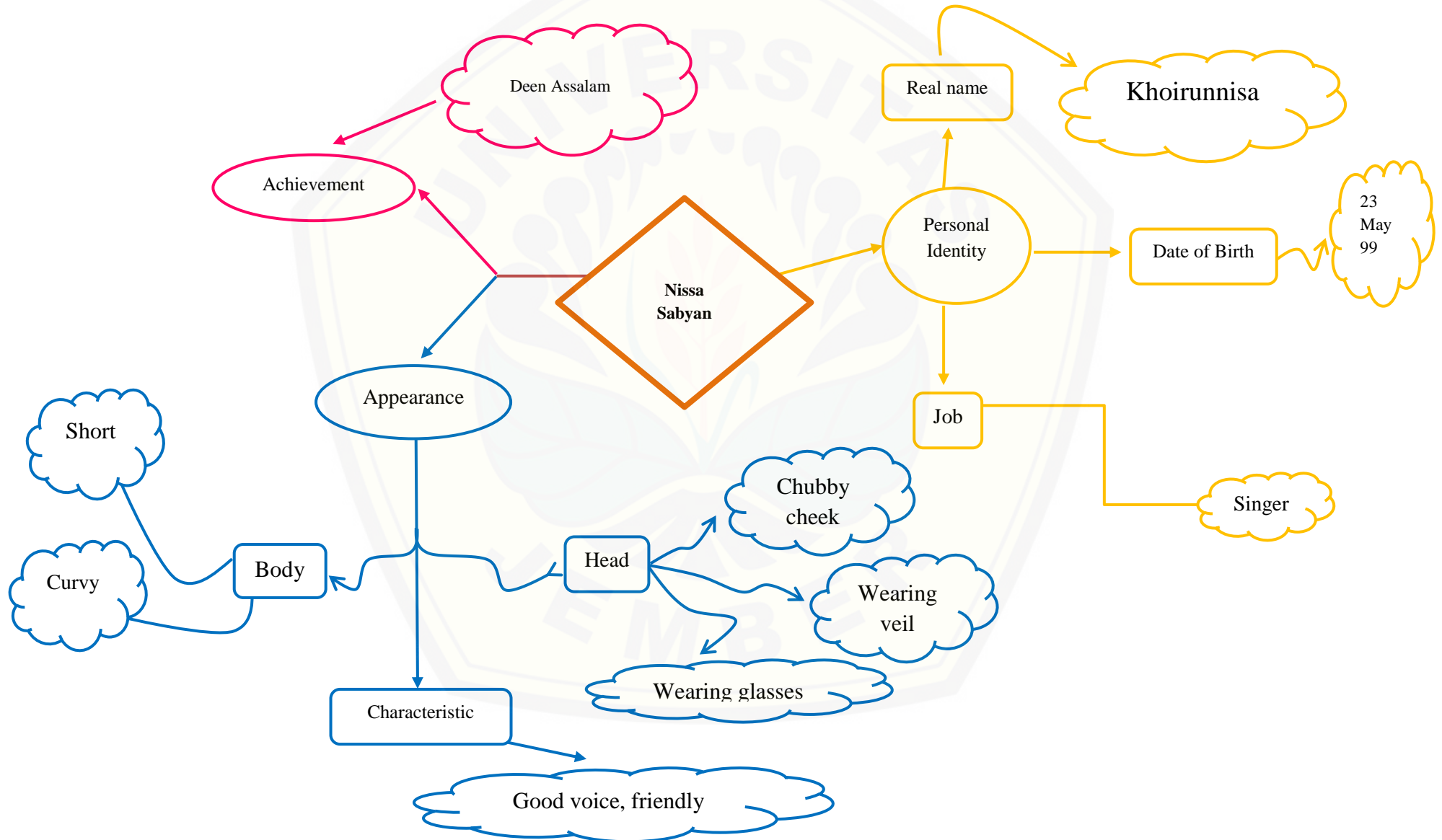
- A. Choose one of the pictures below, then fill out the Mind Mapping based on the picture. Add title, subtopics (personal identity, appearance, and achievement) and ideas. Feel free to add some lines and shape.

**A****B**

- B. Based on your Mind Mapping, write a simple descriptive text that includes personal identity, appearance, and achievement. It should be consisted of 8 – 10 sentences.

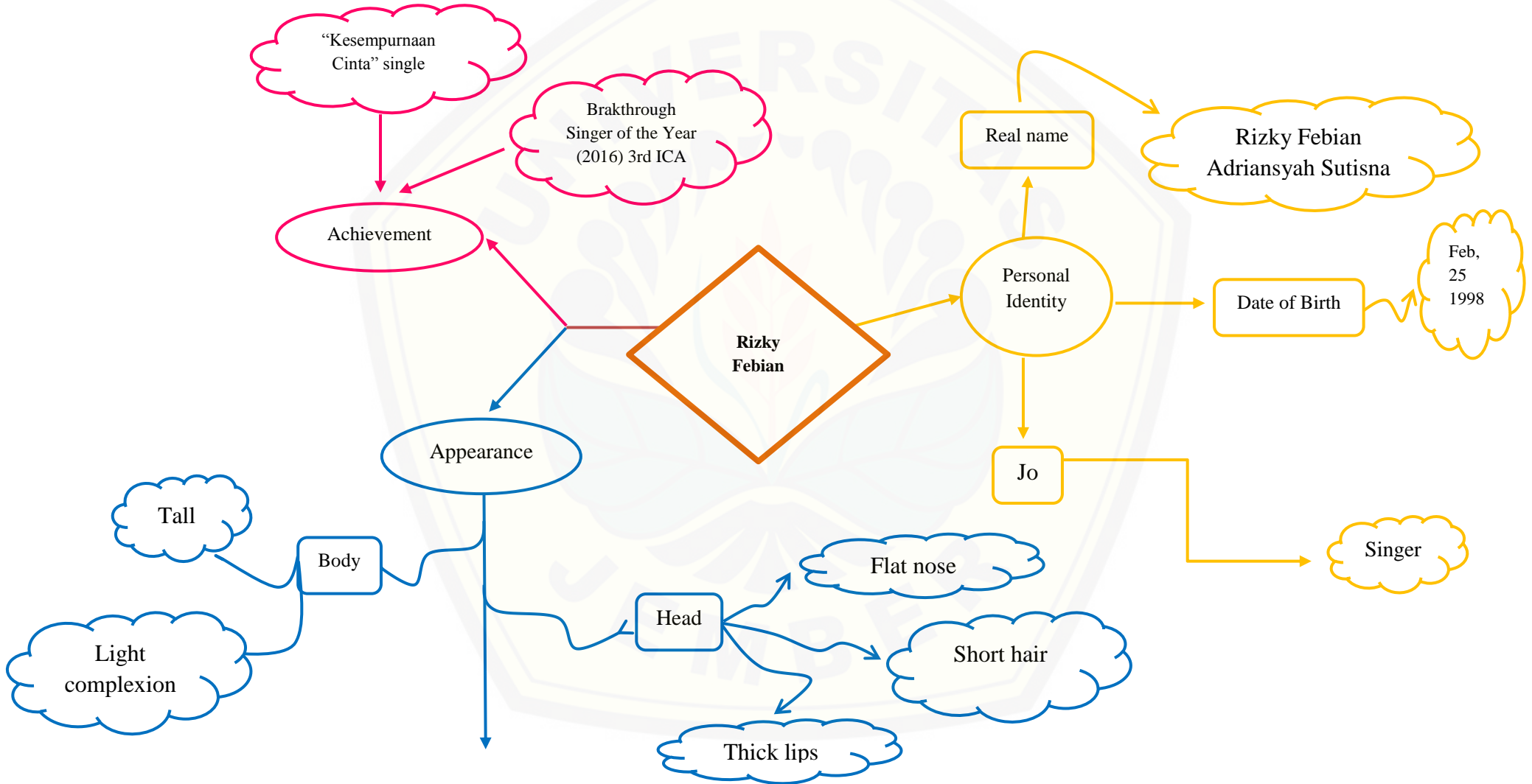
The Possible Mind Mapping Constructed By The Students.

Picture A



The Possible Mind Mapping Constructed By The Students.

Picture B



Key answer**Picture A****Nissa Sabyan**

Nissa Sabyan also known as Khoirunnisa. She was born on May 23, 1999. She is a popular singer in Indonesia. She plays with her Gambus music group, “Sabyan”.

Nissa has a beautiful face and chubby cheeks. She wears veil and syar'i dress. Sometimes, she also wears glasses. Her body is short and curvy. That is why she looks so cute. Not only has a beautiful face, she also has a good voice and humble personality. Nissa and Sabyan have a popular song entitled Deen Assalam.

Key answer**Picture B****Rizky Febian**

His full name is Rizky Febian Adriansyah Sutisna. He was born on February 25, 1998. He is an Indonesian singer and also a song writer. He is the eldest son of the Indonesian comedian Sule.

Rizky is tall, slim and good looking. He has flat nose, thick lips and short black hair. He is very friendly to his fans. As a singer, he has a popular song entitled “Kesempurnaan Cinta”. His achievement is winning an award as Breakthrough Singer of the Year (2016) 3rd Indonesian Choice Award.

APPENDIX H

LESSON PLAN
(CYCLE 2 MEETING 1)

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

A. Core Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 projector
2. Learning Sources :
 - <http://www.englishindo.com/2015/07/contoh-descriptive-text.html>
 - https://en.wikipedia.org/wiki/Raditya_Dika.html

E. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ul style="list-style-type: none"> - Greeting the students - Checking students' attendance - Starting the lesson with praying - Giving leading questions related to the topic - Showing the picture related to the topic - Stating the learning objectives 	5 minutes
Main Activities	<p>Observing</p> <ul style="list-style-type: none"> - The students are asked to observe descriptive text given. <p>Associating</p> <ul style="list-style-type: none"> - The students are asked to discuss the outline of Mind Mapping Technique in pair. <p>Questioning</p> <ul style="list-style-type: none"> - The students are asked to analyze the generic structure, the language features, and the social function of the descriptive text. - The students are asked some questions about each element in the Mind Mapping Technique. - The students are asked to ask questions about something that they did not understand relating to the topic. 	70 minutes

	<p>Experimenting</p> <ul style="list-style-type: none"> - Choosing topic. - Giving guiding questions. - Filling and organizing the outline of Mind Map in pair. - Giving feedback by giving correction of their work. - Asking the students to make a sentence orally. - Writing a simple descriptive text based on their own Mind Mapping. (<i>Steele, 2015</i>) <p>Communicating</p> <ul style="list-style-type: none"> - Some students are asked to read aloud their pieces of writing in front of the class before submitting 	
Closure	<ul style="list-style-type: none"> - Giving the students the chance to ask question. - Guiding the students to make conclusion - Stating the conclusion. - Parting the students. 	5 Minutes

F. Assessment

Technique : Writing assignment
Instrument : Analytic Rubric

The Scoring Rubric of The Writing Test

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

4.	Content	
	• Main idea stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4
	• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.	3
	• Main ideas not clear and accurate, change of opinion statement weak.	2
	• Main ideas not all clear and accurate, change of opinion statement very weak.	1
5.	Organization	
	• Few (if any) lack of organization and link to ideas.	5
	• Some lack of organization and link of ideas but do not impair communication.	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed.	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1
Score: $\frac{\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Grammar} + \text{Mechanics}}{25} \times 100$		

(Adopted from: Hughes, 2003:101-102)

Jember, 1 October 2018

Collaborator

Researcher

Danny Endah K., S.Pd. M.Pd.

