

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important tool and a very useful thing for human being to communicate with other people. By using language, people are able to talk and understand each other.

Language also plays an important role in improving students' intelligence and social. Language helps students gain success in every subject at school. By learning language, students are expected to be acquainted with themselves, others, their cultures.

Many people consider that English is very important in our life. English becomes a tool for international communication in transportation, commerce, banking, tourism, process, technology, diplomacy, and scientific research. English has become increasingly important as a medium through which people from a range and of culture can share their experiences and knowledge of globalization. Therefore, mastering English is one of the important things in order to be able to survive in this modern era.¹

¹ Riswanto, 'The Use of Mind Mapping in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia' *International Journal of Humanities and Social Science*, Vol. 2, No. 5, November 2012, p. 60

Writing is one of the language skills that will never be left in education. According to Oxford Advance Learner's Dictionary that writing is the activity or occupation of writing e.g. books, stories or articles.² Based on that definition, the writer concludes that writing is an activity and process of arranging the words or sentences to some paragraphs or text.

Writing skills can be measured by the ability to speak English. Someone who can write in English properly often have good English language skills as well. In addition, writing skills is a very important skill to master. Whether its for the students, while taking a rest in school or for students who are mature, when creating reports for business purposes.

Writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It can be seen by problems which are caused by writing under three heading - psychological, linguistics and cognitive – although these inevitably overlap to some extent.³ In addition, writing is not only master grammar and vocabularies, but also part of classes and kinds of text. So, they can make simple sentences to be a paragraph.

Writing descriptive is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. Description enables the categorization or classification of an almost

² A. S. Hornby, *Oxford Advance Learber's Dictionary of Current English*, Oxford: Oxford University Press, 1995, p. 1383

³ Donn Byrne, *Teaching Writing Skills*, England: Longman, 1984, p. 3

infinite range of experiences, observations, interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or the intent of the writer. Describing is also used extensively in many text types, such as information report, literacy descriptions, and descriptive recounts, and descriptive recounts, due to the need to classify and/ or describe process before explaining it, in the opening paragraph of the most explanations.

Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.⁴ It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and method how to write the descriptive text. Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive text. They also do not be able to recall and to describe the things in systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely.⁵

⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assesing Writing*, Australia: University of New South Wales Press, 2005, p. 97

⁵ Widodo Hami, *Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game (A Classroom Action Research with the 8th Grade Students of MTs Sunan Ampel Patean Kendal in Academic Years of 2010/2011)*, unpublished thesis: Wali Songo State Institute for Islamic Studies, 2011.

There are many techniques used in teaching writing. One of the techniques is Mind Mapping technique. Antonacci stated in Mah, It shows how new words and ideas are related to each other within a text, which can be defined as a visual representation of knowledge, a picture of conceptual relationship.⁶ Why using Mind Mapping? What is Mind Mapping? How to use it? What are the advantages of using it compared to other techniques? According to Buzan in Wuryaningrum, Mind Mapping is a diagram which is used to represent words, ideas, thoughts, number in a simpler form which connects all the ideas. This technique is used to generate, visualize, structure and classify ideas.⁷ So, Mind Mapping has an organized display of information that will help the children understand the new words they learned.

Johnson, Peterman and Heimlich in Nyoni stated that Semantic Mapping, which they refer to as graphic form, promotes categorical structuring of information by displaying known and new words under labeled categories or conceptual subtopics.⁸

Kathleen in Nyoni concluded in her study that combining Semantic Mapping of a toy with writing a descriptive paragraph improved the students'

⁶ Boon Yih Mah, 'Semantic Mapping: A visual and Structured Pre-Writing Strategy in the Process of Essay Writing', *ESTEEM Academic Journal UiTM Pulau Pinang*, 2011, p. 2

⁷ Rica S. Wuryaningrum, 'Teaching Vocabulary Using 3D Films for Toddlers Using Mind Mapping and Stem Statements', *ASIA TEFL*, 2008, p.3

⁸ Erick Nyoni, 'Semantically Enhanced Composition Writing with Learners of English as a second Language (ESL)', *International Journal Humanities and Social Science*, Vol. 2, no.18, 2012, p. 266

abilities. In addition, Masters Mori and Mori in Nyoni though agreeing with the observations made by Kathleen that Semantic Mapping helps to link known words and new words go on to look at linking known information about a topic or concept with new information.⁹

Duin and Graves conducted a series of studies designed to investigate the effect of teaching vocabulary during pre-writing on students' use of the words in their writing and on the quality of that writing. The central implication is that teaching a related set of words to students before they write an essay in which the words might be used can improve the quality of their essays.¹⁰

From the explanation above, the writer was interested to investigate the effectiveness of Mind Mapping technique. Based on some related studies, that conducted by Aquariza, Nilforoushan, Puspita, and Herlina; they said Mind Mapping technique helped the students to gain better achievement of English composition. The implementation of Mind Mapping and the related material were supporting each other. The writer was did an observation in the school and found a students' problem in writing descriptive text. The students' have difficulty in developing ideas. This study was an investigation into the effectiveness of using Mind Mapping skill as a prewriting planning

⁹ Ibid

¹⁰ Indrisano R., Squire. J. R. (Eds.), 'Persectives on Writing: Research, Theory, and Practice', *International Reading Association*, 2000, p. 179

strategy in increasing the quality of writing. The Students were trained in the use of Mind Mapping in planning before writing their English compositions. Writing teachers should teach and train their students to make use of various planning strategies in writing.¹¹

From the explanation above, the writer concluded that the students' mindsets say that foreign language is difficult to learn because they know nothing from start. The writer wanted to solve the problems and give the students a method in order to make them enjoy, easy, and memorable about the material especially in writing descriptive text. In this case, the writer interested to apply Mind Mapping technique as prewriting activity in learning writing descriptive text by conducting a research in title " THE EFFECT OF MIND MAPPING TECHNIQUE ON THE ABILITY OF WRITING DESCRIPTIVE TEXT GAINED BY THE 10TH GRADERS OF MAN MODEL PALANGKA RAYA".

B. Problem of the Study

Based on the background of the study above, the writer formulates the problem of the study as follow: "Do the students taught by Mind Mapping technique gain better writing achievement than those taught by non Mind Mapping technique?"

¹¹ Reima Al-Jarf, 'Enhancing Freshman Students' Writing Skill with a Mind Mapping Software', *Bucharest: The 5th International Scientific Conference eLearning and Software for Education*, 2009, p. 2.

C. Objective of the Study

The purpose of this study is to measure the effect of Mind Mapping technique on the ability of writing descriptive text gained by the 10th graders of MAN Model Palangka Raya.

D. Scope and Limitation of the Study

As limitation, the study only focuses on the effect of Mind Mapping technique in prewriting process to increase the ability of writing skill especially in descriptive text in the form of short essay gained by the 10th graders of MAN Model Palangka Raya.

