



**THE IMPLEMENTATION OF MIND MAP TECHNIQUE TO THE STUDENTS'
ABILITY IN WRITING DESCRIPTIVE TEXT SEVENTH GRADE OF
SMP ISLAM TERPADU YAYASAN AR-RASYAD KUALA
IN 2019/2020 ACADEMIC YEAR**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU
Medan as a Partial Fulfillment of the Requirements for the Degree of
Educational Bachelor S-1 program*

By:

ELVA SRI PURWANTI
34.13.3.166

**DEPARTMENT OF ENGLISH EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2021



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Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag,M.Hum
NIP. 19750622 200312 2 002

Drs. H. Achmad Ramadhan, MA
NIP. 19660115 1995 199403 1 002

**DEPARTMENT OF ENGLISH EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

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No : Istimewa

Medan, November 2020

Lamp :-

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Hal : Skripsi

Bapak Dekan Fakultas
Tarbiyah
UIN-SU

An.Elva Sri Purwanti

Di -
Medan

Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa

Nama : Elva Sri Purwanti

NIM : 34.13.3.166

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : The Implementation of Mind Map Technique to The Students' Ability in Writing Descriptive Text at Seventh Grade of SMP Islam Terpadu Yayasan Ar-Rasyad Kuala in 2019/2020 Academic Year

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas, perhatian saudara kami ucapkan terimakasih.

Wasalamualaikum Wr. Wb.

Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag,M.Hum
NIP. 19750622 200312 2 002

Drs. H. Achmad Ramadhan, MA
NIP. 19660115 1995 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Elva Sri Purwanti

NIM : 34.13.3.166

Jurusan/Prog.Studi : Pendidikan Bahasa Inggris/Tarbiyah S-1

Judul : The Implementation of Mind Map Technique to The Students' Ability in Writing Descriptive Text at Seventh Grade of SMP Islam Terpadu Yayasan Ar-Rasyad Kuala in 2019/2020 Academic Year

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, October 2020
Yang Membuat Pernyataan

Elva Sri Purwanti
NIM. 34.13.3.166

ABSTRACT

NAME : Elva Sri Purwanti
ADVISOR I : Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
ADVISOR II : Drs. H.Achmad Ramadhan, M.A
**TITLE :TheImplementation Of Mind Map Technique
To The Students' Ability In Writing Descriptive
Text of Seventh Grade At SMP Ar-Rasyad
Kuala In 2019/2020 Academic Year**

Keywords: Student's Ability, Writing Descriptive Text, the Mind Map

This research was aimed to the implementation of mind map technique to the students' ability in writing descriptive text. The subject of this research was first year that consist of 22 student of SMP Ar-Rasyad Kuala 2019/2020 academic year. The technique of analysing data was applied by using qualitative and quantitative approach. The quantitative data were taken from the tests. The qualitative data were taken from interview, observation, diary note and documentation. Data were taken from the result which was carried out in two cycles. And two cycles conducted in four meeting. The test were given to the students in pre-test, post-test I and post-test II. The result of analysing the data showed that there was increasing on the student's ability writing descriptive text from each cycles. It showed with the mean of pre-test score 61,81. Where, there were 3 students got success score criteria (13,63%) and 19 students got unsuccessful (86,35%). After doing cycle I by implementing mind map technique, there was an improving of the result of the student's mean scores (73,86). Where, there were 8 students got success score criteria (36,36%) and 14 students got unsuccessful (63,63%). Then for second cycle, there was improvement of students mean score (82,42). Where, there were 19 student's got success score criteria (86,36) and 3 students got unsuccessful (13,63%). Based on the interview, observation sheet, diary notes results and documentation showed that the student's activity at writing descriptive text by implementing mind map technique was very good. In other words, the students were active to take part in teaching learning process.

Advisor I

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 19750622 200312 2 002

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Researcher

Elva Sri Purwanti
34.13.3.166

CHAPTER I

INTRODUCTION

1.1. Background of Study

English is international language which has been learned by people. English consists of four skills that should be learned; they are listening, speaking, reading and writing is very important in teaching and learning process in English. Writing involves some language components (spelling, grammar, vocabulary and punctuation).¹

Writing is one of English skills that must be mastered by student to complete learning process. In the academic and professional worlds, writing is very important². For all writers in these situations, native and nonnative speakers alike, content and language control are important.

Among the four skill, speaking and writing are communicative acts which upon an awareness of social relationship and social expectation. The speaker or writer then proceeds to select ways of speaking or writing which are appropriate and specific to particular situation.³

One of the productive skills writing, difficult to be mastered by the students, because it consists of the rule of English writing grammatically. The students also have to know that are used in the writing.

¹Meyers, Allan. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman. p. 201.

²Janet Lane 7 Ellen Lange. *Writing Clearly An Editing Guide*.(Boston: Heinle & Heinle Publishes. 1993) P.15

³ Hughey, B. Jane, etc. *Teaching ESL Program Principles & Techniques*.(London: Newbury House Publishers.Inc Rowly. Massachusets 01969. 1983),p.3

The students as academic writers have to know the process of the organization of writing.⁴The students should be able to describe the organization and forms from a paper, because writing involves creative process.⁵ Then, the student should be creative in the using the technique of writing. They should know and understand to start writing, find several ideas, develop their ideas into paragraph, revise their writing and make the final writing as well as possible.

In the recent years, the Competency- based curriculum had developed into School Based Curriculum, in Indonesia it is called *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In this curriculum, the students that have graduated from junior high school are expected to master the four language skills (listening, speaking, reading and writing) and also have ability to communicate both in simple written and oral forms to achieve functional and informational literacy.⁶

In the first year of Junior High School, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce simply functional written text in the recount text, narrative text, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization. Descriptive text is one type of the text in Junior High School which is difficult enough to be learned by the students⁷, although the students can use simple present and adjective clause in writing descriptive text.

The phenomena in SMP IT Ar-Rasyad Kuala, show that the students are not able to write the descriptive text. The score in writing descriptive is at average 6

⁴*Ibid.* p.4.

⁵*Ibid.* p.10.

⁶ Rochwati, Tika "Improving Students' Ability in Writing Descriptive text through Group Work at the First Year of MTs Al-Mannar Medan (Classroom Action Research)". (Medan: School of Teacher Training and Education Muhammadiyah university of Medan,2017).p.1.

⁷*Ibid.* p.1.

and some of them got lower than 6. It seems that problem happened in this school was caused by inappropriate teaching strategy used by the teacher in teaching and learning process, the teacher still used conventional method which was more focused on reading and speaking than writing and the teacher just focused on textbook.

As the result, the students are not able to write the simple text that they produced from their handbook. The students are not able to exposes their ideas in limited time in the class. Sometimes, the students felt bored, because their teacher just asked them in order to write the English text based handbook without using teaching media in the learning writing, especially in writing descriptive text.

Making a mind map should be a spontaneous pre-writing 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.⁸

A mind map, or spider gram is one of the effective strategies in the teaching writing. It is a strategy for making notes on a topic, prior to write.⁹ It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce note at random on paper.

Eventhough it is difficult to make the students understand and master the English writing, actually, there are so many technique that could be applied by the teacher to achieve the goal of teaching writing. Those are teaching writing by using picture, game, and using mind map technique.

⁸ Buzan, Tony. *Buku Pintar Mind Map*. (Jakarta : Gramedia Pustaka Utama.2006). p.31.

⁹Steele, Vanessa. *Mind Map for Writing*. (Barcelona, British Coucil). (2006:http://www.science.com/science?_ob=articelURL&udi retrieved). P.1.

Mind maps work well as a visual design that enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work well when created in groups, since the discussion of this engenders aids the production of ideas, and makes the task livelier and more enjoyable.¹⁰

Based on the explanation above, the researcher would like to observe the usage of the learning Mind map technique in the student's ability at writing descriptive text at SMP IT Ar-Rasyad. Due to of this interesting, the writer interests in doing research on topic with title, **“THE IMPLEMENTATION OF MIND MAP TECHNIQUE TO THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT OF SEVENTH GRADE AT SMP IT AR-RASYAD KUALA IN 2019/2020 ACADEMIC YEAR”**.

1.2. Identification of Study

Based on the background above, the problems can be identified as follows:

1. The students have difficulties at writing, especially at writing descriptive text.
2. Students' interest in learning writing descriptive text is still low.
3. The teachers do not use appropriate strategies in teaching descriptive text.

1.3. Limitation of Study

Based on the identification of study above, the researcher limits the study on **“THE IMPLEMENTATION OF MIND MAP TECHNIQUE TO THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT**

¹⁰ Steele, Vanessa. *Op.cit.* p.l.

SEVENTH GRADE OF SMP IT AR-RASYAD KUALA IN 2019/2020 ACADEMIC YEAR”.

1.4 Formulation of Study

Based on the identification and limitation of study above, it is necessary to formulate the study as follows:

How is the students' ability in writing descriptive text they by implementing Mind Map Technique at SMP IT Ar-Rasyad Kuala in 2019/2020 academic year ?