NIP. 196510301988032013

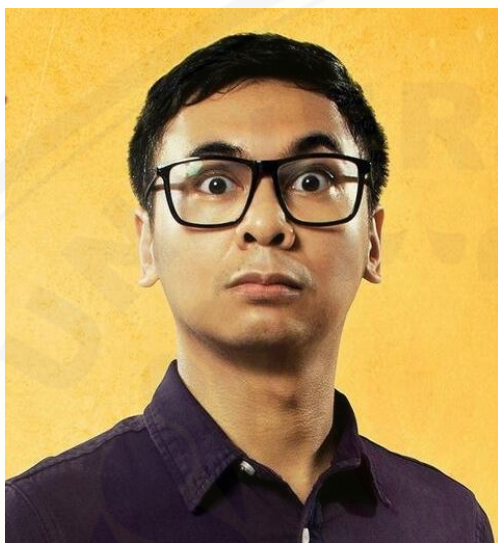
Dwi Setya Megapuspita

NIM. 140210401046

Enclosure**APPENDIX 1****Instructional Materials**

1. Pre-Instructional Activities

- a. Playing a video about Raditya Dika
- b. Showing Raditya Dika's picture



Do you know who he 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:

- Using specific nouns (for example: my teacher, my idol, etc.)
- Using simple present tense (for example: he is handsome, she works as actress, they have a popular song)
- Using adjectives (for example: young, old, slim, fat, etc.)
- Using detailed noun phrase (for example: Iqbal has black short hair)

3. Example of Descriptive Text

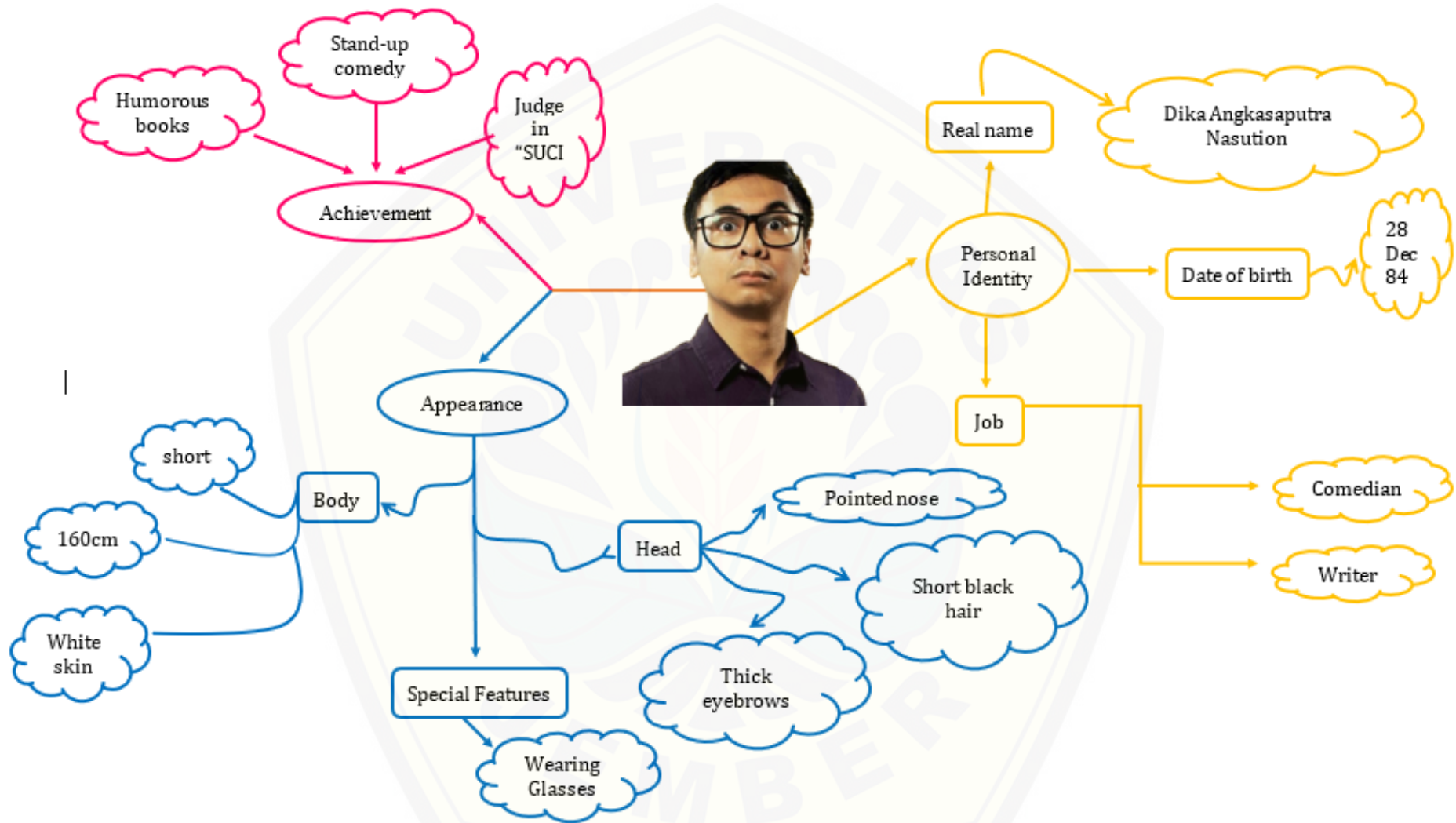
Title	Raditya Dika
Identification	Raditya Dika is a comedian and writer from Indonesia. His real name is Dika Angkasaputra Nasution. He was born in Jakarta, 28 December 1984.
Description	Radit has a short body. His height is only 160 cm. He has short black hair and thick eyebrows. Sometimes he wears glasses. He is a talented person. Radit is known as the author of humorous books. Some of his books are “Kambing Jantan”, “Marmut Merah Jambu”, “Koala Kumal, etc. Besides, he also known as a stand-up comedian and as a judge in talent show “Stand Up Comedy Indonesia” in Kompas TV.

(Adapted from: https://en.wikipedia.org/wiki/Raditya_Dika)

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

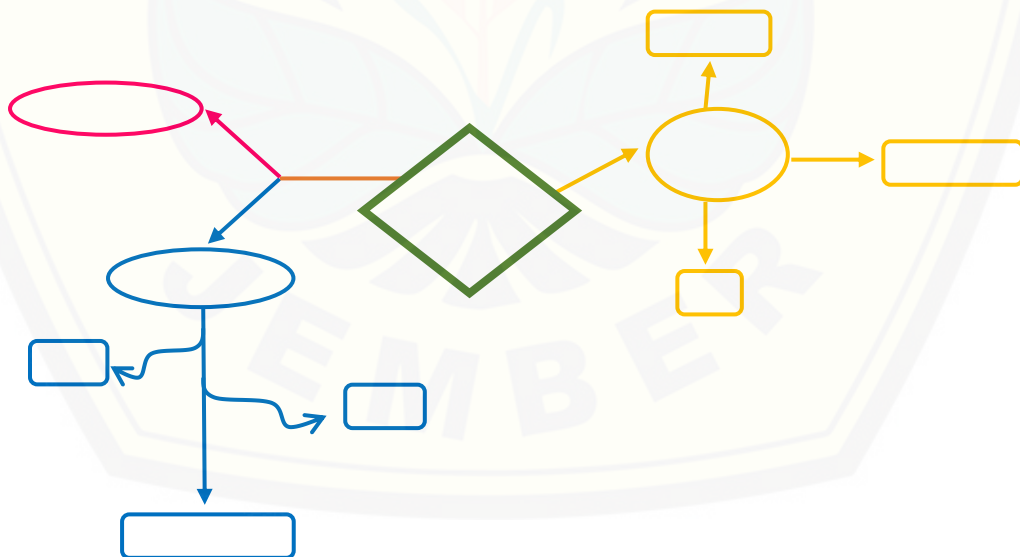


APPENDIX 2**Students Worksheet****Task 1**

Choose one of the pictures below, and then fill out the Mind Mapping based on the picture. Add title, subtopics (personal identity, appearance, and achievement) and ideas. Feel free to add some lines and shape.

**A****B**

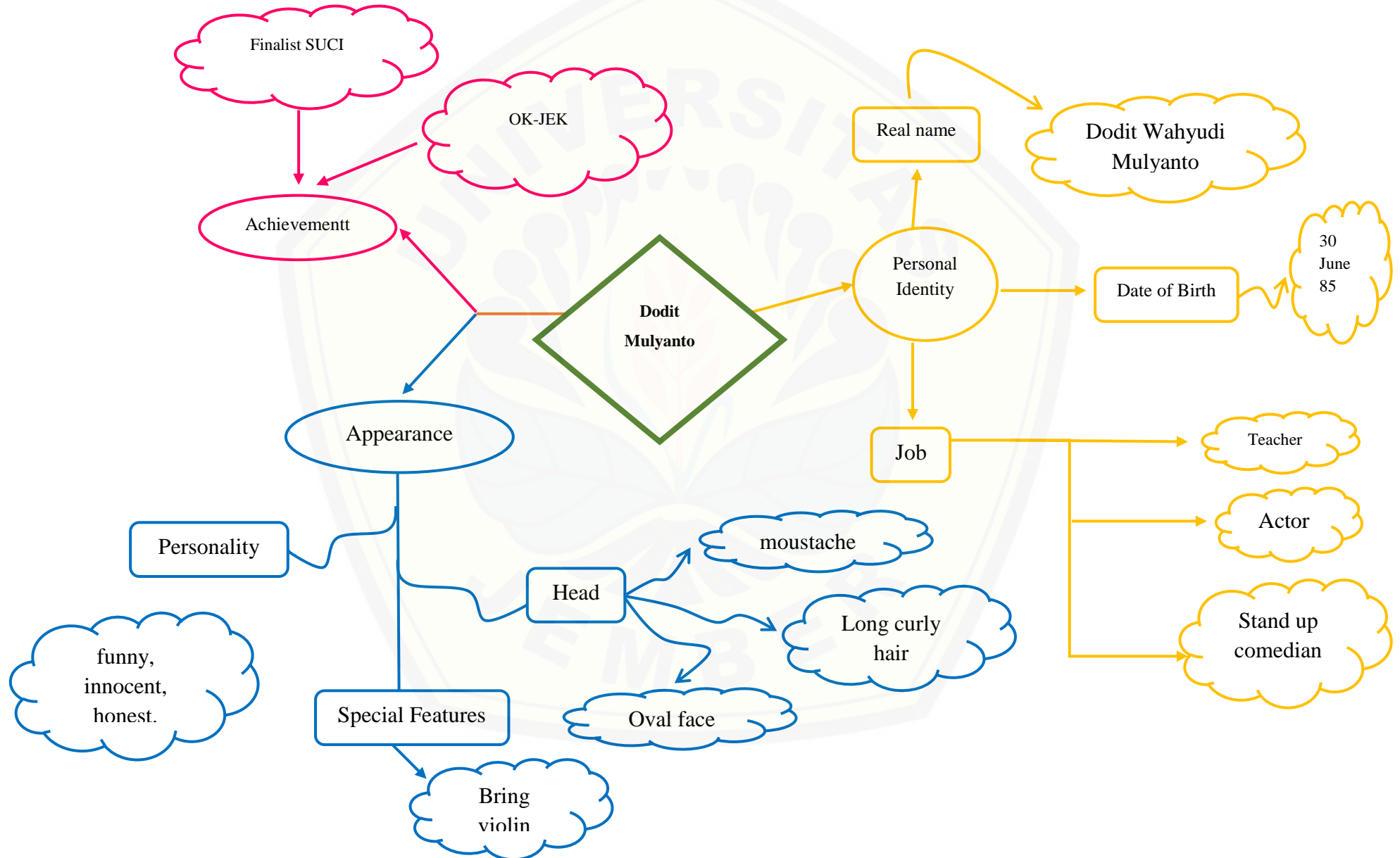
The Outline of Mind Mapping.