E. Hypothesis of the Study

The writer is conducted to examine the hypothesis which is stated as follows:

H_a: The students taught by Mind Mapping technique gain better writing achievement than those taught by non Mind Mapping technique.

H_o: The students taught by Mind Mapping technique do not gain better writing achievement than those taught by non Mind Mapping technique.

F. Significance of the Study

Practically, the result of this study is expected to give contribution to the English teachers, especially in teaching writing. Mind Mapping is a technique of prewriting strategies that can be used by teachers as an alternative technique to be applied in writing classes. Moreover, the result of

the study is expected to provide empirical data about writing using Mind Mapping in descriptive text toward students' writing ability. In addition, the study can also help students to solve their problems in writing; they can make a Mind Map before starting to write.

Theoretically, it is expected that the results of the study can give contribution to support the theory on teaching English as a foreign language, especially for writing teacher.

G. Variables of the Study

A variable is a construct or a characteristic that can take on different values or scores.¹² There are two variables in this study. They were independent variable and dependent variable. Independent variable is a variable selected, manipulated, and measured for investigation. In this study, the mind mapping technique is the independent variable (X). While, the dependent variable is a variable that is observed and measured in order to determine the effect of the independent variable. In this study, the students' score of writing descriptive text is the dependent variable (Y).

¹² Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, 8th Edition, Canada: Wadsworth Cengage Learning, 2010, p: 37

H. Operational Definition of Key Terms

To avoid misunderstanding between the variables, the definition of term will provide bellows:

1. *Effect* is a difference between or among population means. *Effect* size is standard score that represents the strength of a treatment in an experiment.¹³ In the present study, the differences between the two compositions are the result of learning descriptive text using Mind Mapping technique and learning descriptive text without using Mind Mapping technique.
2. *Mind mapping technique* is a diagram which is used to represent words, ideas, thoughts, number in a simpler form which connects all the ideas together and hence will be easier for the viewers to quickly grasp the ideas. This technique is used to generate, visualize, structure and classify ideas.¹⁴ In this case the Mind Mapping technique was used in teaching the students in experimental group.
3. *Non Mind Mapping Technique* in this study referred to a method that was used in teaching the students in control group. In this case, it's called conventional method where the teacher only explained the material to generate students' ideas in writing.

¹³ Edward L. Vocell & J. William Asher, *Educational Researcher Second edition*, New Jersey: Merrill of Practice Hall Inc., 1983, p: 475

¹⁴ Rica S. Wuryaningrum, 'Teaching Vocabulary Using 3D Films for Toddlers Using Mind Mapping and Stem Statements', *ASIA TEFL*, 2008, p. 3

4. *Writing* is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, reading the text, editing, and revising.¹⁵
5. *Writing Ability* in this study referred to the students' skill in writing a text, particularly in the form of descriptive text.
6. *Descriptive Text* is a kind of writing that is used to describe about a particularly person, object, appearance, scenery, or phenomenon. Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sound.¹⁶ In this study, the descriptive text was in the form of short essay and described about person, place or thing.

I. Framework of Discussion of the Study

Chapter I is an introduction, it contains the background of the study, problem of the study, hypotheses of the study, delimitation of the study, objective of the study, significant of the study, variable of the study, operational definition of key terms, and frame work of discussion.

Chapter II discuss about the review of related literature, it's elaborated the concept and definitions which functions as the theoretical foundation of this study for investigating the research problems.

¹⁵ Gould. E. D., Yanni R. & Smith. W., *The Act of Writing*, New York: Random House, 1989, p. 3

¹⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, New York: Pearson Education, 2007, p. 61.

Chapter III discuss the research of methodology, it's described the methodology applied to conduct this research including research design, research site and sampling, data collection, research instrument, research procedure and data analysis.

Chapter IV discuss research findings and discussion, this chapter described about the result of pre test and post test of control and experimental group, the result of normality and homogeneity, and the result of the data analysis.

Chapter V discuss conclusion and suggestion, this chapter contained the conclusion of this study and some suggestion for the students, English teacher, and the next researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

The writer presented some previous studies that deal especially with related to this research. For the first researcher is Aquariza, the conclusion of the research is the use of Mind Mapping and the material related were supporting each other. The implementation of mind mapping has a role in teaching speaking. It interested the students because of its simple form and relatively easy to understand.¹⁷

The second researcher is Nilforoushan, he had concluded that the outcome of the posttest data analysis revealed that the subjects in the experimental group significantly outperformed the subjects in the control group. Therefore, the obvious conclusion is that the devised treatment that the application of teaching vocabularies through Semantic Mapping has helped the participants to perform better than those being taught in the non Semantic Mapping manner in the vocabulary achievement test. It can be concluded that if students are exposed to vocabularies through Semantic Mapping, they can

¹⁷ Novi Rahmania Aquariza, *Using Mind Mapping in Teaching Speaking Skills at RSBI Class SMA Negeri 1 Sidoarjo*, Unpublished thesis. Surabaya: State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya, 2009.

have better general vocabulary knowledge and improved deep vocabulary awareness in terms of the evaluation and potency dimensions of the skill.¹⁸

The third is conducted by Puspita. The result showed that the students' ability in reading descriptive text between the experiment and the control group were significantly different.¹⁹

The next study is conducted by Herlina. The result of the analysis shows that Concept Mapping gives significant effect to students' writing ability. It could be proved from students' score; the students taught writing by using Concept Mapping reached higher score than taught without using Concept Mapping.²⁰

Here, the writer had different study. The study was about the effect of Mind Mapping technique on the ability of writing descriptive text gained by the 10th graders of MAN Model Palangka Raya. The differences between writer and others are:

¹⁸ Somayeh Nilforoushan, 'The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary Knowledge', *English Language Teaching*, p. 171

¹⁹ Intan Dewi Puspita, *Using Mind Mapping Technique to Improve Students' Ability in Reading Descriptive Text: A Quasi Experimental Study of Seven Grade Studetns as SMPN 12 Bandung*, unpublished thesis. Bandung: Education University of Indonesia (UPI)

²⁰ Herlina, *The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth tear of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah*, unpublished thesis. Palangka Raya: State Islamic College of Palangka Raya, 2012.

First, Aquariza researched Mind Mapping effect toward students' speaking skill. Second, Nilforoushan researched Semantic Mapping on teaching vocabulary. Third, Pustpita researched about Mind Mapping in improving students' reading ability. In this study, the writer researched the effect of Mind Mapping on the students' writing ability. Fourth, Herlina researched Concept Mapping in writing recount text. And the writer researched Mind Mapping in writing descriptive text.