1.5. Purpose of Study

Based on the formulation of study, the objectives of the research are:

To find out the students' ability in writing descriptive text by implementing the Mind Map Technique at the first year of SMP IT Ar-Rasyad Kuala.

1.6. The Significance of Study

The finding of the research is useful in some ways.

1. Theoretically

- a. The research can be used as reference for anybody else who has the same interest in the same field.
- b. The research can be useful as the references in choosing the technique in teaching writing, especially descriptive text.

2. Practically

- a. For the researcher, the research can give a practice in developing her knowledge and skill in problem- solving processes.
- b. The finding of the research can be used by teacher as a reference to improve their technique in teaching writing and to find the most

suitable technique for improving the student's ability at writing descriptive texts.

- c. The finding of the research can be useful input for the students to improve their ability and to learn English especially writing skill.
- d. For other researchers, this research can give general knowledge how to improve student's writing ability at descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical of Framework

2.1.1 Ability

According to Allyn and Bacon, ability is potential of power (to do something physical or mental) or special nature power to do something well.¹¹ Additionally Singer said that ability is thought to be something that is general and enduring or other qualities that are needed in order to do something.¹² The term ability is the power of the students to understand the material that given by the teacher in the classroom. The ability of the students in learning can be seen from the result of the learning itself. The ability of the students to master the material is not same, eventhough they are taught by the same teacher, because their power to receive the material is different. Ability is a power to do something. It can be defined as the quality and natural learned skill of somebody. Everyone was born with different ability. It is malleable, and can be changed through learning and effort. Ability is a vague term that is difficult to define in a precise way. The important issue is related to learners' view about how and under what condition their ability were affect performance.

Allah the Almighty also says in Holy Qur'an (An-Nahl:78)

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ
تَشْكُرُونَ (٧٨)

¹¹Allyn and Bacon (1964), *Psychology The Science of Behaviour*, London: Longman, p. 2

¹²Robert N Singer (1980), *Motor learning and Movement Behaviours*, New York: The Florida State University, p. 31

Meaning: *And Allah has brought you out the wombs of your mothers while you are nothing, and He gives you hearing, sight and hearth that you may give thanks (to Allah).*¹³

From this verse, we concluded that since its birth every human child does not have any ability to speak, see, hear and feel the true function of the heart, as time goes by in navigating life, every human being begins to be trained in his ability to see every object ad in front of his eyes, hear everything he hears, say everything in his mind and feel disappointed, sad and happy that radiates from the heart. All that is inseparable from the power of God in giving abilities within each of his servants

The ability of students to understand development the material is not same, although they are same teacher because their power to understand the material is different. The ability must get it themselves the students should be concert their mind to the subject.

2.1.2 Writing

2.1.2.1 Definition of Writing

The definition of writing has several meaning. According to Jhon Langan in his book, that writing is treated as a process.¹⁴ This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you

¹³ Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin khan (Post on October 06, 2003), *The Noble Qur'an has been Translate into the Modern English.Language*.Retrived February 20,2017 at 07.30 PM. From W/Alqur'an/EnglishTranslate.

¹⁴JhonLangan (1985), *College Writing Skill with Readings (Fifth Edition)*.America :McGraw Hill Companies, p . 14

read over what you have written and make change and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Writing is both a physical and a mental act.¹⁵ At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing, one of the world's oldest technologies, uses an expansive array of tools, from pencil or pen to software programs and video streaming capacities.¹⁶

According to Utami Dewi in her book, that writing is the expression of language in the form of letters, symbols, or words.¹⁷ It means that someone can express what are there in their mind by using letter, symbol, or words that can be understood by the reader as a manifestation from their mind.

There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.

1. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important

¹⁵David Nunan (2003), *Practical English Teaching*. America : McGraw Hill Companies, p .88

¹⁶Andrea A. Lunsford (2010), *The St. Martin's Handbook Sixth Edition*. New York : R. R Donnelley & Sons Company, p .24

¹⁷UtamiDewi (2011).*How to Write*, Medan: La-Tansa Press, p. 2

part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story

2. Recount text

Recount text is a text which retells events or experiences in the past. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

3. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are considered newsworthy or important.

4. Procedure text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose to help us do a task something. They can be set of instructions or direction.

5. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

6. Report text

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. To presents information about something, as it is.

7. Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to show the readers that the idea is the important matter.

8. Spoof text

Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function. Its social function is to entertain and share the story.

9. Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text. The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

10. Explanation text

Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the questions "how" or "why".

11. Discussion text

Discussion text is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is

commonly found in philosophical, historic, and social text. Its purpose to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

12. Review text

Review is a text which presents critical analysis on events or works for readers or public audiences. Its purpose is to critique or evaluate an art work or event for a public audience

13. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

From the kinds of text above, the writer choose the descriptive text to be applied in writing.

2.1.1.2 Writing Process

Writing process is a private activity. Writing process can help them in composing their thought into paper. Writing process as a classroom activity incorporates the four basic writing stage- Planning (pre-writing), drafting, revising, and editing, evaluating, publishing. There are several writing process, they are:

1. Planning (Pre-writing)

Students generate ideas for writing.¹⁸ There are several prewriting techniques that will help to think and developed a topic and get word.

a. Group Brainstorming

Group member spews out ideas about the topic. Spontaneity is important here. There are not rights or wrong answer. Group members may have up come up with a new ideas that seemed silly or impractical, but one idea led to another, and you eventually hit on an ideas that worked.¹⁹ Students may cover familiar ground first and then move off to more abstract or wild territories.

b. Clustering

Student's form word related to a stimulus supplied by the teacher. The word are circled and then linked by lines to show discernible cluster. Clustering is simple powerful strategy.

c. Rapid Free writing

Within a limited time students can make write quickly a single word or phrase about a topic. The time limit keeps the writer's minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

d. WH-Question

WH-question is who, why, what, where, when and how question about the topic. This can help to write a paragraph which has correlation to the topic.

¹⁸ Ibid, p. 14

¹⁹Beverly Ann Chin (2004), *How to Write a Great Research Paper*. Canada : Jhon Wiley & Sons, Inc, p. 10

2. Drafting

In the second stage is drafting, in the drafting stage the writer are focused fluency of writing with grammatical accuracy. In this way, you are attempting to draw out the essay's concept. Use your first draft to:²⁰

- Formulate a working introduction
- Organize your ideas.

3. Revising

Revising means rewriting an essay, building on what has already been done to make it stronger. Then their revise their draft, their review their draft on the feedback given in the responding stage. There are several stages to the revising process: revising content, revising sentence and editing. You can make decisions about revising your writing:²¹

- Revising your sentences; revising overall structure.
- Revising your paragraph; evaluating coherence.
- Revising your words choice.

4. Editing

In this stage students have prepare the final draft for evaluation by the teacher. They edit their own work in grammar, spelling, punctuation, diction, sentence accuracy of supportive textual material like quotation, example and etc.

5. Evaluating

After the students has finished, the next stage is evaluation students writing. In this stage students will get score may be scoring from analytical. The criteria

²⁰ Ibid, p. 22

²¹ Ibid, p. 23

for evaluation should be made known to students in advance. In this way they are made more responsible for their own writing.

6. Publishing

The final step of writing process is publishing. This means depending on the piece you are working on:

- Blogger need to upload, format and post their piece of completed work.
- Students need to produce a final copy of their work, in the correct format.
- Journalist need to submit their piece (usually called “copy”) to an editor.
- Fiction writers may be sending their story to a magazine or competition.

2.1.2.3 Writing Goal

According to Hampton in Sofi Fajaryani’s skripsi some of writing goals are:²²

1. Writers are independent when they are able to write without much assistance.
2. Writers gain comprehensibility when they can write, So that it can be read and understood by themselves and other.
3. Writers are fluent when they are able to write smoothly and easily as well as understand.
4. Writer again creativity when they can write their own ideas. Not copying what has already been written, so that they can be read understood.

²² SofiFajaryani (2015), *The Use of Learning Cell to Improve Students Writing Skill on Hortatory Exposition Text in the Eleventh Grade Students of MAN IMagelang*. Skripsi.FITK.PendidikanBahasaInggris. IAIN Salatiga.From 5946142473. pdf.Retrieved February 20, 2017 at 09.30 PM.

2.1.3 Descriptive Text

2.1.3.1 Definition of Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.²³ Descriptive text is a text which says what a person or thing is like.