**Task 2**

Based on your Mind Mapping, write a simple descriptive text that includes personal identity, appearance, and achievement. It should be consisted of 8 – 10 sentences.

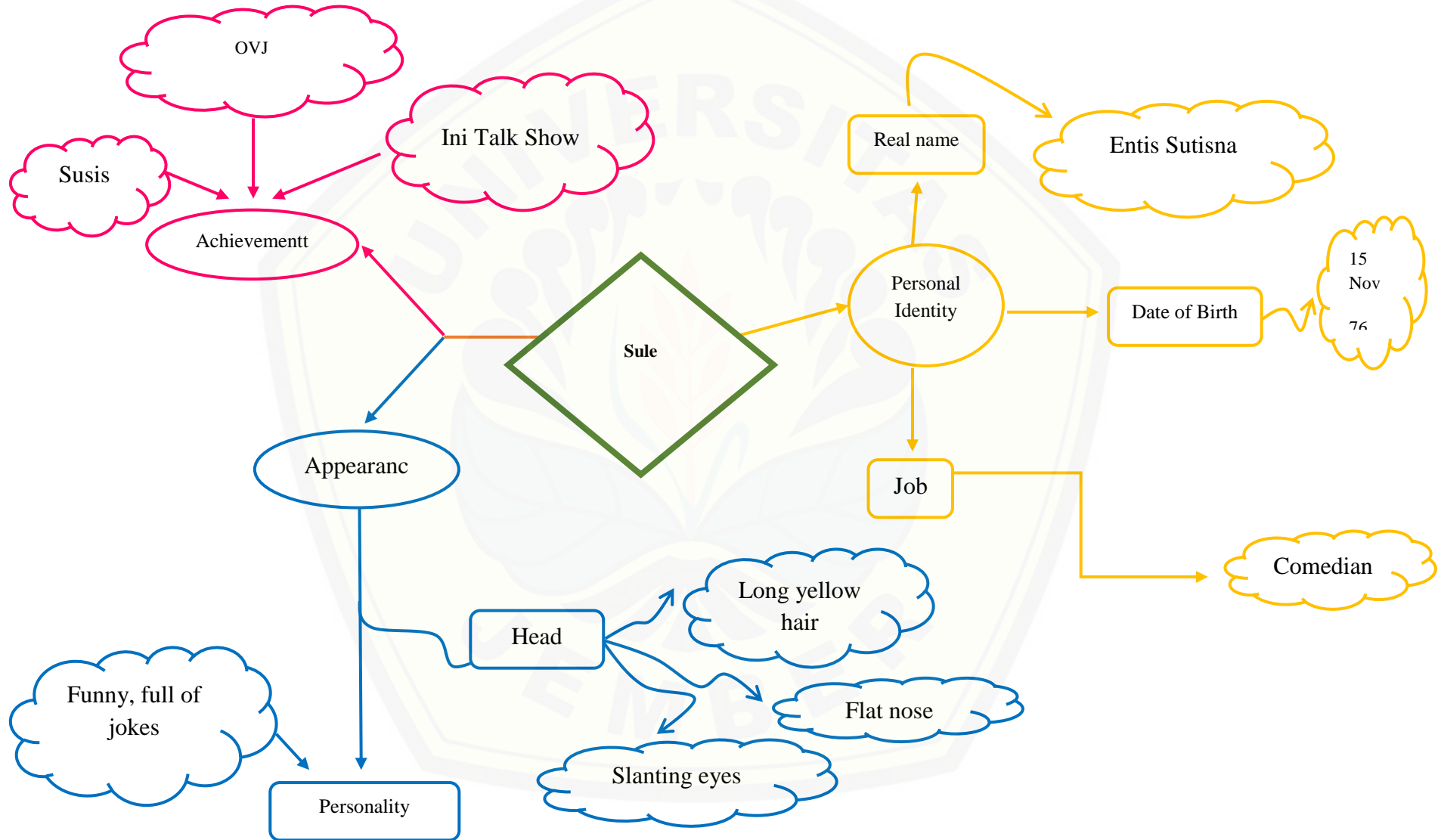
The Possible Mind Mapping Constructed by The Students.

Picture A



The Possible Mind Mapping Constructed by The Students.

Picture B



The key answer

Picture A

Dodit Mulyanto

Dodit is popular as a stand-up comedian in Indonesia. He is also an actor for several TV programs. His complete name is Dodit Wahyudi Mulyanto. He was born on 30 June 1985. He is 33 years old now.

Dodit has an oval face with medium curly hair. He also has quiet thick moustache. He has a good personality. He is very funny, innocent and honest. His jokes always make people laughing very much. In every show he always brings his violin. He has several achievements. One of them is being a finalist of Stand-Up Comedy Indonesia in Kompas TV.

(Adapted from: <http://www.sekolahoke.com/2017/descriptive-text-doditmulyanto.html>)

The key answer

Picture B

Sule

His full name is Entis Sutisna. People call him Sule, it's an acronym of "Sunda Bule". Sule was born on 15 November 1976. He is a famous comedian in Indonesia.

Sule is unique. His hair is long with brown and yellow color. He has an oval face, flat nose, and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java, Comedy Night Live, and Ini Talk show in NET. TV. He can also sing very well. He has very famous song entitled Suis (Suami Sieun Istri)

(Adapted from: <http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html>)

APPENDIX 3**EVALUATION SHEET**

The process of evaluation will be conducted during the teaching and learning process.

The Observation Checklist of The Students' Participation

No	Name	Indicator						Active	Passive
		1	2	3	4	5	6		

The indicators to be evaluated are as follow.

1. Filling out the "title" part in the Mind Mapping outline of describing person
2. Filling out the "subtopic" part in the Mind Mapping outline of describing person
3. Filling out the ideas in subtopic "personal identity" part in the Mind Mapping outline of describing person
4. Filling out the ideas in subtopic "appearance" part in the Mind Mapping outline of describing person
5. Filling out the ideas in subtopic "achievement" part in the Mind Mapping outline of describing person
6. Writing a final draft of writing descriptive text

The student is categorized as active (A) if s/he fulfilled at least 4 indicators and student who fulfilled less than 4 indicators is categorized as passive (P).

APPENDIX I

LESSON PLAN
(CYCLE 2 MEETING 2)

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

A. Core Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 :
 - <http://www.englishindo.com/2015/07/contoh-descriptive-text.html>
 - https://en.wikipedia.org/wiki/Rendy_Juliyansyah.html

E. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ul style="list-style-type: none"> - Greeting the students - Checking students' attendance - Starting the lesson with praying - Giving leading questions related to the topic - Showing the picture related to the topic - Stating the learning objectives 	5 minutes
Main Activities	<p>Observing</p> <ul style="list-style-type: none"> - The students are asked to observe descriptive text given. <p>Associating</p> <ul style="list-style-type: none"> - The students are asked to discuss the outline of Mind Mapping Technique in pair. <p>Questioning</p> <ul style="list-style-type: none"> - The students are asked to analyze the generic structure, the language features, the social function of the descriptive text. - The students are asked some questions about each element in the Mind Mapping Technique. - The students are asking to ask questions about something that they did not understand relating to the 	70 minutes

	<p>topic.</p> <p>Experimenting</p> <ul style="list-style-type: none"> - Choosing topic. - Giving guiding questions. - Filling and organizing the outline of Mind Map in pair. - Giving feedback by giving correction of their work. - Asking the students to make a sentence orally. - Writing a simple descriptive text based on their own Mind Mapping. (<i>Steele, 2015</i>) <p>Communicating</p> <ul style="list-style-type: none"> - Some students are asked to read aloud their pieces of writing in front of the class before submitting 	
Closure	<ul style="list-style-type: none"> - Giving the students the chance to ask question. - Guiding the students to make conclusion - Stating the conclusion. - Parting the students. 	5 Minutes

F. Assessment

Technique : Writing assignment

Instrument : Analytic Rubric

The Scoring Rubric of The Writing Test

No	Criteria	Score
1.	<p>Grammar</p> <ul style="list-style-type: none"> • Few (if any) errors of grammar or word order. 5 • Some errors of grammar or word order but do not interfere comprehension. 4 • Errors of grammar or word order frequent; re-reading is necessary for full comprehension. 3 • Errors of grammar or word order very frequent; readers own interpretation is needed. 2 • Errors of grammar or word order so severe as to make comprehension. 1 	
2.	<p>Vocabulary</p> <ul style="list-style-type: none"> • Use few (if any) inappropriate words. 5 • Use some inappropriate words but do not interfere comprehension. 4 • Use wrong or inappropriate words frequent; expressing of ideas limited. 3 • Use wrong or inappropriate words very frequent; readers own interpretation is needed. 2 • Vocabulary so limited as to make comprehension impossible. 1 	
3.	<p>Mechanics</p> <ul style="list-style-type: none"> • Few (if any) misspelling, wrong punctuation, and capitalization. 5 • Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension. 4 • Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension. 3 • Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed. 2 	

	<ul style="list-style-type: none"> • Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible. 	1
4.	<p>Content</p> <ul style="list-style-type: none"> • Main idea stated clearly and accurately, change of opinion very clear. • Main ideas stated fairly clearly and accurately, change of opinion relatively clear. • Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. • Main ideas not clear and accurate, change of opinion statement weak. • Main ideas not all clear and accurate, change of opinion statement very weak. 	5 4 3 2 1
5.	<p>Organization</p> <ul style="list-style-type: none"> • Few (if any) lack of organization and link to ideas. • Some lack of organization and link of ideas but do not impair communication. • Lack of organization and link of ideas frequent; re-reading is required for clarification ideas. • Lack of organization and link of ideas very frequent; readers own interpretation is needed. • Lack of organization and link of ideas so serve as to make communication impaired 	5 4 3 2 1
Score: $\frac{\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Grammar} + \text{Mechanics}}{25} \times 100$		

(Adopted from: Hughes, 2003:101-102)

Jember, 1 October 2018

Collaborator

Researcher

Danny Endah K., S.Pd. M.Pd.