B. Writing Skill

1. Nature of Writing

Writing known as written language that has complexity to compose by every learner and one of the variant of language skill has to be developing in order to increase language skill of learner. We can define writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. Not all languages established writing system; there are large numbers of individuals who cannot use the system.²¹

The usual things associated with writing are word choice, use of appropriate grammar (such as subject verb agreement, tense, and article use), syntax (word order), mechanics (e.g. punctuation, spelling, and

²¹ George Yule, *The Study of Language*, New York: Cambridge University Press, 4th Edition, 2010, p. 212

handwriting), and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, as well as a recursive process of discovering meaning.²²

According to Fauziati also give statement that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.²³

2. The Elements of Writing

There are a few of elements of writing. They are:

a. Paragraph

A paragraph is a group of sentences that develops one main idea.²⁴ Paragraphs are the basic building blocks of texts. Well-organized paragraphs not only help readers understand the argument; they also help writers to structure their ideas effectively.²⁵ There are three main elements of paragraph. They are:

1) The Topic Sentence

The topic sentence is the most important sentence in a paragraph. It has two parts: topic and controlling idea. The topic

²² Jerry G. Gebhard, *Teaching English as Foreign or Second Language*, United States of America: The university of Michigan Press, 2000, p. 221.

²³ Endang Fauziati, *Teaching English as a Foreign Language*, 2002, Surakarta: Muhammadiyah University Press, p. 151.

²⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, New York: Pearson Education Inc., 2007, p. 38

²⁵ Stegen Bailey, *Academic Writing – a Practical Guide for Students*, New York: Nelson Thornes Ltd., 2003, p. 41

names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic.²⁶

According to Oshima and Hogue that quoted by Nirwanto, in understanding the topic sentence, there are three important points to be considered:²⁷

- a) A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.
- b) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
- c) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

2) The Supporting Sentence

Supporting sentences explain the topic by giving more information about it.²⁸ More about supporting sentences, Boardman and Frydenberg said in Nirwanto that there are two types of supporting sentences: the major supporting sentence that the main details that they tell us about the topic sentence and the

²⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 39

²⁷ Rahmadi Nirwanto, *Paragraph and Essay*, Yogyakarta: Kanwa Publisher, 2013, p.8

²⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 44

minor supporting sentences that tell us more about the major supporting sentences.²⁹

3) The Concluding Sentence

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea.³⁰

b. Essay

According to Oshima and Hoguean essay is classify to three main parts. They are an introductory paragraph, a body paragraph and a concluding paragraph.³¹

1) The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. It has two functions, the first is to attract the readers' interest and the second is to introduce the topic of an essay.

The introductory paragraph consists of two parts: several general statements and a thesis statement. The general statements give the reader background information about the topic of the essay. The thesis statement is the most important sentence and it is normally the last sentence in an introductory paragraph. It has

²⁹ Rahmadi Nirwanto, *Paragraph and Essay*, p. 18

³⁰ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 47

³¹ *Ibid*, p. 147

three purposes, first, states the specific topic of the essay. Second, list the subtopics of the main topic. Third, may mention the method of organization.³²

2) The Body of Paragraph

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement.³³

3) The Concluding Paragraph

The concluding paragraph is the last paragraph of an essay. The concluding paragraph has three purposes, first, signals the end of the essay. Second, reminds the reader of the writer's points. Third, leaves the reader with the writer's final thoughts on the topic.³⁴

Frydenberg in Nirwanto said that there are three ways to conclude paragraphs into three parts; a summary of the points made in the body paragraph, a restatement of the thesis statement, or a final comment on the topic.³⁵

³² *Ibid*, p. 150

³³ *Ibid*, p. 152

³⁴ *Ibid*, p. 153

³⁵ Rahmadi Nirwanto, "Paragraph and Essay" p. 73

c. Unity

According to Oshima and Hogue, when a paragraph has unity, all the supporting sentences discuss only one idea. From beginning to the end, each sentence is directly related to the topic. In some languages, it is acceptable to wander way from the topic; to make little strips to ideas that are somewhat, but not directly, related to the main topic. In English, doing so is not acceptable because it breaks the unity of paragraph.³⁶

d. Coherence

Another important component of paragraph is coherency. According to Swenzy in Nirwanto said that coherency are the “glue” of writing.³⁷

There are several ways to achieve coherency. The first two ways involve repeating key nouns and using pronouns that refer back to key nouns. The third way is to use transitions signals to show how one idea is related to the next. The fourth way deals with repeating key words and phrases. The fifth way is to use parallel structure.³⁸

³⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 67

³⁷ Rahmadi Nirwanto, *Paragraph and Essays*, p. 27

³⁸ *Ibid.*

3. Theoretical Background of Indicators to be Measured in Writing Skill

According to Djiwandono, there are some elements that must be taught of in the writing achievement. They are:

a. Content

According to Djiwandono, it indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measured in term of content.

b. Organization

According to Djiwandono, the students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

c. Vocabulary

According to Djiwandono, it calls this term of measuring vocabulary. The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

d. Grammar

According to Djiwandono, the sentences constructed and word assembled in paragraph writing should be under stable and unambiguous. Besides that, it should fulfill the grammatical requirement. Therefore, this matter belongs to the terms of grammar

e. Spelling

According to Djiwandono, that clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill.³⁹

4. The Important of Writing

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly.

Writing is one way of communication. If we look for a new job, employers, public officials or even member of the family to protest unfair

³⁹ M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: Penerbit ITB Bandung, 1996, p. 128-129.

treatment or to say “ thanks” for help. By improving the writing skill, the purpose of communication in written will be easier.

So writing is an important thing for someone to give the reader some information and also to entertain the reader. If someone writes well, their writing is easy to understand by the readers then the reader will enjoy their writing. The reader will be curious the content of the writing then they will continue to read more. The reader also may get the messages of the writing from the author or writer

C. The Process of Writing

The process of writing is the way actually goes about the task of writing. According to Kane, writing in its broad sense as distinct from simply putting words on paper has three steps. The first step, “thinking”, involves choosing a subject, exploring ways of developing it, and devising strategies of organizing and style. The second step, “doing”, is usually called “drafting”; and the third, “doing again”, is “revising”.⁴⁰

Oshima and Hogue stated that the process of writing has roughly four steps. In the first step is prewriting or creating an idea. In the second step is organizing the idea. The next step is writing rough draft. And the final step is polishing, editing, and making revisions.⁴¹

⁴⁰ Thomas S. Kane, *Essential Guide to Writing*, New York: Berkleys Books, 2000, p. 17

⁴¹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 15

In this study, the writing process stages include prewriting (including choosing subject and ways to developing it), whilst writing (including drafting), and post writing (including polishing, revising, and editing). The three stages are presented below.

1. Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect the ideas to explain the topic. There are a number of techniques to explore ideas about a topic and different ways to approach your writing.

a) Brainstorming

Brainstorming is one of techniques to generate ideas and to get information needed in writing. Smalley explained that brainstorming is a way to associate ideas and stimulate thinking⁴² One way to brainstorm is to begin with a word or phrase and let the ideas flow for a set time. Galko explains that the main principle behind brainstorming is to let the ideas flow without judging them.⁴³ The goal is to take away the barriers that keep people from thinking creatively.⁴⁴

⁴² Regina L. Smalley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills Rhetoric and Grammar*, Boston: Heinle & Heinle Publisher, 2001, p. 4.