According to Mukarto in his book that written by Kusdianto Kusuma Rahman in his website, that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc.²⁴ From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

²³ Wy. Dirgeyasa (2014), *College Academic Writing: A Genre-Based Perspective*. Medan : Unimed Press, p.3

²⁴Kusdianto Kusuma Rahman (Post on April 28, 2015). Definition and Characteristic Writing Descriptive Text). Retrived January 27, 2017 at 09.27 PM. From <http://www.idwrite.com/2015/04/definition-and-characteristic-of.html?m=1>

2.1.3.2 Types of Description Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:²⁵

- Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

Table I. Assessment at writing descriptive text

No	Performance Indicators	Scores				
		5	4	3	2	1
1	First paragraph introduces the topic clearly and grabs the reader's attention					
2	The content/idea of the text is in line with the topic/title					
3	Overall writing makes sense/has clear message.					
4	The text structure/generic structure meets the nature of descriptive generic structure					

²⁵Joyce Armstrong Carrel (2001), *Writing and Grammar Communication and Action*. America : Prentice Hall, p.101

5	All paragraphs flow cohesively and coherently					
6	The structural patterns follow the convention of the English language and in line with the descriptive text.					
7	The vocabulary and word choices are correctly and properly used.					
8	The words are correctly spelled.					
9	The text mechanics are correctly and properly used.					
Total Score						
Student's Score : total score/45x100						

2.1.4 The Mind Map

2.1.4.1 History of Mind Map

The technique of Mind Mapping was introduced by Tony Buzan. This technique is also recognized by the name of Radiant Thinking. A mind map owns a central word or idea, and there are 5 until 10 others, dissimilar idea secretor rather than the central idea²⁶. Mind Mapping very effective if used to peep out the idea hidden in which we own and make the association among the idea. Mind Mapping is also good for information organization. Its diagram form which is like

²⁶Herdian, *Model Pembelajaran Mind Mapping*. (<http://herdy07.wordpress.com/2009/04/29/model-pembelajaran-mind-mapping/> retrived on March, 25 2010).p.l.

tree diagram and its ratification facilitate for the reference one of information to other information.

2.1.4.2 Defenition of Mind Map

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and as an aid in study, organization, problem solving, decision making, and writing.

Mind mapping represents the way to place the information intro brain and take it return out brain²⁷. Form of the mind mapping is like map a road; street in town having a lot of branch. As doing our road; street map can make the view totally about the root of the matter in a very wide area. With a map can plan a quickest route and precisely and know where we will go and where we risede.

A Mind Map is a powerful grapic technique which provides a universal key to the potencial of the brain. It harness full range of cortical skills, word, image, number, logic, rhythm, cooler and spatial awareness in single, uniquely powerfullmanner. In doing it gives us the freedom to the room the infinite expanse of your brain²⁸.

The Mind Map can be applied to every aspect of life where improved learning and clearer thinkingenhance humans' performance.

Mind map is graph technique that able to explore all of our ability to think and learned, and also suitable with the man brain²⁹.

²⁷Ibid. p.1.

²⁸ Waruwu, Drs. Fidelis E., M.Sc.Ed. *Mind Mapping*. (Education Traning & Consultant <http://www.edutraco.com> fidelis@edutraco.com). Retrived on March, 25 2019

²⁹ Windura, Sutanto, BLI. *Mind Map Langkah Demi Langkah*. (Jakarta: Elex Media Computindo, Kelompok Gramedia. 2008). P.49.

Mapping is the creation of a graphic or word picture, so that all pertinent information is visible at one time. “Mind” or “concept” maps (sometimes also referred to as “think links”) should be constructed so as to visually represent relationship among concepts. Major and minor supporting information to remember is placed in form that resembled a map: hence the term mapping is issued. For some students, this visualization enabled them to recall the textual information much more readily, and it stimulated “creative thinking”. Maps are not as rigidly organized as outlines allowing greater flexibility in note making, can incorporate information more easily and more items around on a page.

2.1.4.3 The advantages of Mind Map in writing

Making a mind map should be a spontaneous pre-writing activity³⁰. 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.

Mind maps work well as their 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 especially when created in groups, since the discussion of this engenders aids the production of ideas, and makes the task livelier and more enjoyable³¹.

Mind mapping represents technique note compilations for the combined of assisting student to use all brain potency to be optimum. Its way, join right and

³⁰ Steele, Vanessa. P.2.

³¹ Oktaviana, Etnik. “Peningkatan kualitas pembelajaran menulis cerita pendek dengan model pembelajaran Mind Mapping Siswa Kelas X Ak 1 SMK Muhammadiyah 2. Karanganyar”. <http://www.pdfqueen.com/html/aHR0cDovL2V0ZC51cHJpbmRzLnVtcy5hYy5pZC80NDI5LzEvQTMxMDA1MDAyNy5wZGY>. 2009. Retrieved on April, 25 2019.

left shares brain job. With the method mind mapping , student can improved the ability until 78%. Some advantages own the mind map such as planning, communicating, becoming creative, spending short time, finishing problem, centralized thinking learning efficient and quicker, and looking the entire picture³².

- 1) The Excellence of mind map compared to this linear record-keeping will assist to activate the brain, focusing on discussion fundamental, showing relation between parts of information which each other a part, giving detailed and clear entire picture discussion, fundamental and also give all mind to discussion fundamental to assist us to transfer an information from memory³³.
- 2) Short time to time of preparation Lesson Drawing up lesson substance in the form of Mind Map will much more quickly from writing down and also give the possibility instructor and competitor teach the student that can perceive the a spell of.
- 3) Form of Mind Map is also easy to be improving revised structure from substance before. Teachers can review as a whole briefly and quickly before starting to teach a topic (material) more detail.
- 4) Organizing lesson substance which is a lot of and very solid earn organization easily by lessening physical volume from note because Mind Map only writes the keywords.

³²Herdian.*Op.cit.*p.2.

³³Anton Maryadi, Menulis Fiksi dengan Diagram (2010 <http://www.escaeva.com/tips-menulis/tips-fiksi/menulis-dengan-diagram-.html>).p.1.

2.1.4.4 The Disadvantages of the Mind Map

1. Time is wasted trying to remember the reminder keyword, because the remainder keyword is separated by distance.
2. Time is wasted writing words that are not related to memory
3. Time is wasted rereading words that are not important.

2.1.4.4 Teaching Descriptive Text by using Mind Map

It is descriptive writing, sometime called “showing writing”. It is writing that describes a particular person, place or event in great detail³⁴. In this paper, the type of writing is describing something such as animal, fruit, or something topic.

Descriptive writing is defined as a type expository writing, means a writer feels that whatever he is writing is a description and sense full that reader must be satisfied from it, describing the statement in such a way that the reader gets the basic and important from information it easily

The way of teaching mind map as follows³⁵:

- a. Teacher explains the relevant media for the process
- b. Teacher explains the correlation between writing descriptive with Mind Map.
- c. The teacher puts a picture a draw mind map with the student in whiteboard.
- d. Teacher produces writing descriptive based on the mind map in the whiteboard.

³⁴ Dinaniaati Yesi. *Op.cit.* p.14.

³⁵ Kureasin, Nunung, Dra. Upaya peningkatan kemampuan siswa dalam menulis cerita pendek dengan menggunakan teknik mind map. Bandung: <http://www.lpmjabar.go.id/index.php/artikel/187-penelitian-ekperimen-pada-siswa-kelas-ix-a-smp-negeri-32-Bandung>. Retrieved on April,2019.

- e. Teacher asks to the student to make mind map in A4 paper and using full color pen.
- f. The teacher asks the student to produce writing descriptive based on their mind map and gives limitation in the task.
- g. Teacher asks the students to implement the seven laws of mind map
- h. Teacher asks the students to think critically and give problem solving about difficult material.

List of the rules for covert ideas intoa Mind Map as follows³⁶:

- a. Use unlined paper or a whiteboard. Sometimes bigger paper allows “bigger thinking”. One student made an entire wall into a whiteboard for strategic thinking and planning.
- b. Start by drawing a color symbol in the middle of the page that uses at least three colors.
- c. Branch the main ideas of this central image.
- d. Use on keyword or symbol per line. Avoiding clutter permits moreideas to be represented and encourages the mind to see how they relate to each other.
- e. Use curve line, to make enjoy for eyes.
- f. Use color throughout. This can be especially usefull in grouping related ideas.

³⁶ Buzan, Tony. *Buku Pintar Mind Map untuk Anak*. (Jakarta;Gramedia Pustaka Utama,2008). P.27.

2.1 Relate Study

1. This study is related with a research done by Basyariah (2015) “an analysis on the students’ error in writing Descriptive text at MAN swasta PAB 2 Helvetia Medan”. There were 217 students, and the writer used SuharsimiArikunto’s theory in taking sample, there were 65 students or 30% from 217 students taken as the sample. This study used descriptive quantitative approach, were the technique of collecting data used test, and the analyzing of collecting data was used formula: $N = \frac{x}{y} \times 100\%$. In this end of this thesis, the writer takes the conclusion as follow: the errors made by students in past tense were 217 or 34,83%, errors in verb to be were 19 or 20,17%, errors in pronoun were 76 or 12,20%, errors in preposition were 60 or 9,63%, errors in the article were 65 or 10,43%, errors in conjunctions were 18 or 2,89%, errors in determiner were 7 or 1,12%, errors in auxiliary do/does/did were 19 or 3,04%, errors in conditional were 4 or 0,4%, and errors in demonstrative were 3 or 0,4%. So, the highest error made by students was in past tense, and the lowest was in auxiliary can/could.
2. This study related with a research done by Dahlia Siregar (2009) “the comparison integrated reading and composition and semantic map technique on the students’ ability to comprehend descriptive text at the second years of MAN Barus”. There were 115 students as population and 58 students were taken as the sample in this research. The instrument of collecting data was test. The data was analyzed with t-test formula. Based on statistical computation t-test, it is found that the

coefficient of $t_{\text{count}}(2,79)$ compare with $t_{\text{table}}(t_{\text{count}}(2,79)) > t_{\text{table}}(1,67)$. So, it can be conclude that the hypothesis to the “the comparison integrated reading and composition and mind mapping on the students’ ability to comprehend descriptive text at the second years of MAN Barus”, is accepted.