NIP. 196510301988032013

Dwi Setya Megapuspita

NIM. 140210401046

Enclosure**APPENDIX 1****Instructional Materials**

1. Pre-Instructional Activities

- a. Playing a video about Indonesia football match
- b. Showing Rendy Juliansyah's picture



Do you know who he 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:

- Using specific nouns (for example: my teacher, my idol, etc.)
- Using simple present tense (for example: he is handsome, she works as actress, they have a popular song)
- Using adjectives (for example: young, old, slim, fat, etc.)
- Using detailed noun phrase (for example: Iqbal has black short hair)

3. Example of Descriptive Text

Title	Rendy Juliansyah
Identification	Rendy Juliansyah is an Indonesia national under-17 football player. He was born on 27 July 2002. He plays as striker in Indonesia U-17 football team.
Description	Rendy has quite tall body. His height is about 170 cm. His hair is short and black with side bangs. He has pointed nose and thin lips. So many people said that he looks like Iqbal “Dilan”. He is very good-looking guy. He has two dimples in his cheeks when he smiles. Not only handsome, Rendy also has many achievements. Two of them are as player of the month in the Liga Kompas and as most valuable player in Menpora Cup.

(Adapted from: https://en.wikipedia.org/wiki/Rendy_Juliansyah)

4. Mind Mapping Technique

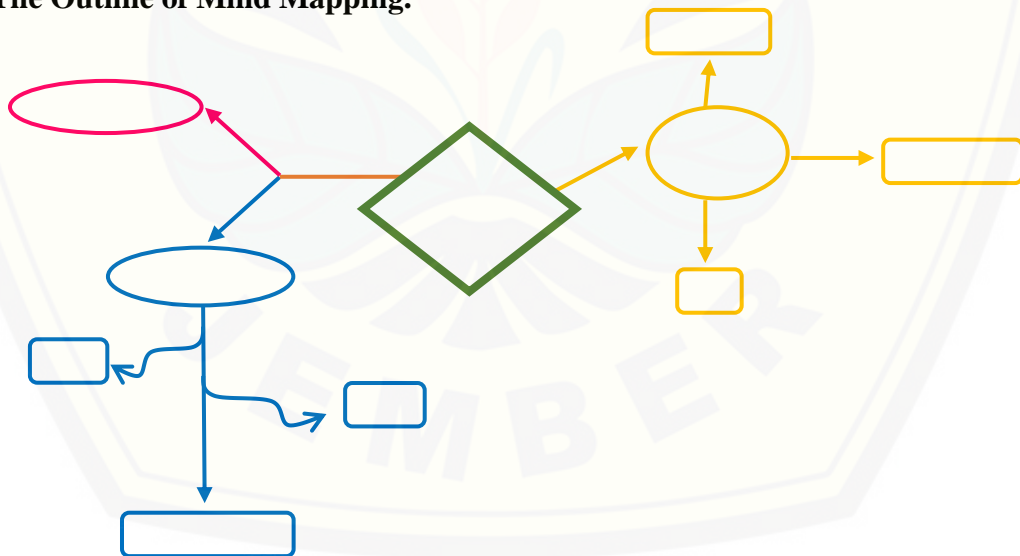
Mind Mapping Technique is an easy way to get information into and out of the brain. It is also a way of taking notes that is not boring because it is made up of words, colors, lines, symbols, and picture.

5. Example of Mind Mapping



APPENDIX 2**Students' Worksheet****Task 1**

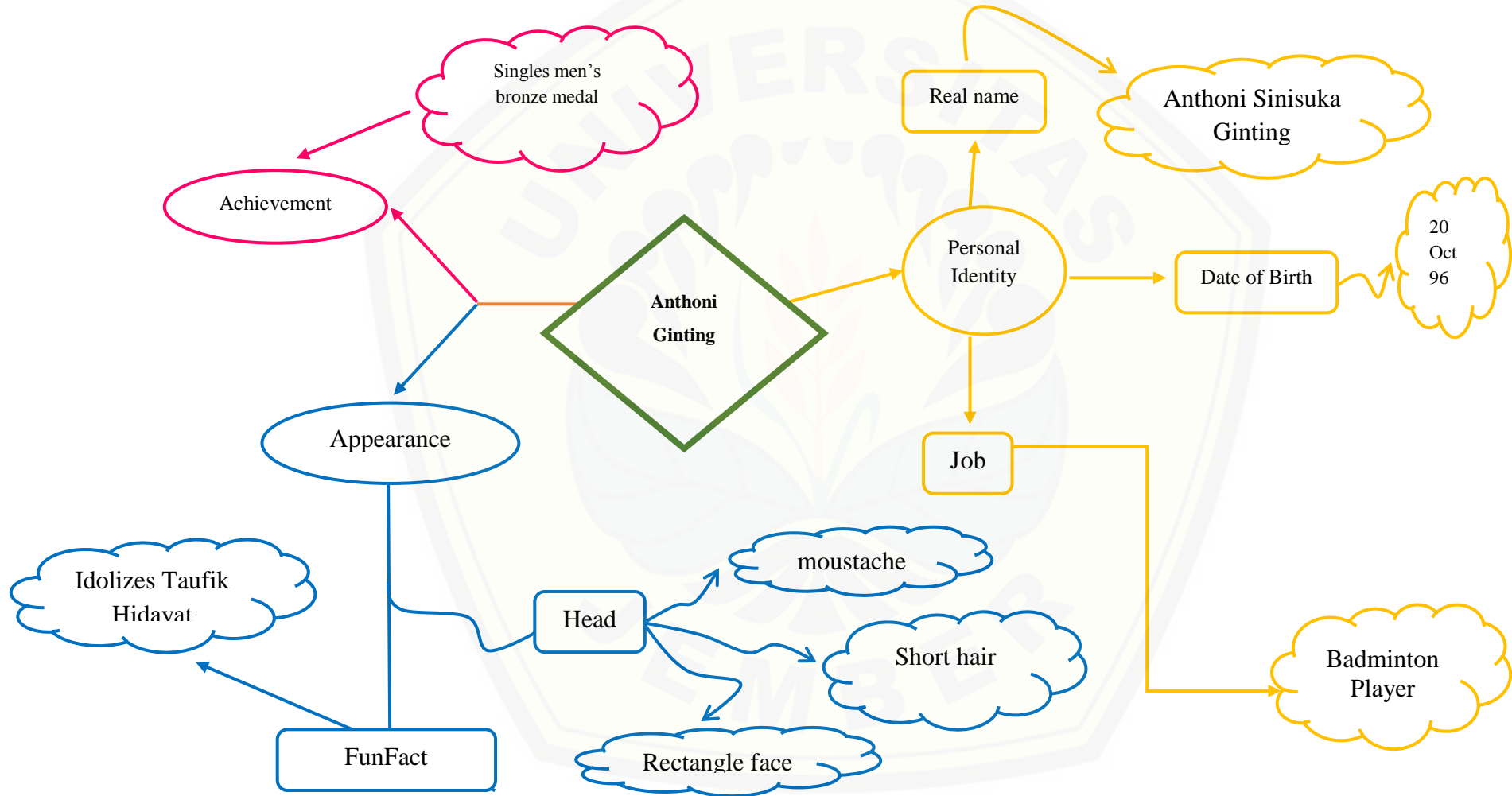
Choose one of the pictures below, and then fill out the Mind Mapping based on the picture. Add title, subtopics (personal identity, appearance, and achievement) and ideas. Feel free to add some lines and shape.

**A****B****The Outline of Mind Mapping.****Task 2**

Based on your Mind Mapping, write a simple descriptive text that includes personal identity, appearance, and achievement. It should be consisted of 8 – 10 sentences.

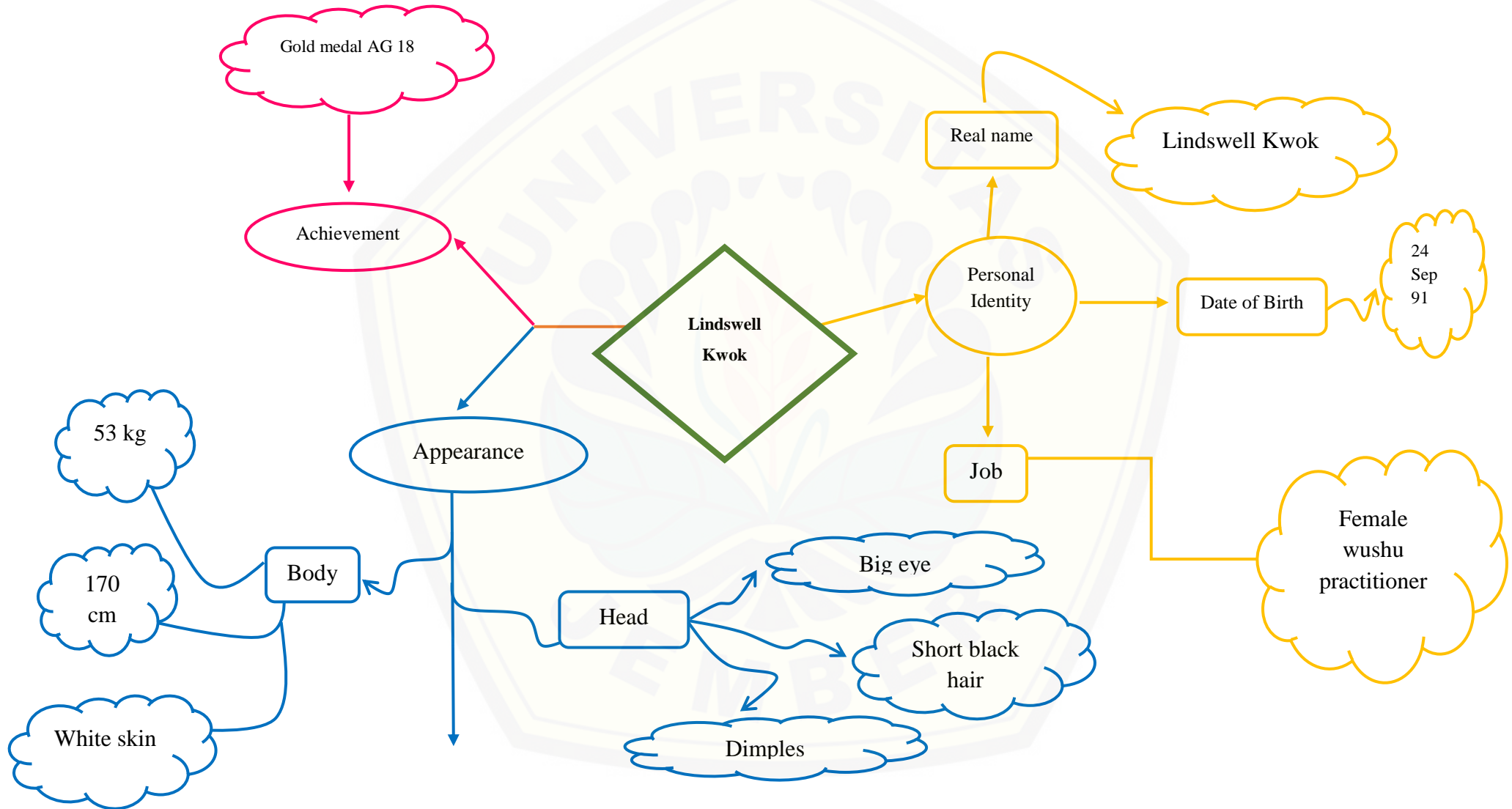
The Possible Mind Mapping Constructed by The Students.