⁴³ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, New York: Learning Express, 2001, p. 20.

⁴⁴ Jennifer Berne, *The Writing- Rich High School Classroom*, New York: The Guilford Press, 2009, p.45.

b) Free Writing

Free writing simply means getting ideas on paper as fast as you can. The trick is to let feelings and ideas pour forth.⁴⁵ The goal of free writing is in the process, not the product.⁴⁶ When free writing, writer let the sentences flow freely without thinking about whether the ideas are appropriate or the grammar is perfect.⁴⁷ Take out several sheets of blank paper, give yourself at least ten to fifteen minutes, and begin writing whatever comes to mind on your subject. Don't worry about spelling, punctuation, or even complete sentences.⁴⁸ The purpose is to free up mind to let it make association and connection. So when free writing, do not interrupt the flow of the ideas.

c) Interviewing

Another way to find a direction for your paper is through interviewing. Ask a classmate or friend to discuss your subject with you. Let your thoughts range over your subject as your friend asks you questions that arises naturally in the conversation.⁴⁹

⁴⁵ Thomas S. Kane, *Essential Guide to Writing*, p. 25.

⁴⁶ Peter Elbow, *Writing With Power: Techniques for Mastering the Writing Process*, New York: Oxford University Press, 1998, p.13.

⁴⁷ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, p.21.

⁴⁸ Jean Wyrick, *Steps to Writing Well with Additional reading 6th Edition*, p. 6.

⁴⁹ *Ibid.*

This idea is useful for longer pieces of writing.⁵⁰ Formulating the questions help writer to be clear about how the conceive of subject and what writer hope, it will get from the materials and other sources of information.⁵¹

d) Mapping

Mapping is also called Clustering or webbing. According to Gebhard, in Clustering, a key word placed in the center of a page, then, jot down all the free associations. Here, the writers' associations are clustered together and stem off the central word.⁵² When the ideas are mapped, writer makes a visual diagram about a topic. Often the topic is circled in the center of a page. Mapping helps to generate new ideas and relate them to one another.⁵³

e) Listing

Listing is a prewriting technique in which a writer list down on a paper as many thoughts as he has and as quickly as he can.⁵⁴ Try jotting down all the ideas pop into your head about the topic.⁵⁵ The ideas or thoughts related to topic that comes out from the mind of the

⁵⁰ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of Student of English*, Australia: Cambridge University Press, 1993, p.9.

⁵¹ Phyllis Crème and Mary R. Lea, *Writing at University*, Philadelphia: Open University Press, 2003, p. 22.

⁵² Jerry G. Gebhard, *Teaching English as a Foreign or Second Language- A Teacher Self-development and Methodology Guide*, p. 226.

⁵³ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, p.24.

⁵⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.16

⁵⁵ Jean Wyrick, *Steps to Writing Well with Additional reading 6th Edition*, p. 7.

writer are listed and they become the basic source of information for the writing.

In this study, mapping technique was chosen to generate ideas. Writer wanted to prove that semantic mapping can be an effective technique to generate ideas in descriptive text.

2. Whilst Writing

The second stage is whilst writing, which includes drafting and revising. After having generated idea, write the first draft needed. The drafting stage is where writer really begin writing. The most important thing here is to get words onto paper. It is not time to worry about spelling, grammar, punctuation or the best wording.⁵⁶

There are many ways to begin drafting a paper into paragraphs, one way is to translate the main points of outline into topic sentences, and then to develop each topic sentence into paragraph. Or, making draft paragraph by paragraph, beginning with a topic sentence and then supporting it.⁵⁷

The draft of a paragraph needs the following characteristics; 1) it has a topic sentence that makes a clear main point, 2) it has primary and secondary support that shows, explains, or proves the main point, 3) it has ideas arranged in a logical order, 4) it has a concluding sentence that make

⁵⁶ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of Student of English*, p. 14.

⁵⁷ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, p. 52

an observation about the main point, 5) it follow standard paragraph form.⁵⁸

The next step after drafting is revising. Revising is process of rethinking and changing what is written.⁵⁹ In revising, students rethink and rewrite the first draft forming the second draft. Sometimes ideas are added and sometimes are omitted. There are two quite different things when revising. It's tempting to try to do them both at the same time, but it is quicker in the long run to do them one by one. The first thing is to find the problems. The second thing is to fix them.⁶⁰

3. Post Writing

The third stage is the post writing (including editing, writing the final draft, and publishing). In this step, you polish what you have written. Polishing is most successful if you do in two steps. First, attack the big issues of content and organizing. Then work on the smaller issues of grammar, punctuation, and mechanics (editing).⁶¹

⁵⁸ Susan Anker, *Real Writing with Reading*, Boston: Bedford/ St. Martin's, 2010, p.89

⁵⁹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.11

⁶⁰ Kate Grenville, *Writing from Start to Finish; A Six-Step Guide*, Australia: Allen and Unwin, 2001, p. 137.

⁶¹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.11

D. Writing Assessment

Sabarun stated in Herlina, Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.⁶²

1. Process Assessment

Process approaches, in contrast to product approaches to writing, process approaches emphasize the act of writing itself, the means by which the text is created more than the text itself. A view of writing as a process that evolves through several stages as the writer discovers and molds meaning and adapts to the potential audience.

2. Product Assessment

Product approaches are defined by their emphasis on the end result of the writing process and essay, a letter, and so on. The underlying assumption of product approaches is that the actual writing is the last step in the process of writing. Product approaches reflect traditional, teacher-centered approaches to teaching in general. Specifically in the traditional composition class, the teacher assigns a writing task. Whether exercises or a composition, knowing what responses she or he expects: the students do the exercises or write the composition and the teacher evaluates the result.

⁶² Herlina, *The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth Year of SMA Muhammadiyah 1 Tumbang Samba katingan Tengah*, Unpublished Thesis. Palangka Raya: State Islamic College of Palangka Raya, 2012.

E. Scoring Method⁶³

Table 2.1
The Scoring Rubric for the Measurement of Writing Test

Component	Score	Level	Criteria
Content	25-22	Excellent to very good	Knowledgeable, substantive and relevant to assigned topic
	21-19	Good to Average	Adequate range, mostly relevant to topic, but lack detail
	17-18	Fair to poor	Little Substance, inadequate development of topic
	10-5	Very poor	Not-substantive, not pertinent or not enough to evaluate
Organization	30 – 27	Excellent to very good	Fluent expression, ideas clearly stated or supported, succinct, well organization, logical sequencing and cohesive.
	26-22	Good to Average	Loosely organized but main ideas stand out, limited support and logical but incomplete sequencing
	21-17	Fair to poor	Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	16-13	Very poor	Does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good	Effective word or choice and usage, word from mastery and appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word form, choice, usage, but meaning not obscured
	13-10	Fair to poor	Frequency errors of word form, choice, usage, and meaning confused or obscured
	9 – 7	Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate
Language	25-22	Excellent to very	Effective complex constructions,

⁶³ Sara Cushing Weigle, *Assessing Writing*, Cambridge: Cambridge University Press, 2001, p. 116.