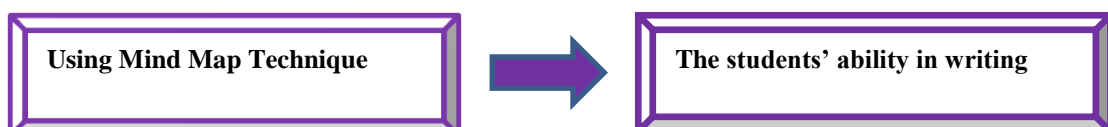
2.2 Conceptual Framework

Writing is process organizing ideas in which the writer is demanded to per form creativity in using the language skills to produce a written text. It is a complex cognitive activity in which the writer is required to demonstrate control of number of variables simultaneously.

Those elements of writing can be developed with practice. The ability to write the better sentence and choose the better word does not come from a book, but with experience. To help the students improving their writing ability, the teacher should implement strategies in the writing instruction and provide the students with appropriate trainings. Besides that, the students also need to train their selves to develop their writing skill.

The teacher should choose an appropriate learning strategy to apply in writing class. The spider map strategy is suitable to be applied in writing class. It can improve the student’s ability at writing descriptive text interactively because this learning strategy is done in pairs that the students can cooperative with others.

To make the thought of framework is clear, it can be seen in the following chart below:



Based on the draft above, it can be seen that the teaching learning strategy has affected to student's ability in learning. It means, if the teacher does not use learning strategy during teaching learning process, it can make the students bored and it can make their ability low. But if the teacher has used various learning strategy in teaching learning process, it will help the students to have more interest in learning, especially in studying descriptive text. Mean while, this research tries to improve students' ability in writing descriptive text by using Mind Map can be assumed as effective technique to improve the ability to write descriptive text.

2.3 Hypothesis

From conceptual framework above, the hypothesis of this study is students' ability at mastering descriptive text can be increased by Mind Map Technique.

CHAPTER III

METHOD OF RESEARCH

3.1 Location of Research

This research was conducted at SMP IT Ar-Rasyad Kuala at Jl. Syailetra Kec. Kuala. The research choose this location because: 1. Problem to be researched was found in this school. 2. This location was not too far from the researchers home. 3. The researcher had friend in this location to make research administration would be easier.

3.2 Subject of Research

The subject of this research is students on grade VII which consisted of 22 students, 9 males and 13 females of SMP IT Ar-Rasyad Kuala. The reasons of the researcher choose the school because there is problem at writing descriptive text at the first grade in that school.

3.3 The Method of Research

Classroom Action Research applied in this research. Classroom Action Research focused on a reflective process of progressive problem solving led by individuals working with others with a team to improve the way that address issues and solve the problem. This research related to special issue which is trying to reach and find a solution for learning process problem.

Robert C. Bogdan and Sari Knopp Biklen in Djunaidi Ghony said that Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in which the research is actively involved in the cause for which the research is conducted. Both qualitative

and quantitative methods can be used in action research.³⁷ Arikunto states that the researcher / the teachers can see the learning process directly or they can do a researcher together with others teachers to the students with interaction in learning process.³⁸

3.4 Definition of Operational Variable

The operational definition in this research was ‘the students’ ability in mastering written descriptive text. The students’ ability means the capability of students’ understanding descriptive text and could do the test that given by the researcher. Further, the students’ ability was the marks or scores gotten by the students in doing the test. Those scores showed the levels of students’ ability, whether they are excellent, good, poor, or very poor. The indicators of their ability are:

1. The students are able to make a descriptive text
2. The students are able to answer assessment that given by researcher.

3.5 Instruments of Collecting Data

The instrument of collecting data was designed in order to gain the result of the study. The instruments are:

1. Test

The test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.³⁹ This measuring instrument usually consists of a set of questions that is raised to each subject to know how far someone’s knowledge about something or material is.

³⁷ Djunaidi Ghony (2008), *Penelitian Tindakan Kelas*, Malang: UIN Malang Press, p.7

³⁸ Suharsimi Arikunto (2010), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 102

³⁹ Suharsimi Arikunto (1998), *Prosedur Penelitian Suatu Pendekatan Praktek*, edisi revisi IV, Jakarta: Rineka Cipta, p. 139

2. Documentation

Documentation is anything written that contains information serving as proof. According to Syahrums and Salim, document is all of data are collected and interpreted by researcher. And they also supported by some media, such as photos, diary notes which related to research focusing.⁴⁰

3. Interview

Interview is a dialogue conducted by the interviewer to obtain information from interviewees.⁴¹ In this case, interview will be conducted to get information about the students' ability in written a descriptive text.

4. Observation

Observation was an activity includes the loading of attention to an object by using all the senses.⁴² The observation is usage for knowing the condition of the class when the teaching-learning process is going on.

5. Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the research. Diary notes were used to describe researcher's thoughts and feeling about the teaching-learning process

3.6 The Procedure of Data Collection

The procedure of data collection in this research was conducted by two cycles. Each cycle would be done in two meetings. Every meeting includes four steps namely, planning, action, observation, and reflection. Before conducted this research, the writer

⁴⁰ SalimdanSyahrums (2011), *Metodologi Penelitian Kualitatif*, cet. IV, Bandung: Ciptapustaka Media, p. 124

⁴¹ SuharsimiArikunto (2014), *Prosedur Penelitian Suatu Pendekatan Praktik*, Cet. XV, Jakarta: RinekaCipta, p. 198

⁴² Ibid. P. 199

met the headmaster and the English teacher to get the permission for doing the research and to get the information about the school and the English teaching.

The procedure of data collection was conducted by administrating two cycles. Each cycle consist of two meetings. There were four meetings all together. In the first cycle there would be a pre-test to know the students' ability in understanding conditional sentences. After knowing their ability the writer could go to the cycles. In each cycle, consists of four steps; they are planning, action, observation, and reflection.

1. CYCLE I

After doing the orientation test and getting the problem, the researchers started doing the cycle I.

a. Planning

In this step, the writer made some preparations, such as making lesson plans, preparing the teaching media such as paper, prepares research instrument to record and analyze the data.

b. Action

The writer applied The Mind Map Technique based on the lesson plan. Building knowledge by explaining definition of the descriptive text, kinds/types, formulation and gave some examples to the students. After doing the learning process, researcher's asked the students to make descriptive text and the result before and after using mind map technique can be seen.

c. Observation

The writer observes the situation of teaching process, records every action, comment, feeling, and certain behavior that appears during the teaching – learning process is going on.

d. Reflection

Reflection was the feedback process from the action. In this step, the action during the process will be evaluated. Based on the data, the writer can draw the conclusion and construct the cycle.

2. CYCLE II

In this cycle, the researcher used the same steps as in cycle I. There are also four steps, they are:

a. Planning

In this step, the writer made some preparations, such as making lesson plans, preparing the teaching media such as paper, prepares research instrument to record and analyze the data.

b. Action

The writer applied Mind Map Technique based on the lesson plan. Building knowledge by explaining definition of the descriptive paragraph, kinds / types, and gave some examples to the students. After doing the learning process, researcher's asked the students to make descriptive text and the result before and after using Mind map technique can be seen.

c. Observation

The writer observed the situation of teaching process, records every action, comment, feeling, and certain behavior that appears during the teaching – learning process is going on.

e. Reflection

Reflection was the feedback process from the action. In this step, the action during the process would be evaluated. Based on the data, the writer could draw the conclusion and construct the cycle.

3.7 The Technique of Data Collection

1. Interview

The interview of this research was conducted with English teacher and her students of SMP IT Ar-Rasyad to collect some information. The first step was with English teacher to know about the specific information of English activities such as the problems and the strategies in teaching English, etc. Then the second step was with students. They were asked about their problem in studying English, especially in increasing students' ability in understanding Descriptive Text.

2. Observation

Observation in this research conducted at SMP IT Ar-Rasyad to collect the data about the English teachers' and students' activities in teaching and learning process. The researcher observed by monitoring the learning activity in the classroom during the class took place. How teachers taught and how students' response are become the objects of the observation.