Picture A



The Possible Mind Mapping Constructed by The Students.

Picture B



The key answer**Picture A****Anthoni Ginting**

Anthony Sinisuka Ginting was born on 20 October 1996. He is 22 years old now. He is an Indonesian badminton player.

Ginting has a rectangle face with short hair. He also has thin moustache. He is tall and slim. His height and weight are 175cm and 64 kg. Ginting idolizes Taufik Hidayat, the 2004 Athens Olympic men's singles gold medalist who coincidentally came from the same badminton club. His new achievement is he took men's singles bronze medal for Indonesia.

(Adapted from: https://en.wikipedia.org/wiki/Anthony_Sinisuka_Ginting)

The key answer**Picture B****Lindswell Kwok**

Lindswell, also known as Lindswell Kwok was born on 24 September 1991. She is a former Indonesian wushu practitioner. She focuses on taijiquan and taijijian numbers.

Linswell has great physical appearance. She has big eyes and short black hair. She also has dimples on her cheeks. Her skin is white. She is not really tall. Her height is 161 cm with 53 kg weight. Between 2009 and 2018 she won nine medals at the world championships, including five gold medals. She also won a gold and a silver medal on taijiquan at the 2018 and 2014 Asian Games.

(Adapted from: https://en.wikipedia.org/wiki/Lindswell_Kwok)

APPENDIX 3**EVALUATION SHEET**

The process of evaluation will be conducted during the teaching and learning process.

The Observation Checklist of The Students' Participation

No	Name	Indicator						Active	Passive
		1	2	3	4	5	6		

The indicators to be evaluated are as follow.

1. Filling out the "title" part in the Mind Mapping outline of describing person
2. Filling out the "subtopic" part in the Mind Mapping outline of describing person
3. Filling out the ideas in subtopic "personal identity" part in the Mind Mapping outline of describing person
4. Filling out the ideas in subtopic "appearance" part in the Mind Mapping outline of describing person
5. Filling out the ideas in subtopic "achievement" part in the Mind Mapping outline of describing person
6. Writing a final draft of writing descriptive text

The student is categorized as active (A) if s/he fulfilled at least 4 indicators and student who fulfilled less than 4 indicators is categorized as passive (P).

APPENDIX J

WRITING TEST

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Text type	: Descriptive Text
Theme	: Indonesian Athletes
Language skill	: Writing
Time allocation	: 2 x 30 minutes

Read the following instructions carefully!

- A. **Choose one** of the pictures below, and then **fill out** the Mind Mapping based on the picture. Add title, subtopics (personal identity, appearance, and achievement) and ideas. Feel free to add some lines and shape.



A.

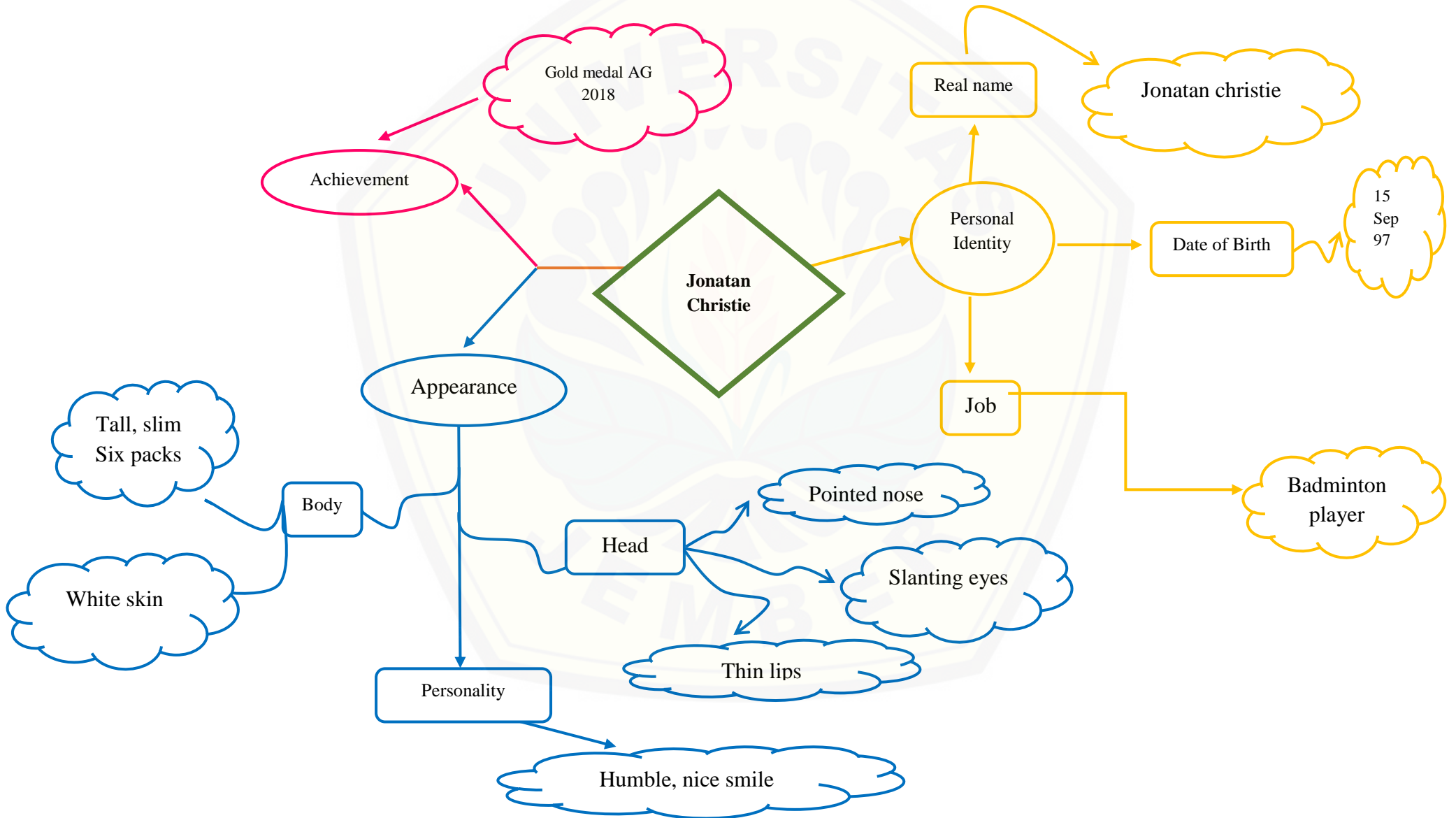


B.

- B. Based on your Mind Mapping, write a simple descriptive text that includes personal identity, appearance, and achievement. It should be consisted of 8 – 10 sentences.

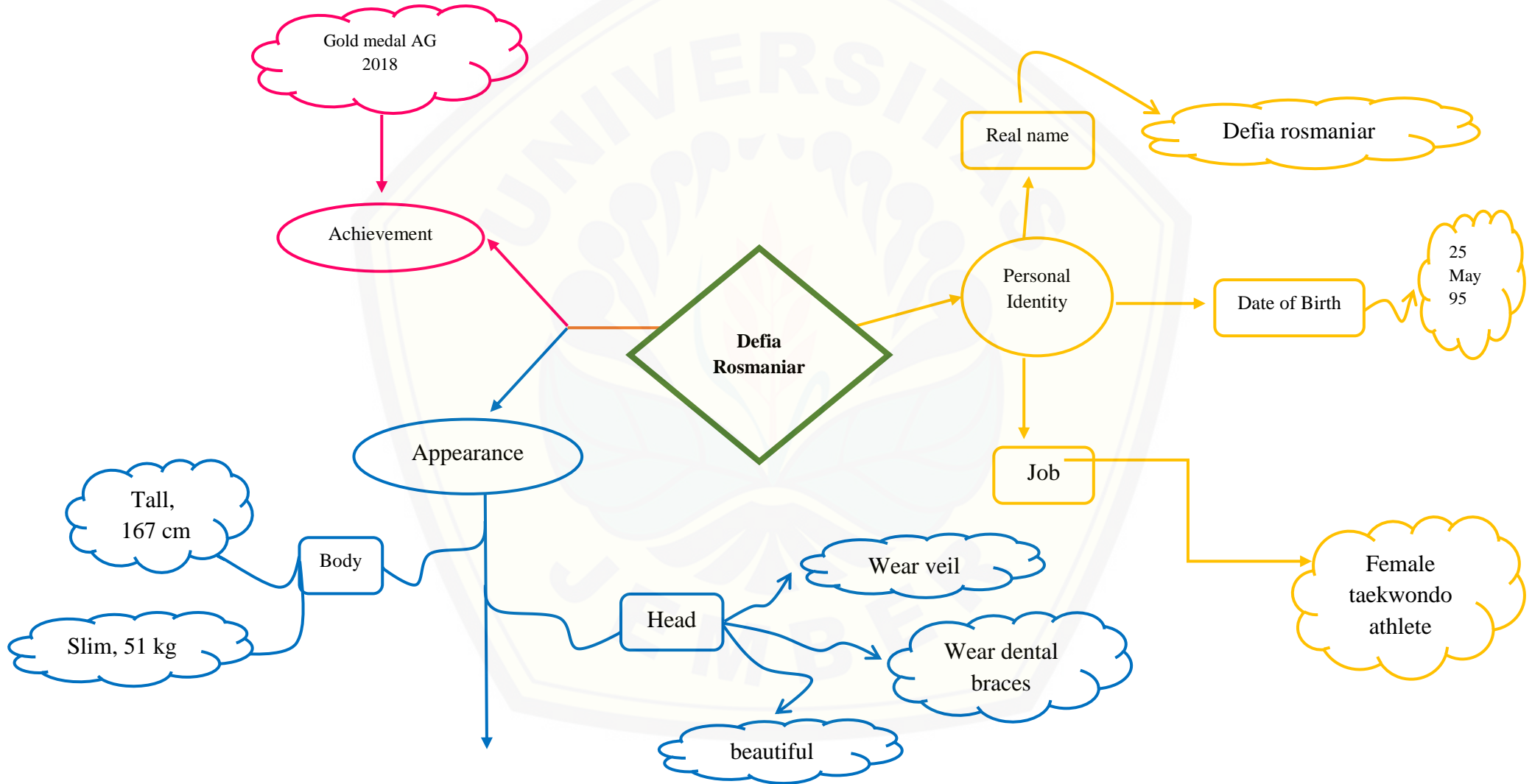
The Possible Mind Mapping Constructed By The Students.