Use		good	few errors of agreements, tense, word order or function, pronouns
	21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors agreements, tense, word order or function, pronouns, but meaning seldom obscured
	17-18	Fair to poor	Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, word order or function, pronouns and meaning confused or obscured.
	10-5	Very poor	Virtually not mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate.

F. The Teaching of Writing at Senior High School Level

Berne stated in Herlina, teaching writing at senior high school is integrated. The teachers not only teach writing but also teach listening, speaking or reading. Integration of skills is a very important practice in the teaching of any language. No skill can be taught in isolation and segregation. There exists a deep, profound and inseparable connection between language use and the context in which it is entrenched and embedded. A kind of connectedness exists in the way use the primary skills of language, identified as listening, speaking, reading and writing. The teacher faced with a set of predetermined and prearranged curriculum and prescribed textbooks, what most of them do, is to place additional and extra emphasis on a specific skill designated for a specific class, while helping learners freely to use all the

skills necessary for successfully carrying out a classroom activity. Even if the class is supposed to focus on one specific skill at a time, teachers and learners do the inevitable, namely, follow an integrated approach. By designing and using micro strategies that integrate language skills, the teacher will be assisting learners to engage in classroom activities that involve a meaningful and simultaneous engagement with language in use. A discussion with examples from text can be initiated and participants can individually work on them.⁶⁴

G. Descriptive Text

1. The Definition of Descriptive Text

Descriptive paragraph is a text that describes something. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels, smell, tastes, and sounds.⁶⁵ The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.⁶⁶

⁶⁴ Herlina, *The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth Year of SMA Muhammadiyah 1 Tumbang Samba katingan Tengah*, Unpublished Thesis. Palangka Raya: State Islamic College of Palangka Raya, 2012.

⁶⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.61

⁶⁶ Joko Priyana, Arnys Rahayu Irjayanti, Virga Renitasari, *Interlanguage: English for High School Students X*, Jakarta: Departemen Pendidikan Nasional, 2008, p. 123.

2. The Generic Structure of Descriptive Text

There are two generic structures of descriptive paragraph. The first is identification; identification is the part where writers of descriptive text identify phenomenon to be describe. And the second is description; description part describes parts, qualities, and characteristics.⁶⁷

3. The Language Features of Descriptive Text

There are some language features of descriptive paragraph.⁶⁸

- a) Focus on specific participant.
- b) Using simple sentence in the form of simple present tense.
- c) Using detailed noun phrases, a noun word that added into adjective.

4. The Model of Descriptive Text⁶⁹



Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the *City of Light*.

Identification

⁶⁷ Ahmad Dodi, Ahmad Sugeng, Effendi, *Developing English Competencies; for Senior High School Grade X*, Jakarta: Departemen Pendidikan nasional, 2008, p. 117.

⁶⁸ *Ibid.*

⁶⁹ *Ibid*, p. 126

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit.

Description

H. Mind Mapping

1. Nature of Mind Mapping

Mind Mapping is a technique which originated by Tony Buzan as a tool in helping people to gain an effective learning. According to Buzan in Wuryaningrum, Mind Mapping is a diagram which is used to represent words, ideas, thoughts, number in a simpler form which connects all the ideas together and hence will be easier for the viewer to quickly grasp the ideas.⁷⁰

It has several functions such as: to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving and decision making. Furthermore, it is useful for detailing information; supporting information from different research sources, thinking through

⁷⁰ Rica S. Wuryaningrum, 'Teaching Vocabulary Using 3D Films for Toddlers Using Mind Mapping and Tem Statements', *ASIA TEFL*, 2008, p. 3.

complex problems and presenting information in a certain format that be able to shows the whole structure of the subject.⁷¹

a) Psychological Foundation of Concept Maps

Another important advance in understanding of learning is that the human memory is not a single “vessel” to be filled, but rather a complex set of interrelated memory systems. While all memory systems are interdependent (and have information going in both directions), the most critical memory systems for incorporating knowledge into long-term memory are the short-term and “working memory”. All incoming information is organized and processed in the working memory by interaction with knowledge in long term-memory. The limited feature here is that working memory can process only a relatively small number of psychological units at any one moment. It means that relationships among two or three concepts are about the limit of working memory’s processing capacity.⁷² It is believed that one of the reasons Concept Mapping is so powerful for the facilitation of meaningful learning is that it serves as a kind of template or scaffold to help to organize knowledge and to structure it, even though

⁷¹ Novi Rahmania Aquariza, *Using Mind Mapping in Teaching Speaking Skills at RSBI SMA Negeri 1 Sidoarjo*, Unpublished Thesis. Surabaya: State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya, 2009.

⁷² Joseph D. Novak, Professor Emeritus, Cornell University, and Senior Research Scientist Florida IHMC, *The Theory Underlying Concept Maps and How to Construct and Use Them*, Florida: Institute for Human and Machine Cognition, p. 5.

the structure must be built up piece by piece with small units of interacting concept and propositional frameworks.⁷³

b) Epistemological Foundation of Concept Maps

Epistemology is that branch of philosophy that deals with the nature of knowledge and new knowledge creation. There is an important relationship between the psychology of learning, the growing consensus among philosophers and epistemologists that new knowledge creation is a constructive process involving both knowledge and emotions or the drive to create new meanings and new ways to represent these meanings. Students struggling to create good concept maps are themselves engaged in a creative process, and this can be challenging, especially to students who have spent most of their life learning by rote. Rote learning contributes very little at best to knowledge structures, and therefore cannot underlie creative thinking or novel problem solving.⁷⁴

2. Theory of Mind Mapping⁷⁵

a) Schema theory

Schema is a cognitive framework or concept that helps organize and interpret information. Theorist Jean Piaget introduced the

⁷³ *Ibid.*

⁷⁴ *Ibid.* p. 10-11

⁷⁵ Kendra Cherry, *What is Schema?*

http://psychology.about.com/od/sindex/g/def_schema.htm, accessed on 29-12-2013

term schema and its use was popularized through his work. According to his stage theory of cognitive development, children go through a series of stages of intellectual growth. In Piaget's theory, a schema is both the category of knowledge as well as the process of acquiring that knowledge. As experiences happen and new information is presented, new schemas are developed and old schemas are changed or modified.

b) Schema Example

For example, a young child may first develop a schema for a horse. She knows that a horse is large, has hair, four legs and a tail. When the little girl encounters a cow for the first time, she might initially call it a horse. After all, it fits in with her schema for the characteristics of a horse; it is a large animal that has hair, four legs and a tail. Once she is told that this is a different animal called a cow, she will modify her existing schema for a horse and create a new schema for a cow.