3. Test

In this research, test was one of the instruments of collecting data that was given to the sample. The form this test was easy test. The test was given to students and they have 30 minutes to finish the test.

4. Diary Notes

The researcher recorded everything that happened during teaching-learning process in every meeting, it includes reflection and evaluation of the implementation of Mind Map Technique in teaching Descriptive Text.

3.8 Technique of Analyzing Data

This study applied qualitative and quantitative data. The qualitative data analyzed from the data observation sheet and interview, to describe the increasing of the students' ability in understanding Descriptive Text through Mind Map Technique. The quantitative data analyzed by computing the score of writing test.

To know the mean of the student's score in each writing evaluation, the following

formula: $\bar{X} = \frac{\sum X}{N}$

Where:

\bar{X} = The mean of students' score

$\sum X$ = The total score

N = the number of the students

To categorize the number of the students who passed the successfully, the writer will be applied the following formula:

$$P = \frac{RT}{X} \times 100 \%$$

Where:

P = The percentage of students who got score 75

R = The percentage of students who got score 75 and up

T = The percentage of the students who did the best⁴³.

⁴³ Anas Sudijono (2017), *Pengantar Statistic Pendidikan*, Jakarta: Raja Grafindo Persada, p. 822

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1. Data Analysis

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of student's score at writing descriptive text. The data were taken from a class which consisted of 22 students. The qualitative data were taken from interview, observation sheet, diary note and documentation.

This research was done in two cycle. Every cycle consisted of four steps of action research (plan,action,observation and reflection). Each cycle consisted of two meetings in this research.

4.1.1. Quantitative Data

The quantitative data were obtained from the score of student's writing test. The improvement of student's ability at writing descriptive text by implementing Mind Map Technique can be seen from the mean of student's score in pre-test, post-test in cycle I and post-test in cycle II.

4.1.1.1. The Student's Score in the Pre-Test

The researcher gave a test in the pre-test. The number of the students who test was 22. Here the students score of pre-test as follow:

Table II. The Student's Score in the Pre-Test

NO	INITIAL OF STUDENTS	PRE-TEST	
		Score	Criteria Succes (≥ 75)
1	APA	82	PASSED
2	ASH	55	FAILED
3	DHNS	62	FAILED
4	FS	84	PASSED

5	HP	60	FAILED
6	IP	62	FAILED
7	MS	51	FAILED
8	MR	53	FAILED
9	ML	57	FAILED
10	MDA	73	FAILED
11	MHTH	37	FAILED
12	NZ	68	FAILED
13	NA	75	FAILED
14	NHA	66	FAILED
15	RMH	37	FAILED
16	RH	62	FAILED
17	RV	75	FAILED
18	RFA	55	FAILED
19	SHL	53	FAILED
20	SK	62	FAILED
21	SA	80	PASSED
22	WR	51	FAILED
TOTAL		$\sum x = 1360$ $\bar{x} = 61,81$	

From the table of pre-test, the total score of students was 1360 and the number of students who took the test was 22 students, so the student's mean was:

Formula

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1360}{22} = 61,81$$

From the analysis above, student's ability at writing descriptive text was low. The mean of students was 61,81. The number of students who were competent at writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{3}{22} \times 100 = 13,63 \%$$

$$P_2 = \frac{19}{22} \times 100 = 86,36 \%$$

Table III. The Percentage of student's Score in the Pre-Test

	Criteria	Total Students	Percentage
P ₁	Passed	3	13,63 %
P ₂	Failed	19	86,36 %
Total		22	100 %

From the table analysis, the student's ability at writing descriptive text was still low. The mean of students was 61,81. From the criteria 3 students got success score or it was only 13,63 %. On the other one, 19 students got unsuccessful score or it was only 86,36 %. It could be concluded that the student's ability at writing descriptive text was still low when doing action research in pre-test. So, post-test continued in the first cycle.

4.1.1.2. The Student's Score in the Post-Test of the First Cycle

In the post-test of the first cycle, the data analysis can be followed below:

Table IV. The Student's Score in the Post-test of the First Cycle

NO	INITIAL OF STUDENTS	POST-TEST IN CYCLE I	
		Score	Criteria Success (≥ 75)
1	APA	86	PASSED
2	ASH	66	FAILED
3	DHNS	73	FAILED
4	FS	86	PASSED
5	HP	71	FAILED
6	IP	77	PASSED

7	MS	71	FAILED
8	MR	75	FAILED
9	ML	71	FAILED
10	MDA	80	PASSED
11	MHTH	66	FAILED
12	NZ	73	FAILED
13	NA	82	PASSED
14	NHA	71	FAILED
15	RMH	60	FAILED
16	RH	77	PASSED
17	RV	80	PASSED
18	RFA	66	FAILED
19	SHL	73	FAILED
20	SK	71	FAILED
21	SA	84	PASSED
22	WR	66	FAILED
TOTAL		$\sum x = 1625$ $\bar{x} = 73,86$	

From the table of post-test in the first cycle, the total score of students was 1632 and the number of students who took the test was 22 student's mean was:

Formula

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1625}{22} = 73,86$$

From analysis above, student's ability at writing descriptive text was low. The mean of student was 73,86. The number of students who were competent at writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{8}{22} \times 100 = 36,36 \%$$

$$P_2 = \frac{14}{22} \times 100 = 63,63 \%$$

Table V. The Percentage of Student's Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P ₁	Passed	8	36,36 %
P ₂	Failed	14	63,63%
Total		22	100 %

From the table analysis, the student's ability at writing descriptive text was still low. The mean of students was 73, 86. From the criteria 8 students got success score or it was only 36, 36%. On the other one, 14 students got unsuccessful score or it was only 63, 63%. It could be concluded that the student's ability at writing descriptive text was still low when doing action research in post-test. So, post-test continued in the second cycle.

4.1.1.3. The Student's Score in the Post-Test of Second Cycle

The researcher gave test to the students in the end of each cycle. It was found that mean of student's score was kept improving from pre-test until post-test of the second cycle.

The analysis of post-test in the second cycle as follow:

Table VI. The Student's Score in the Post-Test of Second Cycle

NO	INITIAL OF STUDENTS	POST-TEST IN CYCLE II	
		Score	Criteria Success (≥ 75)
1	APA	95	PASSED
2	ASH	77	PASSED

3	DHNS	80	PASSED
4	FS	95	PASSED
5	HP	80	PASSED
6	IP	82	PASSED
7	MS	80	PASSED
8	MR	82	PASSED
9	ML	86	PASSED
10	MDA	86	PASSED
11	MHTH	73	FAILED
12	NZ	80	PASSED
13	NA	91	PASSED
14	NHA	80	PASSED
15	RMH	75	FAILED
16	RH	86	PASSED
17	RV	86	PASSED
18	RFA	77	PASSED
19	SHL	77	PASSED
20	SK	80	PASSED
21	SA	91	PASSED
22	WR	75	FAILED
TOTAL		$\Sigma x = 1814$ $\bar{x} = 82,45$	

From the table of post-test in cycle II, the total score of students was 1814 and the number of students who took the test was 22 student's mean was:

Formula

$$\bar{x} = \frac{\Sigma x}{N}$$

$$\bar{x} = \frac{1814}{22} = 82,45$$

From analysis above, student's ability at writing descriptive text was high. The mean of student was 83. The number of students who were competent at writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{19}{22} \times 100 = 86,36 \%$$

$$P_2 = \frac{3}{22} \times 100 = 13,63 \%$$

Table VII. The Percentage of student's Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P ₁	Passed	19	86,36 %
P ₂	Failed	3	13,63%
Total		22	100 %

From the table analysis, the mean of students was 82, 42. From the criteria 19 students got success score or it was only 86, 36%. On the other one, 3 students got unsuccessful score or it was only 13, 63%. It could be concluded that the student's ability at writing descriptive text was improved. So, post-test of the second cycle was categorized success.

4.1.1.4. The Improvement of the Student's Ability at writing Descriptive text by

Using the Mind Map Technique

Here the improvement of student's ability at writing descriptive text in the pre-test, post-test I and post-test II.