Picture A



The Possible Mind Mapping Constructed By The Students.

Picture B



Key answer**Picture A****Jonatan Christie**

Jonatan Christie was born on 15 September 1997. He also called as “Jojo”. He works as an Indonesian badminton player.

Jojo is handsome. He has an oval face with two slanting eyes. He has white skin and six packs belly. He is quite tall with 180 cm height and his weight is 75 kg. In the 2018 Asian Games in Jakarta, he won victory over Taiwan’s badminton player. He took men’s singles gold medal for Indonesia.

Key answer**Picture B****Defia Rosmaniar**

Defia Rosmaniar is an Indonesian female taekwondo practitioner. She was born on May 25th, 1995. Everybody called her “Rosmaniar”.

She is a beautiful girl. She has nice smile. Her eyes are slanting. She wears veil since in the Senior High School. She also wears braces in her teeth. Defia is quite tall and slim. Her height and weight are 167 cm and 51 kg. Rosmaniar won a gold medal in the women’s poomsae individual event, which became the first medal to be earned by the host nation, Indonesia, at the 2018 Asian Games.

APPENDIX K

The Results of Writing Test in Cycle 1

No.	Initial Name	Rater 1 (The Researcher)						Rater 2 (The English Teacher)						Mean Score	Achievement		
		G	M	V	C	O	∑1	G	M	V	C	O	∑2		≥75	<75	
1.	ASP	1	2	2	2	2	36	2	2	3	3	2	28	32		✓	
2.	AF	2	3	3	2	3	52	2	2	2	3	3	48	50		✓	
3.	AJNA																
4.	ADP	3	4	4	4	4	76	3	3	4	5	4	76	76	✓		
5.	AASA	2	3	3	3	2	52	2	4	3	3	3	60	56		✓	
6.	ADBDP	2	4	3	4	2	60	2	4	3	3	4	64	62		✓	
7.	CP	3	5	4	4	3	76	4	4	4	4	3	76	76	✓		
8.	DE	4	5	5	3	3	80	4	5	4	4	4	84	82	✓		
9.	DSW	3	4	4	4	4	76	3	5	4	4	3	76	76	✓		
10.	FRF																
11.	GAP	3	5	3	4	4	76	4	4	4	4	3	76	76	✓		
12.	IKA	3	4	3	3	2	60	3	4	4	3	2	64	62		✓	
13.	IJK	2	5	4	4	4	76	4	4	4	4	4	80	78	✓		
14.	I	3	3	5	4	5	80	3	4	4	4	4	76	78	✓		
15.	KAR	2	4	3	2	3	56	3	2	3	3	3	56	56		✓	
16.	LFDI	3	5	4	4	4	80	4	5	4	3	4	80	80	✓		
17.	MAP	4	3	4	4	4	76	3	5	4	4	4	80	78	✓		
18.	MIF	3	3	4	4	4	72	4	4	3	4	4	76	74		✓	
19.	MZH	3	2	3	4	2	56	3	2	3	4	3	60	58		✓	
20.	MD	3	3	4	4	4	72	3	3	4	5	4	76	74	✓		
21.	MFV	3	5	3	4	5	80	3	5	4	5	4	84	82	✓		
22.	MRS	3	4	4	2	3	64	4	4	4	3	3	72	68		✓	
23.	NDL	3	4	4	4	5	80	4	3	4	4	5	80	80	✓		
24.	NS	4	5	4	3	3	76	3	5	4	4	4	80	78	✓		
25.	RA	4	5	4	3	4	80	4	5	4	5	4	88	84	✓		
26.	SHA	4	5	4	4	5	88	4	5	4	4	4	84	86	✓		
27.	SAM	4	5	3	4	3	76	3	3	4	5	4	76	76	✓		
28.	SNA	2	5	4	4	4	76	4	4	4	4	3	76	76	✓		
29.	SA	3	3	3	4	4	68	3	4	3	4	4	72	70		✓	
30.	TFHMA	2	5	4	4	4	76	3	5	4	3	4	76	76	✓		
31.	VFI	3	4	4	4	4	76	4	4	4	4	3	76	76	✓		
32.	YM	2	4	3	4	2	60	2	4	2	3	3	56	58		✓	
TOTAL							2112	-						2156	2134	19	11
$M = \frac{\sum X}{N}$							70,4	-						72,87	71,13	-	-
$E = \frac{n}{N} \times 100\% =$														63%	37%		

Notes: G = Grammar, V = Vocabulary, M= Mechanics, C = Content, O = Organization

APPENDIX L

The Results of the Observation in Meeting 1 and Meeting 2 in Cycle 1

NO	THE STUDENTS' INITIAL	MEETING 1						MEETING 2									
		INDICATORS						A	P	INDICATORS						A	P
		1	2	3	4	5	6			1	2	3	4	5	6		
1	ASP	✓							✓	✓	✓	✓					✓
2	AF	✓	✓		✓				✓	✓	✓			✓			✓
3	AJNA	✓	✓		✓	✓		✓		✓	✓			✓			✓
4	ADP	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	
5	AASA	✓	✓			✓			✓	✓	✓	✓		✓		✓	
6	ADBDP	✓	✓			✓			✓	✓	✓	✓	✓			✓	
7	CP	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
8	DE	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
9	DSW	✓	✓	✓				✓		✓	✓	✓				✓	
10	FRF	✓		✓	✓				✓	✓	✓	✓	✓				✓
11	GAP	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓		✓	
12	IKA	✓	✓		✓				✓	✓	✓	✓	✓			✓	
13	IJK	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	
14	I	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
15	KAR	✓	✓			✓			✓	✓	✓			✓			✓
16	LFDI	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	
17	MAP	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓		✓	
18	MIF	✓	✓			✓			✓	✓	✓		✓				✓
19	MZH	✓	✓			✓			✓	✓	✓		✓				✓
20	MD	✓	✓	✓	✓			✓		✓	✓	✓	✓			✓	
21	MFV	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
22	MRS	✓	✓	✓	✓			✓		✓	✓	✓	✓			✓	
23	NDL	✓	✓	✓	✓			✓		✓	✓	✓	✓		✓	✓	
24	NS	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
25	RA	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
26	SHA	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
27	SAM	✓	✓	✓	✓			✓		✓	✓	✓	✓		✓	✓	
28	SNA	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓	✓	
29	SA	✓	✓	✓	✓	✓		✓		✓	✓		✓				✓
30	TFHMA	✓	✓	✓			✓	✓		✓	✓	✓			✓	✓	
31	VFI	✓	✓	✓	✓			✓		✓	✓	✓		✓		✓	
32	YM	✓	✓		✓				✓	✓	✓		✓				✓
TOTAL								22	10	TOTAL						23	9
PERCENTAGE (E = n/N x 100 %)								69%	31%	PERCENTAGE (E = n/N x 100 %)						72%	28%

APPENDIX M

The Results of Writing Test in Cycle 2

No.	Initial Name	Rater 1 (The Researcher)						Rater 2 (The English Teacher)						Mean Score	Achievement		
		G	M	V	C	O	$\Sigma 1$	G	M	V	C	O	$\Sigma 2$		≥ 75	< 75	
1.	ASP	2	3	3	2	3	52	2	2	2	2	4	48	50		✓	
2.	AF	3	2	2	3	3	52	3	2	2	3	3	52	52		✓	
3.	AJNA	3	4	3	4	5	76	4	3	3	5	4	76	76	✓		
4.	ADP	3	4	4	4	4	76	3	3	4	5	4	76	76	✓		
5.	AASA	2	3	3	3	2	52	2	4	3	3	3	60	56		✓	
6.	ADBDP	3	4	3	4	5	76	3	4	4	4	4	76	76	✓		
7.	CP	3	5	4	4	3	76	4	4	4	4	3	76	76	✓		
8.	DE	4	3	3	5	5	80	4	4	4	4	4	80	80	✓		
9.	DSW	3	4	3	4	4	72	3	5	4	4	4	80	76	✓		
10.	FRF	4	4	3	4	4	76	3	4	3	4	5	76	76	✓		
11.	GAP	3	5	3	4	4	76	4	4	4	4	3	76	76	✓		
12.	IKA	3	4	3	3	2	60	3	4	4	3	2	64	62		✓	
13.	IJK	2	5	4	4	4	76	4	4	4	4	4	80	78	✓		
14.	I	3	3	5	4	5	80	3	4	4	4	4	76	78	✓		
15.	KAR	2	4	3	2	3	56	3	2	3	3	3	56	56		✓	
16.	LFDI	3	5	4	4	4	80	4	5	4	3	4	80	80	✓		
17.	MAP	4	3	4	4	4	76	3	5	4	4	4	80	78	✓		
18.	MIF	3	3	4	4	5	76	4	3	4	4	4	76	76	✓		
19.	MZH	3	2	3	4	2	56	3	2	3	4	3	60	58		✓	
20.	MD	3	3	4	4	4	72	3	3	4	5	4	76	74	✓		
21.	MFV	3	5	3	4	5	80	3	5	4	5	4	84	82	✓		
22.	MRS	3	4	4	5	4	80	4	4	4	3	3	72	76	✓		
23.	NDL	4	4	4	4	5	84	4	4	4	4	5	84	84	✓		
24.	NS	4	5	4	3	3	76	3	5	4	4	4	80	78	✓		
25.	RA	4	5	4	5	4	88	4	4	3	5	4	80	84	✓		
26.	SHA	4	5	5	5	5	92	4	5	4	5	4	88	90	✓		
27.	SAM	4	5	3	4	3	76	3	3	4	5	4	76	76	✓		
28.	SNA	2	5	4	4	4	76	4	4	4	4	3	76	76	✓		
29.	SA	3	3	3	5	5	76	3	4	3	4	5	76	76	✓		
30.	TFHMA	2	5	4	4	4	76	3	5	4	3	4	76	76	✓		
31.	VFI	3	4	4	4	4	76	4	4	4	4	3	76	76	✓		
32.	YM	2	2	3	3	3	52	3	3	3	3	3	60	56		✓	
TOTAL							2328	-						2356	2342	25	7
$M = \frac{\sum X}{N}$							77,6	-						78,53	78,067	-	-
$E = \frac{n}{N} X 100\% =$														78%	22%		