3. Mind Mapping Technique

Making a Mind Map should be a spontaneous prewriting activity. Students start with a topic at the center and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations.

In teaching and learning English, mind mapping can be used to learn a language with grammatical ideas, vocabulary and even conversational ideas such as question and answer. Each person is free to create their own mind mapping through different way. Perhaps, some are clean and orderly others seem to be pure chaos. Really it does not matter. Eventually, the style of mind mapping is representing someone's style. A Mind Map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added.⁷⁶

The Mind Map can be applied to every aspect of life where improve learning and clearer thinking will enhance human performance. It has four essential characteristics:⁷⁷

- a) The main topic of the Mind Map is summarized as a central image, word or phrase.
- b) The main themes of the subject radiate from the central image as branches.
- c) Branches comprise of a key word, image or topic presented on an associated line they divide out into further higher level sub branches.
- d) The branches and sub-branches form a connected structure.

To aid the process of memory and recall, a Mind Map uses of:

⁷⁶ Novi Rahmania Aquariza, *Using Mapping in Teaching Speaking Skills at RSBI Class SMA Negeri 1 Sidoarjo*, Unpublished Thesis. Surabaya: State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya, 2009.

⁷⁷ Tony Buzan and Barry Buzan, *The Mind Map Book*, London: BBC Books, 1993 p. 59

- 1) Color - this is used to differentiate areas of the Mind Map
- 2) Visual images such as pictures, codes, and dimension - these are used throughout to illustrate different themes and topics .A mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added.

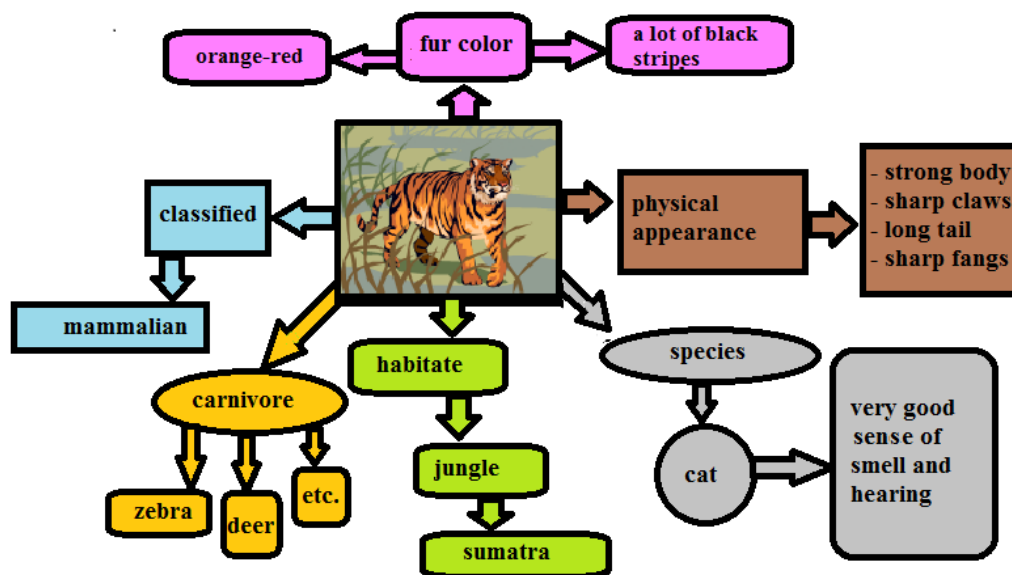


Figure 2.1 Example of Mind Map

4. The Advantages of Mind Mapping⁷⁸

a) Flexible

Explaining something can be easy without confusing in add the material based on the mind mapping. We can put the label and

⁷⁸ Dang Thanh Diem, *Using Mind Maps and Diagrams to Teach Vocabulary for First Year Mainstream Students, Faculty of English Language Teacher Education, The Degree of Bachelor of Arts (TEFL), Hanoi: Vietnam National University, 2011, p. 22.*

category of something based on our own opinion anywhere in the mind mapping.

b) Concentrate on the Topic

Getting the subtopics what we talk about with focus on the main ideas easily. Keep focus on the keyword can help us to make it simple and it does not waste the time.

c) Increasing Comprehension

Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.

d) Enjoyable

Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn. By using pictures and colors, it makes the brain enjoy and excited in thinking something what we want about the material.

I. Teaching Writing Using Mind Mapping Technique

In the writing process, Mind Mapping is in the process of prewriting activity. It can help the students to generate and organize ideas before writing. Mind maps work well as a visual design enables students to see the relationship between ideas, and encourages them to group certain ideas

together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

Traditionally, students are given a topic to write on by the teacher. However, with certain classes, students may prefer to nominate the topic themselves. This can lead to greater interest in the task on the part of the student, as well as, perhaps, greater knowledge of the topic under study. The mind map strategy can be used to explore almost any topic, though discursive essays and narrative work particularly well as they front students' ideas and lend them to discussing ideas in groups. In this step, the writer will provide some slides of picture and the students choose a picture they interested with. The chosen picture will be the topic which will be discussed.⁷⁹

Referring to the steps of generating and organizing ideas using Mind Mapping, Smalley *et al.* and Teo explained in Miftah about how ideas are generated and organized by means of this technique. First, use plain white paper for individual or group work to prepare to write. Second, write a topic or the title/subject (in the form of word or phrase) that is going to be explored and circled in the middle of a sheet of paper. Then, draw a thick line from the thick line to carry supporting ideas or details, or draw a line radiating out from the center and label it with the name of a major division of the topic or

⁷⁹ Vanessa Steele, *Using Mind Maps to Develop Writing*, Barcelona: British Council (BBC), 2005, <http://www.teachingenglish.org.uk/article/using-mind-maps-develop-writing> accessed on 22-12-2013

subject. Next, circle it and from that circle move out further to subdivisions. After that, keep associating to further ideas and to details related to them. . If possible, use a different color for each main idea and its supporting details or ideas, and add pictures to illustrate the text or ideas. When it is finished with one major division of the topic or subject, go back to the center and start again with another major division.⁸⁰

The students should begin to develop their own mind maps for writing as soon as they understand how to use this technique effectively. They should feel comfortable enough to start with a key concept word or topic written in the center of a sheet of paper, and then to continue it by making as many word connections as possible on the paper. Connection should develop rapidly, radiating outward from the center to any direction. Since there is no right or wrong way to develop a map, the students should be encouraged to play with the ideas based on what they are studying and learning in class

⁸⁰ M.Zaini Miftah, *The Way to Generate and Organize Ideas*, <http://mzmiftah.stainpalangkaraya.ac.id/2013/11/mind-mapping-way-to-generate-and.html> accessed on 22-12-2013