Table VIII. Data Analysis of student's score in Pre-test, Post-test of the First Cycle, and Post-Test of the second Cycle

NO	INITIAL OF STUDENTS	PRE-TEST		CYCLE I		CYCLE II	
		Score	Criteria Success (≥75)	Score	Criteria Success (≥75)	Score	Criteria Success (≥75)
1	APA	82	PASSED	86	PASSED	95	PASSED
2	ASH	55	FAILED	66	FAILED	77	PASSED
3	DHNS	62	FAILED	73	FAILED	80	PASSED

4	FS	84	PASSED	86	PASSED	95	PASSED
5	HP	60	FAILED	71	FAILED	80	PASSED
6	IP	62	FAILED	77	PASSED	82	PASSED
7	MS	51	FAILED	71	FAILED	80	PASSED
8	MR	53	FAILED	75	FAILED	82	PASSED
9	ML	57	FAILED	71	FAILED	86	PASSED
10	MDA	73	FAILED	80	PASSED	86	PASSED
11	MHTH	37	FAILED	66	FAILED	73	FAILED
12	NZ	68	FAILED	73	FAILED	80	PASSED
13	NA	75	FAILED	82	PASSED	91	PASSED
14	NHA	66	FAILED	71	FAILED	80	PASSED
15	RMH	37	FAILED	60	FAILED	75	FAILED
16	RH	62	FAILED	77	PASSED	86	PASSED
17	RV	75	FAILED	80	PASSED	86	PASSED
18	RFA	55	FAILED	66	FAILED	77	PASSED
19	SHL	53	FAILED	73	FAILED	77	PASSED
20	SK	62	FAILED	71	FAILED	80	PASSED
21	SA	80	PASSED	84	PASSED	91	PASSED
22	WR	51	FAILED	66	FAILED	75	FAILED
TOTAL		$\sum x = 1360$ $\bar{x} = 61,81$		$\sum x = 1625$ $\bar{x} = 73,86$		$\sum x = 1814$ $\bar{x} = 82,45$	

From the result of analysis showed that there was a development on the student's ability at writing descriptive text. It showed from the mean of pre-test was 61, 81, the mean of post-test in the first cycle was 73, 86, and the mean of post-test in the second cycle was 82, 42.

Table IX. The Percentage of Student's ability at Writing Descriptive Text by Using the Learning Cell Learning Strategy in Pre-test, Post-test I and Post-test II

MEETING		STUDENT WHO GET SCORE \geq 75	PERCENTAGE
PRE-TEST	I	3	13,63%
CYCLE I	II	8	36,36%
CYCLE II	III	19	86,36%

Based on the table above, the result of the analysis showed that there was an improvement on the student's ability at writing descriptive text. It was saw from the mean of pre-test was 61, 81, the mean of post-test in first cycle was 73, 86 and the mean of post-test in cycle II was 82, 42. The percentage of the students score in pre-test who got point up to 75 there were only 3 of 22 student (36,36%), and percentage of the student's score in the cycle I who got point up 75 there were only 8 of 22 students (36,36%). It means that there was improvement about 22,73%. Then the percentage of the student's score in post-test of the second cycle who got point up 75 there were 19 of 22 students (86,36%). It meant the improvement was 50%.

The students score in pre-test, post-test I and post-test II had variation. In pre-test, the lowest score was 37 and the highest one was 84. In post-test I, the lowest score was 60 and the highest score was 87. In post-test II, the lowest score was 75 and the highest score was 95. The comparison score of writing descriptive text s can be seen on the table below:

**Table X. The Comparison of the Student's Score in the Three writing
Descriptive Text Test**

Name of Test	Pre-test	Post-test I	Post-test II
Lowest Score	37	60	75
Highest Score	84	87	95
\bar{x}	62,09	74,18	83
N	22	22	22

It concluded that the student's ability at writing descriptive text by using the Mind Map Technique had increased from 61, 81 to 82, 42.

4.1.2. Qualitative Data

The qualitative data were taken from interview, observation sheet, diary note and documentation. The data of the observation were taken from two focuses, as follow the writer (as the teacher) and the student. There were two interview season was conducted. The researchers interview the English teacher and the students. The first interview was done before conducting the research, this interview about the students writing and the strategy in teaching writing descriptive text. The diary notes and documentation could be showed in the appendix.

4.1.2.1. The Activity in the First Cycle

In the first cycle, there are two meetings in this cycle. It consists of planning, action, observation and reflection.

1. Planning

Based on the result of pre-test which had been administrated before. It was known that the level of student's ability at writing descriptive text was low. Some

problems also had been predicted. The researcher as the teacher, and the teacher would be observed the teaching learning process in which the mind map technique was implemented.

The plan was prepared before doing research. All preparation that was needed in the process of research was such analyzing and observing. Conducted the test, preparing media, observation sheet, interview sheet.

In this phase, there were some activities done by researcher, they were:

- a. Making lesson plan.
- b. Preparing media which needed in action
- c. Preparing observation sheet, interview sheet and diary notes.

2. Action

In this phase, there were some activities done by researcher. They were:

- a. Explaining the procedures of the Mind Map Strategy.
- b. The teacher gave the topic and shared the picture
- c. The teacher ask the students to write a list of question related to the picture
- d. The teacher asked the students to pairs and every students have a role as a teacher and student.
- e. The students share their question to their friends as a teacher to answer their question. All of them must switch role.
- f. Every student has had answers from their teacher as keys to write a descriptive text form
- g. The teacher closed the meeting, collected their work and motivated the students to study hard.

3. Observation

The data of the observation were taken from two focuses, as follow the writer (as the teacher) and the student. Based on the data of the observation sheet from the first cycle that found in the appendix V and VI, the teacher presentation was not good due to lack experience. But later, she could improve her presentation in every meeting, and in the second meeting in her performance was good. It meant the writer (as the teacher) was good in applying the mind map technique to improve their ability at writing descriptive text. The students had some problems in improving their writing descriptive text. But later, they got improvement in every meeting (in the fourth meeting they were good). It meant that the students had good interest in learning writing descriptive text by the Mind Map Technique..

4. Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making second cycle. Second cycle was held to achieve the improvement score of the students.

Referring the result of post-test I, it was needed to conduct the second cycle. It was also needed for the researcher to make an improving action. The researcher decided to make some actions to improve the student's ability at writing descriptive text for the second cycle, such as:

- a. The teacher improved her ability in presenting material. She would speak clearly, so that students could understand the instruction.
- b. In controlling the class, the teacher would be helped by collaborator to come (control) the groups. So all of students did not made noise.

- c. In order to make the students more active, the teacher would give more chance to answer the question.
- d. The teacher would point the inactive students to answer her question. So all the students would get the opportunities to express their opinion.

4.1.2.2. The Activity in the Second Cycle

In the first cycle, there are two meetings in this cycle. It consists of planning, action, observation and reflection. Based on the first cycle the second will be arranged as follows:

1. Planning

In cycle two, the mind map technique still and was applied in teaching learning process. In the first cycle the students was given a picture as the media in the second cycle was too, but different picture. In this cycle, teaching learning process was more active than before. The student discussed in their pairs and gave feedback to their friend answer. The researcher motivated the students, that is important for them to open their mind in writing and more cooperate and responsible in learning process. The time is also 40 minutes for each meeting. Further the lesson plan was enclosed in the appendix.

2. Action

There were many activities while doing the research in the second cycle. There were:

- a. Giving the instruction how to describe based on the picture
- b. Giving the topic and sharing the picture
- c. The teacher ask the students to write a list of question related to the picture

- d. The teacher asked the students to pairs and every student have a role as a teacher and student.
- e. The students share their question to their friends as a teacher to answer their question. All of them must switch role.
- f. Every student has had answers from their teacher as keys to write a descriptive text form.
- g. The teacher move around the class to make all of the students were active to give comments or suggestion and made the students controlled their voiced.
- h. The teacher closed the meeting, collected their work and motivated the students to study hard.

3. Observation

Based on the data of the observation sheet from the second cycle that found in the appendix VII and VIII, the researcher can conclude that the teacher activities in teaching learning writing descriptive text by mind map technique in cycle II was very good. The teacher has ability to open teaching learning well. The teacher can attract the student's attention. In addition, the teacher applied the mind map technique well. It meant, there is improvement in teaching learning process between cycle I and Cycle II. In the other hand, the students had good interest in learning writing descriptive text by mind map technique.

4. Reflection

In this phase, the researcher could reflect the data whether the action given could improve student's writing ability. The researcher could be concluded as follow:

- a. The students did not feel bored at writing because there is key to build up a sentences, they could imagine what they want to write. their problem in

vocabulary could be solved because the teacher give them picture before describe the object (picture)

- b. Most students tried to give the best answer like the real teacher (as a role)
- c. Student's score had improved too. It was based on the percentage of the student's score. Their percentage of pre-test was 13,63%, post-test of cycle I was 36,36% and the score of cycle II was 86,63%.

4.2. Research Finding

The result of indicate that there was an improvement of the students score at writing descriptive text by using the mind map technique. It could be seen from the data which showed that the mean of the student's score in every meeting increased. The findings of research were:

- a. The quantitative data was taken from writing descriptive text test. The result of the research indicated that there was improvement of student's score at writing descriptive text. It could be seen from the data which showed that the mean of students in the second cycle (82, 42) was higher than the first cycle (73, 86) and also in test before done cycles (61, 81)
- b. The qualitative data were taken from observation sheet, interview sheet, diary note and documentation. The Mind Map Techique was able to improve the student's ability at writing descriptive text. It was shown by student's comments. They were enthusiasts in each day, the mistake became less.

Based on the result of the quantitative and qualitative data, it indicated that the action and the implication of the mind map technique in teaching learning writing descriptive text was improved.