Notes: G = Grammar, V = Vocabulary, M= Mechanics, C = Content, O = Organization

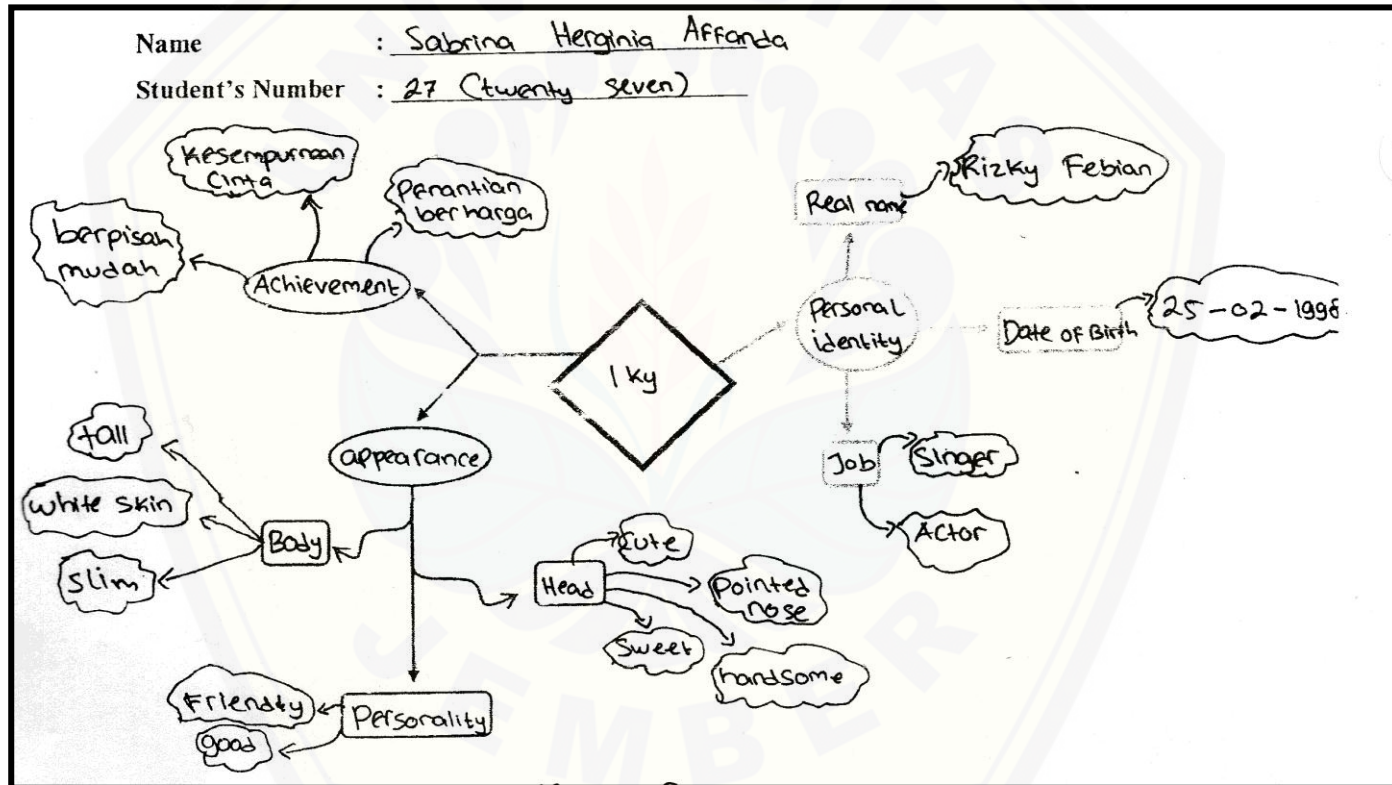
APPENDIX N

The Results of Observation in Meeting 1 and Meeting 2 in Cycle 2

NO	THE STUDENTS' INITIAL	MEETING 1							MEETING 2								
		INDICATORS						A	P	INDICATORS						A	P
		1	2	3	4	5	6			1	2	3	4	5	6		
1	ASP	✓	✓	✓					✓	✓	✓	✓					✓
2	AF	✓	✓		✓				✓	✓	✓			✓			✓
3	AJNA	✓	✓		✓				✓	✓	✓			✓	✓	✓	
4	ADP	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	
5	AASA	✓	✓			✓			✓	✓	✓	✓		✓			✓
6	ADBDP	✓	✓			✓			✓	✓	✓	✓	✓			✓	
7	CP	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
8	DE	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
9	DSW	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	
10	FRF	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	
11	GAP	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	
12	IKA	✓	✓		✓				✓	✓	✓	✓	✓			✓	
13	IJK	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	
14	I	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
15	KAR	✓	✓			✓			✓	✓	✓			✓			✓
16	LFDI	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
17	MAP	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	
18	MIF	✓	✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	
19	MZH	✓	✓		✓	✓		✓		✓	✓		✓	✓		✓	
20	MD	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	
21	MFV	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
22	MRS	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	
23	NDL	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	
24	NS	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
25	RA	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
26	SHA	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
27	SAM	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	
28	SNA	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	
29	SA	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
30	TFHMA	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓			✓	
31	VFI	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
32	YM	✓	✓		✓				✓	✓	✓		✓				✓
TOTAL								24	8	TOTAL						27	5
PERCENTAGE (E = n/N x 100 %)								75%	25%	PERCENTAGE (E = n/N x 100 %)						84%	16%

The Samples of Students' Writing Test Result in Cycle 1

Sample 1
The Highest Score



The First Scorer (The Researcher)

Rizky Febian

His Full name is Rizky Febian. He was born on February 25th, 1998. He is an Indonesian actor and singer.

Rizky is tall, slim, and white skin. He has pointed nose, Cute, sweat, and hand some. He usually Friendly and good. He is a talented person. He have songs a "Kesempurnaan Cinta", "Berpisah ~~isa~~ mudah", and "Perhatian berharga". Not only handsome and friendly, he also talented.

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

88

The Second Scorer (The English Teache

Rizky Febian

His full name is Rizky Febian. He was born on February 25th, 1998. He is an Indonesian actor and singer.

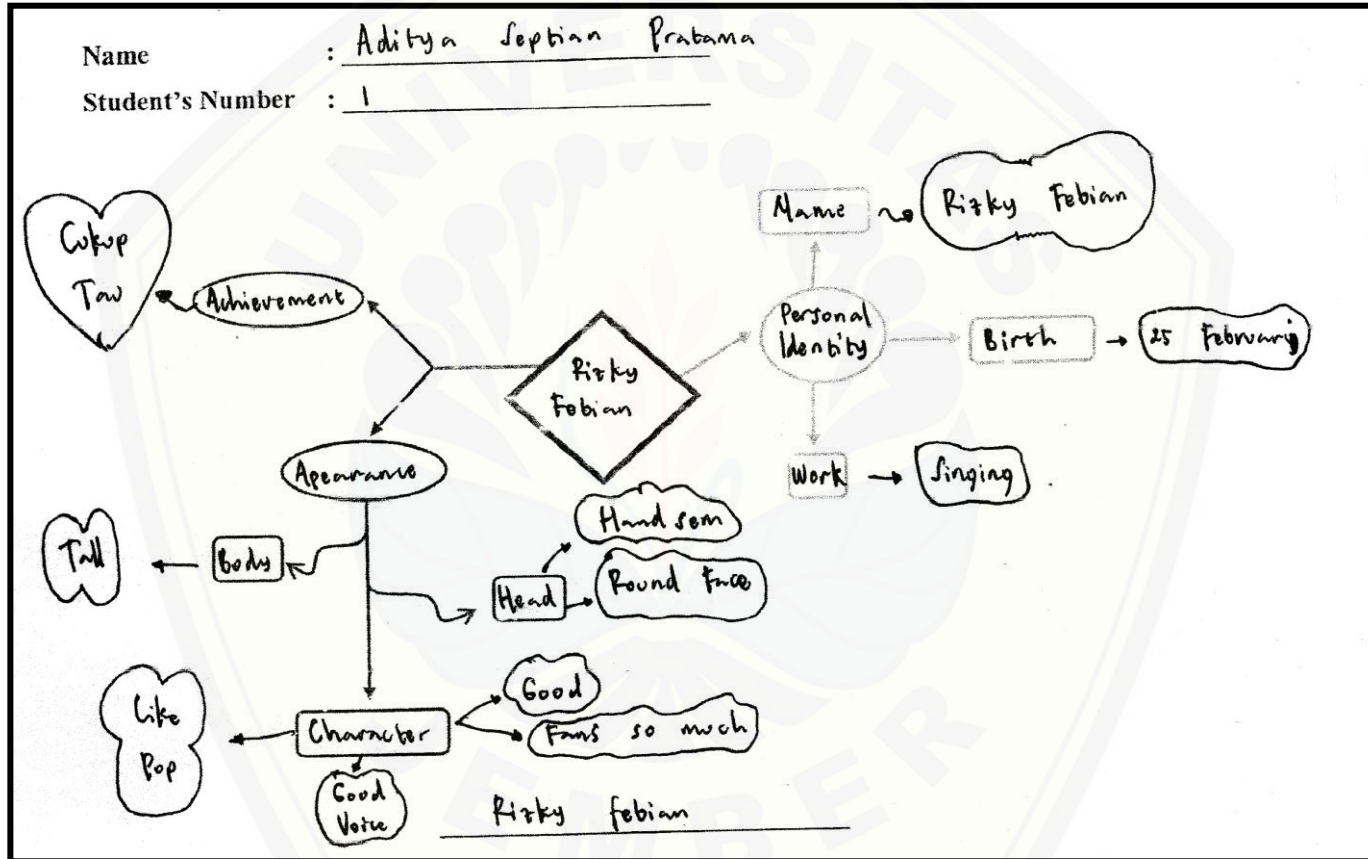
Rizky is tall, slim, and ^{has} white skin. He has pointed nose, cute, ^{kind} sweet, and ^{handsome} handsome. He ^{is} usually friendly and ^{kind} good. He is a ^{talented} talented person. He ^{has} have songs. His popular songs are a "Kesempurnaan Cinta", "Berpisah ~~itu~~ mudah", and "Perantian berharga". Not only handsome and friendly, he also talented.

Aspect	Score
G	3
V	4
M	4
C	5
O	5
Total	21

84

Sample 2
The Lowest Score

Name : Aditya Septian Prabama
Student's Number : 1



The First Scorer (The Researcher)

(Good Voice) Rizky febian

Rizky febian works singing in Indonesia. complete name is
 (m) (m) (g) (v) singer (g) His

Rizky febian. birth 25 february. He have song title
 (m) (m) (g)

"Cekup Bau". Rizky febian is handsome. black hair
 (m) (m) (m) (m) (m) handsome He has

and white skin. face is round. body 173 cm.
 and light. His (g) (v) Height. (g)

Rizky voice is good. his favorite pop. he is nice.
 (g) has good voice. (g) (c) music is (m).

Fans is so much.
 He has so many fans (c)

Aspect	Score
G	1
V	2
M	1
C	2
O	3
Total	9

3/6

The Second Scorer (The English Teacher)

Good Voice Rizky febian

rizky febian is a singer of Indonesia. His complete name is rizky febian. birth 25 february. He have song title "cukup tau". rizky febian is handsome. black hair and white skin. face is round. body 173 cm. rizky voice is good. his favorite pop. he is nice. Fans is so much.