CHAPTER III

RESEARCH METHOD

A. Research Type

This study is classified into quantitative research. Quantitative research can be conceptually divided into two types: associational and experimental. This study adopted experimental research. In experimental studies, researchers deliberately manipulate one or more variables (independent variables) to determine the effect on another variable (dependent variable). This manipulation is usually described as a treatment and the researcher's goal is to determine whether there is a causal relationship.⁸¹

B. Research Design

In this study, it used quasi-experimental design. Quasi-experimental design are similar to randomized experimental research in that involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment group. There are many situations in educational research in which is not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized. It is not possible to randomly

⁸¹ Alison Mackey and Susan M.Gass, *Second Language Research (Methodology and Design)*, LEA, New Jersey London: Marwah, , 2005 p.137-138.

assign subjects to treatment groups.⁸² This design was compatible with the writer's purpose which wanted to evaluate the effectiveness of experiential learning method in teaching writing. To observe the data about the students' achievement in writing skill, the writer obtained the data from the results of the students' score both in pre-test and post-test.

The writer used nonrandomized control group pre-test, post-test design with a kind of treatment. There are two groups in this model, control group and experiment group. Both groups were given pre-test to measure the score of students before treatment given (Y1 and Y2). The treatment was given for experiment group (X). Post test was given for both groups to measure the students score after treatment given (Y1 and Y2). The scheme of this model is:

Table 3.1
The Scheme of Quasi-Experimental Design
Nonrandomized control group, pretest-posttest design

Subject	Pre-test	Treatment	Post-test
E	Y1	X	Y1
C	Y2	-	Y2

Where :

E : Experiment group

C : Control group

In this experiment, the writer taught the students directly with the same material. Therefore, the use of Mind Mapping technique was applied on

⁸² Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8th Edition*, Canada: Wadsworth Cengage Learning, 2010, p: 316.

experiment group only, and for the control group the writer applied conventional method. Meanwhile, the control group was not given the treatment.

C. Population and Sample

1. Population

Population is the larger group to which a researcher wishes to generalize; it includes all member of a defined class of people, events or objects⁸³. The population of this study is the students of 10th Grader of Islamic Senior High School (MAN Model) Palangka Raya.

Table 3.2
The Number Population of the 10th Graders of MAN Model
Palangka Raya

No.	Classes	Number of Students
1.	X-1	35
2.	X-2	35
3.	X-3	36
4.	X-4	36
5.	X-5	35
6.	X-6	35
7.	X-7	35
8.	X-8	36
Total Number		283

⁸³ *Ibid*, p: 647.

2. Sample

Sample is a group selected from a population for observation in study⁸⁴. In this study, Because of the large number of population, the researcher takes samples as the representative of the population. The writer used cluster sampling to take the sample. Cluster sampling is a probability technique that randomly selects and uses whole naturally occurring groups such as intact classrooms⁸⁵. By cluster sampling, the researcher chose two classes that became the experiment group and become the control group.

Table 3.3
The Number of Sample of the 10th Graders of MAN Model Palangka Raya

No.	Classes	Number of Students
1.	X-1	35
2.	X-7	35
Total Number		70

In this study, X-7 class was an experiment group which taught by using Mind Mapping technique and X-1 class was a control group which taught by non-Mind Mapping technique.

D. Research Instrument

1. Test Type

The type of the test used to collect the data was in the form of writing test, especially writing descriptive paragraph using and without using Mind Mapping technique. The post test was conducted on Saturday,

⁸⁴ *Ibid*, p: 649.

⁸⁵ *Ibid*, p.637

31st May 2014 and taken place at X-1 and X-7 class of MAN Model Palangka Raya. The test consist of the instructions/ directions and statements the subjects addressed in their writing. In this sense, the students are asked to write a descriptive text containing about 100-150 words by using Mind Mapping for experiment group and non Mind Mapping for control group. The allocated time for writing is 45 minutes.

2. Test Construction

The test construction is based on the objectives of the study. The study is aimed at finding out the effect of Mind Mapping technique in writing descriptive paragraph. In order to investigate the effect; the subjects are assigned to write descriptive paragraph using and without using Mind Mapping technique. The result of the two tests was investigated using statically analysis and outcomes are compared to see the effects of Mind Mapping technique on writing descriptive.

3. Research Instrument Validity

Validity is concerned with the extent to which an instrument measures what one thinks it is measuring.⁸⁶ Simply, it can be said that the test will be valid, if it measures accurately what intended to measure.

In this study, the validation of instrument is mainly direct to the content validity. Related to the writing test, the content validity is check by examining and the test use to measure the objectives. The writer used

⁸⁶ *Ibid.* p. 213

inter-rater method (test of validity). Inter-rater is two raters who score the students' writing to get the score compositions as possible. The researcher used product moment correlation as the formula to calculate the validity from the result.⁸⁷

$$r_{xy} = \frac{\sum XY - (\sum X)(\sum Y)/n}{\sqrt{[\sum X^2 - \frac{(\sum X)^2}{n}][\sum Y^2 - \frac{(\sum Y)^2}{n}]}}$$

Where:

r_{xy} : Index correlation number "r" product moment

N : Number of class

$\sum xy$: Multiplication results between score X and score Y

$\sum x$: Total value of score X

$\sum y$: Total value of score Y

Interpretation:

$r_{xy} > r_t = \text{valid}$

$r_{xy} < r_t = \text{Invalid}$

Riduwan in Mayasarah states the criteria of interpretation of validity:⁸⁸

0.800 – 1000 = very high validity

0.600 – 0.799 = high validity

⁸⁷ Anas Sudijono, *Pengantar Ilmu Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Pustaka, 1997, p.193

⁸⁸ Mayasarah, *The effectiveness of Video Compact Disc as an Audiovisual Medium toward the Students' Listening Comprehension Score of the teent grade students at MAN Model Palangka Raya*, Palangka Raya: Unpublished Thesis: State Islamic College of Palangka Raya, 2010

04.00 – 0.599 = fair validity

0.200 – 0.399 = poor validity

0.000 – 0.199 = very poor validity

4. Research Instrument Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.⁸⁹

In rater reliability, there are inter-rater and intra-rater reliability. A simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation is called the inter-rater.⁹⁰ Meanwhile intra-rater reliability referred to consistency of rater in scoring the same paper or two different point of time. It point out and individual accuracy in scoring a particular composition.

In this study, the researcher applied inter-rater reliability to correct students' score. The scoring rubric for the measurement can be seen in table 2.1. The coefficient correlation and interpretation of inter-rater reliability according to Djiwandono as show in table 3.4.⁹¹ The writer interpreted the result of pre test by rater 1 and rater 2. It was found that the r_{observed} was higher than r_{table} at 5 % and 1 % or $0.324 < 0.604$

⁸⁹ Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8th Edition*, p. 236

⁹⁰ *Ibid.* 256

⁹¹ M. S. Djiwandono, *Tes Bahasa – Pegangan Bagi Pengajar Bahasa*, Jakarta: PT. Indeks, 2008, p. 168.