4.3. Discussion

This research was conducted to find out the improving of the student's ability at writing descriptive text by using the mind map technique. The mind map technique is created in order to give motivation and simulate the students to mastery the material. This strategy is also designed to avoid the students felt bored which stops them in learning English and the students can think creatively.

This research has proved effectiveness of applying the learning cell learning strategy. It was shown in the table of the improvement of the student's score of pre-test to post-test of cycle I and cycle II. It means that the student's ability at writing descriptive text by using the mind map technique had improved.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, which aims to improve the student's ability at writing descriptive text by using the mind map technique, the researcher made conclusion related to the research question which are stated in chapter. The conclusions were obtaining through real phenomenon as the researcher did during the observation. The researcher draws some conclusion as follow:

1. The student's ability at writing descriptive text by using the Mind Map Technique had improved. It could be showed from the discussion the result of pre-test and post-test in cycle I and II, the researcher could said that the mind map technique could be improved the student's ability at writing descriptive text. It is proved with student's improvement score of the tests because the mean of post-test in cycle I is higher than mean of pre-test (73, 86 > 61, 81), the mean of post-test II in cycle II is higher than mean of post-test in Cycle I (82, 42 > 73, 86). The proven target is 86, 36% or 19 from 22 students who increase their writing descriptive text.
2. Observation and interview sheet result showed that the students were active, more enthusiastic and response during teaching learning process. Interview, observation sheet and documentation report showed that the learning cell learning strategy helped them at writing descriptive text.
3. Finally, based on the result of qualitative showed, it could be concluded that the class atmosphere by mind map technique was active and improved at the seventh grade students of MTs Ar-Rasyad Kuala.

B. Suggestions

In order to make the teaching learning using the mind map technique more interesting, the researcher formulated some suggestion to the students and other teacher or researcher. Hopefully it will be used for them in the future. These are:

1. To the teacher
 - a. The teacher should create all alternative in teaching English language especially in writing skill. They should create the good atmosphere in the classroom and make the students more active in the class.
 - b. Teacher should develop teaching materials that suitable with the student's level.
 - c. The teacher should be creative in using teaching media, to make the teaching learning more effective.
2. To the students
 - a. The students should study English through practice and experiences.
 - b. The students should active in the class and also creative to get the point of teaching learning process.
 - c. The students should pay attention to what the teacher's instruction and all the duty.
 - d. The students should learn the material before it is tough by the teacher in the class, so it will be easy for them to understand the materials.
3. To the other researcher
 - a. The other researcher, who wants to develop all information and knowledge nature the mind map for those who have interest in doing research related to topic are able to make research in other discipline

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APPENDIX I

THE OBSERVATION SHEET FOR THE STUDENT'S (Cycle I)

Note: give (√) in each column, where 4 (Very good), 3(Good), 2 (Enough), and 1 (Bad)

NO	Points will be observed	Cycle I		Average	Description
		1	2		
1	All of the students come ontime	4	4	4	Very Good
2	The students pay attention to the teacher's explanation	3	3	3	Good
3	The student are active in joining the learning process	3	3	3	Good
4	The student ask question to the teacher if there is something unclear	2	3	2,5	Enough
5	The students can answer the question from the teacher	3	3	3	Good
6	Teacher students can describe picture/imagine something coherently and cohesively	3	3	3	Good
Total of Average				18,5	

4 = (Very good) 3=(Good) 2 =(Enough) 1= (Bad)

To know the value of teacher's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{18,5}{6} = 3,08 = 3 \text{ (Good)}$$

In this case, it can be stated that the teacher has done all of the activities well.

APENDIX II

OBSERVATION SHEET FOR THE STUDENT'S (Cycle II)

Note: give (√) in each column, where 4 (Very good), 3(Good), 2 (Enough), and 1 (Bad)

NO	Points will be observed	Cycle I		Average	Description
		1	2		
1	All of the students come ontime	4	4	4	Very Good
2	The students pay attention to the teacher's explanation	4	4	4	Very Good
3	The student are active in joining the learning process	3	4	3,5	Very Good
4	The student ask question to the teacher if there is something unclear	3	3	3	Very Good
5	The students can answer the question from the teacher	3	4	3,5	Good
6	Teacher students can describe picture/imagine something coherently and cohesively	3	4	3,5	Good
Total of Average				22,5	

4 = (Very good) 3=(Good) 2 =(Enough) 1= (Bad)

To know the value of teacher's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{22,5}{6} = 3,75 = 4 \text{ (Very Good)}$$

Besed on the observation above, the researcher found that the student had improvement in participation and interest in joining the learning process because the learing process in cycle II was better in cycle I.

APPENDIX III

OBSERVATION SHEET FOR THE TEACHER (Cycle I)

Note: give (√) in each column, where 4 (Very good), 3(Good), 2 (Enough), and 1 (Bad)

NO	Points will be observed	Cycle I		Average	Description
		1	2		
1	The teacher comes on time	4	4	4	Very Good
2	The teacher greets the students	3	4	3,5	Very Good
3	The teacher motivates the student	3	3	3	Good
4	The teacher give instruction clearly	3	3	3	Good
5	The teacher be serious in the teaching learning process	3	4	3,5	Very Good
6	Teacher gives task to the students	3	3	3	Good
7	The teacher monitoring all of the students	3	3	3	Good
8	The teacher conclude the material	3	3	3	Good
Total of Average				26	

4 = (Very good) 3=(Good) 2 =(Enough) 1= (Bad)

To know the value of teacher's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{26}{8} = 3,25 = 3 \text{ (Good)}$$

In this case, it can be stated that the teacher has done all of the activities well.

APPENDIX IV

OBSERVATION SHEET FOR THE TEACHER (Cycle II)

Note: give (√) in each column, where 4 (Very good), 3(Good), 2 (Enough), and 1 (Bad)

NO	Points will be observed	Cycle II		Average	Description
		1	2		
1	The teacher comes on time	4	4	4	Very Good
2	The teacher checks the student's attendance	4	4	4	Very Good
3	The teacher attracts the student's attention	4	4	4	Very Good
4	The teacher tells the topic material that will be learnt	3	4	3,5	Good
5	The teacher explain the objective of learning	4	4	4	Very Good
6	The Teacher motivates the students to show their best at writing descriptive text	4	4	4	Very Good
7	The teacher explains about descriptive text	4	4	4	Very Good
8	The teacher used the strategy to write descriptive text	3	4	3,5	Good
9	The teacher involves the student's activity in learning process	3	4	3,5	Good
10	The teacher give the students chance to share their ideas or give question	4	4	4	Very Good
11	The teacher asks to the students to share their difficulties about the material	4	3	3,5	Good
12	The teacher tries to solve the student's problem	4	3	3,5	Good

13	The teacher gives feedback to the student's question	4	4	4	Very Good
14	The teacher concluded the lesson	3	4	3,5	Good
15	The teacher manage the time effectively	3	3	3	Good
Total of Average				55,5	

4 = (Very good) 3=(Good) 2 =(Enough) 1= (Bad)

To know the value of teacher's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{55,5}{15} = 3,7 = 4 \text{ (Very Good)}$$

Based on the observation above, it can be stated that the teacher has allof the activities better than first cycle.

APPENDIX V

LESSON PLAN (CYCLE I)

School	: MTs Yayasan Al-Rasyad Kuala
Subject	: English
Class/semester	: VII / Sem II
Aspect/skill	: Writing
Theme	: Describing People
Kind Text	: Descriptive Text
Time allocation	: 2 x 40

Competency standard : (Writing) revealed the meaning of the text writing functional and simple short essay from of descriptive and recount text to interact with their surroundings.

Basic competence : (Writing) expresses the meaning and rhetorical stage of a simple short essay by using a variety of written language, fluently and thankful to interact with the surrounding environment in the form descriptive and recount text.

Indicator :

1. Explain the definition, purpose and function of descriptive text
2. Identify the generic structure and language feature of descriptive text
3. Descriptive the feature of character, physical and profession of someone by writing.

A. Learning objectives :

In the and of learning process the students are able:

1. To explain the definition, purpose and function of descriptive text.
2. To identify the generic structure and language feature of descriptive text.
3. To describe the feature of character, physical and profession of someone by writing.

B. Learning Material

a. Definition of descriptive text

Descriptive text is a kind of the text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

b. The generic structure of descriptive text

1. Identification

In this generic structure introduces to the subject of description.

2. Description

In this part give details of the characteristic features of the subject. Such as qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

c. The Language Feature of Descriptive Text

Significant Grammatical feature of descriptive text are:

1. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
2. Use of Simple Present Tense
 - a. Use of simple past tense if extinct
3. Verb of being and having 'Relation Processes' (my mum is really cool, she has long black hair).
4. Use descriptive adjective (strong legs, while fangs).
5. Use or detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur)
6. Use of action verb 'material process' (it eats grass, it runs fast)
7. Use of adverbial to give additional information about behavior (fast, at tree house).
8. Use or figurative language (Jhon is as while as chalk)

d. Vocabulary item related to personal appearance:

Heigh	Body	Age	Hair	Face	Eyes
Tall	Slim	Yough	Long	Round	Big

Short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Green
			Curly	Pale	Hazel
			Wavy	Bearded	Bright
			Black	Shaved	Slanting
			Blond		

e. give the example of descriptive text

Identification	My Favorite Artist
	I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program "OVJ" as a funny comedian. Besides, he also has a good voice. I like him very much.