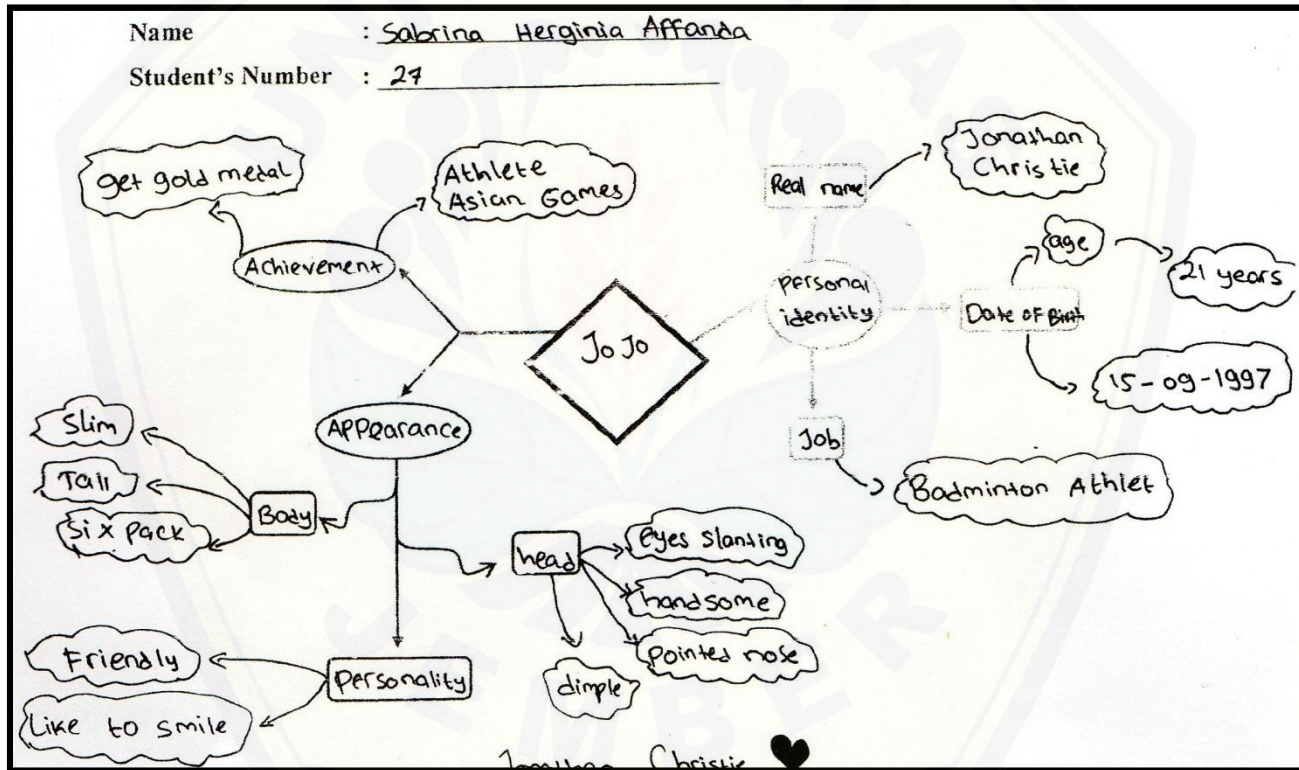
Aspect	Score
G	1
V	1
M	1
C	2
O	2
Total	7

28

APPENDIX P

The Samples of Students' Writing Test Result in Cycle 2

Sample 1
The Highest Score



The Second Scorer (The English Teacher)

Jonathan Christie ♡

I like this ^{man} men so much. His name is Jonathan Christie.

Christie. He is a badminton [↑] Athlete of Indonesia. His date of birth is September 15th, 1997. Now, he is 21 years old.

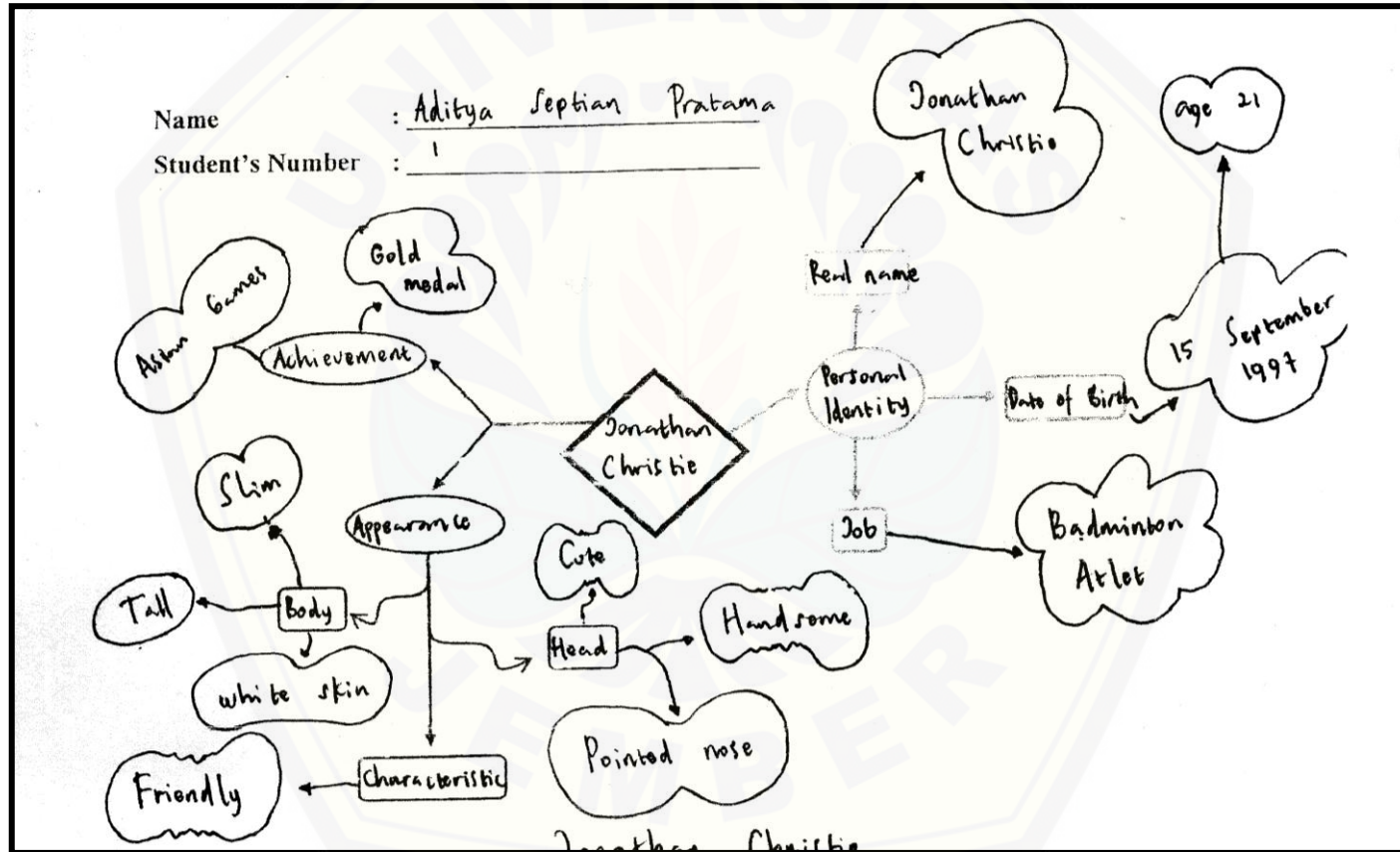
He ^{is} usually called Jojo.

Jojo is so handsome ^{man} boy. He ^{has} have pointed nose and slanting eyes. His body is tall, slim, and six packs. He is so ^{friendly} friendly. He likes to smile. when he ^{smiles} smile there are dimples in his cheeks. one of ^{his} of achievement is ^{to} get gold medal in ASIAN Games 2018.

Aspect	Score
G	3
V	4
M	5
C	5
O	5
Total	22

88

Sample 2
The Lowest Score



The First Scorer (The Researcher)

Jonathan Christie

He is ^{his} full name is Jonathan Christie. ~~Jojo's~~ date of
 birth is 15 - 9 - 1997. He is ^(m) Badminton ^{athlete} ~~Atlet~~ ^{His} He age is
 21 years. He is handsome, pointed nose, ^{and} ~~end~~ ^{has} wife. He ^{has} ~~have~~
 slim, tall, ^{old} ~~white~~ ^{light} skin. ~~and~~ he is ~~personality~~ friendly
 to fans. He is ~~Asian Games~~ ^{getting a} gold medal in Asian Games.
 I like ~~and idol~~ ^{his} ~~he~~ Jonathan Christie, he is my idol.

Aspect	Score
G	2
V	3
M	2
C	3
O	3
Total	13

52

The Second Scorer (The English Teacher)

Jonathan Christie



~~He~~ ^{HIS} ~~is~~ full name is Jonathan Christie. ~~Jojo's~~ date of
 birth is 15 - 9 - 1997. He is ^a ~~a~~ ^b ~~Badminton~~ ^a ~~Atlet~~. He ~~age~~ is
 21 years ~~old~~. He ^{is} ~~is~~ handsome, ^{has} ~~has~~ pointed nose, and ~~wte~~. He ~~have~~ ^{is} ~~is~~
 slim, tall, ^{has} ~~has~~ white skin. and ~~he~~ ^{is} ~~is~~ ~~personality~~ friendly ~~personality~~
^{his} ~~to~~ ~~fans~~. He ^{wants to get} ~~is~~ ~~Asian~~ ~~Games~~ and gold medal in ~~Asean~~ ~~Games~~
 I like ~~and~~ ~~idol~~ ~~he~~ ~~Jonathan~~ ~~Christie~~. I like and idol him

Aspect	Score
G	1
V	2
M	2
C	4
O	3
Total	12

48


APPENDIX Q

A 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	
Nomor	: 6 2 7 4 / UN25.1.5 / LT / 2018	17 SEP 2018
Lampiran	: -	
Perihal	: Permohonan Izin Penelitian	
Kepada	Yth. Kepala SMPN 1 Bangsalsari	
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.		
Nama	: Dwi Setya Megapusita	
NIM	: 140210401046	
Jurusan	: Pendidikan Bahasa dan Seni	
Program Studi	: Pendidikan Bahasa Inggris	
Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah yang Saudara pimpin dengan judul: "Enhancing Students' Descriptive Text Writing Achievement Through Mapping Technique".		
Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.		
Demikian atas izin dan kerjasama yang baik kami sampaikan terima kasih.		
		 Wakil Dekan I, Prof. Dr. Suratno, M.Si. NIP. 1967062519992031003

APPENDIX R

A Letter of Finished Research

 PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 BANGSALSARI
Jl. Sukorejo No. 107 Telp. (0331)711621 Bangsalsari – Jember
Email : smpn1bangsalsarijember@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 670 / 207 / 413.18 20523893 / 2018


Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Bangsalsari Kabupaten Jember menerangkan dengan sebenarnya bahwa :

Nama : Dwi Setya Megapuspita
NIM : 140210401046
Jurusan : Pendidikan Bahasa dan Seni
Progam Studi : Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan Penelitian Skripsi dengan judul “ Enhancing Students’ Descriptive Text Writing Achievenment Through Mapping Technique “.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Bangsalsari, 12 – 10- 2018
Kepala Sekolah,


M. BHAMAM, S.Pd,M.Pd
NIP. 19620106 198403 1 008