> 0.418 . And the result of post test taken by rater 1 and rater 2 found that the r_{observed} was higher than r_{table} at 5 % and 1 % significance level and $0.324 < 0.768 > 0.418$.

Table 3.4
Inter-rater reliability coefficient correlation and interpretation

Correlation coefficient	interpretation
0.80 to 1.00	Very high
0.60 to 0.79	High positive
0.40 to 0.59	Moderate
0.20 to 0.39	Low
0.00 to 0.19	Little

5. Normality

Normality is a test normal to whether or not the distribution of research data. Testing the normality of the data it's done by comparing a normal curve formed by the data that has been collected with the standard normal curve/ standard.⁹² This study was used SPSS 21 program to test the normality of the data. The result of the test of normality can be seen in table 4.10.

⁹² Sugiyono, *Statistika untuk Penelitian*, Bandung: CV. Alfabeta, 2006, p.77

6. Homogeneity

Homogeneity test aims to test the equality some samples.⁹³

Homogeneity is also known if all random variables in the sequence or vector have the same finite variance. The testing of homogeneity was described in table 4.11.

E. Data Collection Procedures

In the study, the writer will used several procedures in collecting the data, as follows:

1. The writer observed the location, the number of class, the number of students, and class activities.
2. After doing the observation, the writer determined the class into experiment group and control group by using cluster sampling.
3. The writer was given the pre-test to the both groups. For experiment group the pre test was conducted on Saturday, 3rd May 2014 and for control group the pre test was conducted on Thursday, 24 April 2014
4. The writer taught writing descriptive paragraph to the experiment group using Mind Mapping technique in pre writing activity.

⁹³ *Ibid.*p. 136

Table 3.5
Procedure of Teaching Writing of Descriptive Text by Using Mind Mapping Technique

Procedure	Activities
Pre Writing	<ul style="list-style-type: none"> • The teacher shows slides that contained pictures • The teacher let the students choose a picture which will be described as a topic • The teacher asks the students to observe characteristic of the picture and asks them to note down the ideas. • The teacher designs a Mind Map with the picture as the topic • The teacher asks the students to complete the Mind Map with the words that they have noted • The teacher guides the students to complete the Mind Map • The teacher tells the students the topic which will be discussed
Whilst Writing	<ul style="list-style-type: none"> • The teacher explains about descriptive text • The teacher distributes a handout and shows the model of descriptive text to each student • The teacher asks the students to read the model of descriptive text and try to understand it • The teacher and the students discuss about the paragraph. And the teacher explains about the generic structure and language features of descriptive text • After the students understand about the descriptive text, the teacher brings them back to the Mind Map before • The teacher asks the students to make descriptive text based on the Mind Map • The teacher guides the students to make sentences to develop each supporting idea based on the Mind Map • The teacher guides the students how to make rough draft using the sentences before • The teacher guides the students how to revise and polish their rough draft • The teacher asks the students to exchange their work in pair for further correction

	<ul style="list-style-type: none"> • The teacher allows the students to ask about the discussed material • The teacher shows other pictures to the students, then asks them to make a Mind Map using the given picture as the centre • The teacher assigns the students to make a descriptive text based on the picture using the Mind Map
Post Writing	<ul style="list-style-type: none"> • The teacher gives the students some suggestions • The teacher gives the students a conclusion of the topic

5. The writer taught the control group without using mind mapping technique.

Table 3.6
Procedure of Teaching Writing of Descriptive Text by Using Non-Mind Mapping Technique

Procedure	Activities
Pre Writing	<ul style="list-style-type: none"> • The teacher shows slides that contained pictures • The teacher let the students choose a picture which will be described as a topic • The teacher asks the students to observe characteristic of the picture and asks them to note down the ideas. • The teacher tells the students the topic which will be discussed
Whilst Writing	<ul style="list-style-type: none"> • The teacher explains about descriptive text • The teacher reads the example of descriptive text and the students pay attention and also try to understand the text • The teacher explains about the generic structure and language features of descriptive text • The teacher explains the steps how to make a descriptive text • The teacher guides the students how to make rough draft • The teacher guides the students how to revise and polish their rough draft

	<ul style="list-style-type: none"> • The teacher allows the students to ask about the discussed material • The teacher shows other pictures to the students and also gives different picture to some students • The teacher assigns the students to make a descriptive text with the picture as the topic.
Post Writing	<ul style="list-style-type: none"> • The teacher gives the students some suggestions • The teacher gives the students a conclusion of the topic

6. The writer was given the post-test to both groups. The post test for both groups was conducted on Saturday, 31st May 2014 at X-1 and X-7 class of MAN Model Palangka Raya
7. The writer gave score to the students' writing result of both groups. There were two raters who scored the result of students' writing, the first rater was the writer of this study and the second rater was the teacher of MAN Model of Palangka Raya.
8. The writer analyzed the obtained data from pre-test and post-test using manual calculation and using SPSS 21 Program.
9. The writer interpreted the data analysis result.
10. The writer concluded the activity of effectiveness of teaching writing descriptive paragraph using Mind Mapping technique to improve students' score or not, based on the obtained data

F. Data Analysis Procedures

In order to analyze the data, the writer did some procedures.

1. Collecting the students' score of pre-test and post-test.
2. Arranging the obtained score into the distribution of frequency of score table
3. Calculating mean, median, modus, standard deviation, and standard error of students' score
4. Calculating validity, reliability, normality and homogeneity
5. The writer used statistical t-test and SPSS to answer the problem of the study with formula: $t_0 = \frac{M_1 - M_2}{SEm_1 - m_2}$

Description:

$M_1 - M_2$: The difference of two means

$SEm_1 - m_2$: The standard error of the difference between two means.⁹⁴

By the criteria:

If $t_{\text{test}} \geq t_{\text{table}}$, H_a is accepted and H_o is rejected.

If $t_{\text{test}} < t_{\text{table}}$, H_a is rejected and H_o is accepted

Since the kind of hypothesis is a non directional hypothesis, the level significance which will be used is 5%. If the result of t_{test} was higher than t_{table} it means that H_a was accepted but if the result of t_{test} was lower than t_{table} it mean that H_o was accepted.

- 6) Calculating the degree of freedom

⁹⁴ Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: PT. Rineka Cipta, 2003 p. 507.

- 7) Determining the level of significant of t_{observed} by comparing the t_{observed} with the t_{table} .
- 8) Interpretation the result of analyzing.
If $t_{\text{test}} \geq t_{\text{table}}$, H_a is accepted and H_o is rejected.
If $t_{\text{test}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.
- 9) Giving discussion to clarify the research finding about result of this study
- 10) Interpretation the result analyzing
- 11) Giving conclusion.