C. Method/Learning Strategy : Mind Map, demonstration, discussion.

D. Learning Media : Picture

E. Activity Learning

1. Introduction

Apperception:

1. Teacher gives greeting
2. Teacher checks the list of attendances
3. Teacher explains learning objectives
4. Teacher gives motivation

2. Main Activity

a. Exploration

In exploration's activity, the teacher:

1. Explain the topic that will be learn
2. Give an example about learning topic with picture (media)
3. Give an instruction to the student to pair up with the comrades who favorite seeking.

b. Elaboration

In elaboration's activity, the teacher:

1. Gives the task to observe a picture
2. Asks to students to write a list of questions individually about the description of a picture in detail and determine who is be student A and student B.
3. Asks to student A start to asking question to student B (this is not a problem for student who wants to ask firstly), and ask to student B write the question and answer it.
4. After receiving the answer question and has done correction or additional information from student B, and asks to student A write the answer and back asked if there is an answer less satisfying.
5. After finish turn student B who asks to student A and so onward.
6. If it has been completed asked responsible between student A and B. Asks to they gather the answer's result and start to write its in the descriptive text.

c. Confirmation

In confirmation's activity, the teacher:

1. Asks to students to discuss with their partner about the advantages what they derive from this activity.
2. The teacher answering something that is no clear by student.
3. The teacher and student asking and answering to straighten the mistake understanding, gives reinforcement and conclusion.

3. Closing

In the closing activity, the teacher:

1. Asks to student to collect their written test.
2. The teacher and students conclude the material.
3. The teacher motivates the students who lack or have not actively participated.
4. The teacher closed the meeting.

F. Learning source

1. Relevant book grade VII
2. Internet
3. Media

G. Appraisal

1. Technique : Question by writing
2. Form : Writing test
3. Instrument : Enclosed

APPENDIX VI

LESSON PLAN (CYCLE II)

School	: MTs Yayasan Al-Rasyad Kuala
Subject	: English
Class/semester	: VII / Sem II
Aspect/skill	: Writing
Theme	: Describing People
Kind Text	: Descriptive Text
Time allocation	: 2 x 40

Competency standard : (writing) revealed the meaning of the text writing functional and simple short essay from of descriptive and recount text to interact with their surroundings.

Basic competence : (writing) expresses the meaning and rhetorical stage of a simple short essay by using a variety of written language, fluently and thankful to interact with the surrounding environment in the form descriptive and recount text.

Indicator :

1. Explain the definition, purpose and function of descriptive text
2. Identify the generic structure and language feature of descriptive text
3. Descriptive the feature of character, physical and profession of someone by writing.

A. Learning objectives :

In the and of learning process the students are able:

1. To explain the definition, purpose and function of descriptive text.
2. To identify the generic structure and language feature of descriptive text.
3. To describe the feature of character, physical and profession of someone by writing.

B. Learning Material

- a. Definition of descriptive text

Descriptive text is a kind of the text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

b. The generic structure of descriptive text

1. Identification

In this generic structure introduces to the subject of description.

2. Description

In this part give details of the characteristic features of the subject. Such as qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

c. The Language Feature of Descriptive Text

Significant Grammatical feature of descriptive text are:

1. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
2. Use of Simple Present Tense
 - a. Use of simple past tense if extinct
3. Verb of being and having 'Relation Processes' (my mum is really cool, she has long black hair).
4. Use descriptive adjective (strong legs, white fangs).
5. Use or detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur)
6. Use of action verb 'material process' (it eats grass, it runs fast)
7. Use of adverbial to give additional information about behavior (fast, at tree house).
8. Use or figurative language (Jhon is as white as chalk)

d. Vocabulary item related to personal appearance:

Heigh	Body	Age	Hair	Face	Eyes
Tall	Slim	Yough	Long	Round	Big

Short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Green
			Curly	Pale	Hazel
			Wavy	Bearded	Bright
			Black	Shaved	Slanting
			Blond		

e. give the example of descriptive text

Identification	My Favorite Artist
	<p>I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. Besides, he also has a good voice. I like him very much.</p>

C. Method/Learning Strategy : Mind Map, demonstration, discussion.

D. Learning Media : Picture

E. Activity Learning

1. Introduction

Apperception:

1. Teacher gives greeting
2. Teacher checks the list of attendances
3. Teacher explains learning objectives
4. Teacher gives motivation

2. Main Activity

a. Exploration

In exploration's activity, the teacher:

4. Explain the topic that will be learn
5. Give an example about learning topic with picture (media)
6. Give an instruction to the student to pair up with the comrades who favorite seeking.

b. Elaboration

In elaboration's activity, the teacher:

7. Gives the task to observe a picture
8. Asks to students to write a list of questions individually about the description of a picture in detail and determine who is be student A and student B.
9. Asks to student A start to asking question to student B (this is not a problem for student who wants to ask firstly), and ask to student B write the question and answer it.
10. After receiving the answer question and has done correction or additional information from student B, and asks to student A write the answer and back asked if there is an answer less satisfying.
11. After finish turn student B who asks to student A and so onward.
12. If it has been completed asked responsible between student A and B. Asks to they gather the answer's result and start to write its in the descriptive text.

c. Confirmation

In confirmation's activity, the teacher:

4. Asks to students to discuss with their partner about the advantages what they derive from this activity.
5. The teacher answering something that is no clear by student.
6. The teacher and student asking and answering to straighten the mistake understanding, gives reinforcement and conclusion.

3. Closing

In the closing activity, the teacher:

5. Asks to student to collect their written test.
6. The teacher and students conclude the material.
7. The teacher motivates the students who lack or have not actively participated.
8. The teacher closed the meeting.

F. Learning source

4. Relevant book grade VII
5. Internet
6. Media

G. Appraisal

4. Technique : Question by writing
5. Form : Writing test
6. Instrument : Enclosed

APPENDIX VII

PRE-TEST

Name :

Direction :

1. Write your full name on the left top of your work sheet!
2. Look at the picture “Joko Widodo”!
3. Write a text by describring people about Joko Widodo!

a. Identification



b. Description

APPENDIX VIII

POST-TEST I

Name :

Direction :

1. Write your full name on the left top of your work sheet!
2. Look at the picture “Joko Widodo”!
3. Write a text by describring people about Joko Widodo!

a. Identification



b. Description

APPENDIX IX

POST-TEST II

Name :

Direction :

1. Write your full name on the left top of your work sheet!
2. Look at the picture “B. J. Habibie”!
3. Write a text by describring people about “B. J. Habibie”!

a. Identification



b. Description

APPENDIX X

Key Answer P.Test I

JOKOWI

Ir. H. Joko Widodo is the current President of Indonesia. He was born on June 21, 1961 in Surakarta. He is well-known with his nickname 'Jokowi', the acronym from his complete name. About his personal life, Jokowi married Mrs. Iriana. They have three children named Gibran Rakabumi Raka, Kahiyang Ayu, and Kaesang Pangarep. His hobby is listening to rock music. No wonder that years ago he was seen in a stadium to watch the concert of a legendary international rock band, Gun & Roses. Besides, Jokowi is known as a person who is straight to the point and has calm personality. Related to his education background, Jokowi finished his primary education at SDN 112 Tirtoyoso Solo and continued his secondary education at SMPN 1 Solo and SMAN 6 Solo. Jokowi graduated from Forestry Faculty of Gadjah Mada.

Jokowi's journey is unpredictable and we really never know how people meet their faith. Jokowi is one of the examples. He might never dream of being the governor of the capital city of Indonesia, even being the President. His path is not easy, too. There were many rumours and issues during his candidacy, but he kept calm and strong to face anything that was going to attack him from every side. In 2014, Jokowi was elected to be the 7th President of Indonesia with Jusuf Kalla as the Vice President. Jokowi always tries to give his best to make Indonesia has better future. He is always spiritfull with his popular jargon 'Kerja Nyata'.

APPENDIX XI

Key Answer P.Test II

B.J. HABIBIE

Bacharuddin Jusuf Habibie is the third President of Indonesia. He was born on June 25, 1936 in Pare-Pare, South Sulawesi. He is the fourth of eight children in his family. His parents are Alwi Abdul Jalil Habibie and RA. Tuti Marini Puspowardojo. He spent his childhood in Pare-Pare. Since he was a kid, he has shown his integrity and persistent behaviour. At school, Habibie whose hobbies are riding horse and reading book is famous for his intelligence.

In 1954, after Habibie graduated from senior high school in Bandung, he continued his study to Bandung Institute of Technology. He did not finish his study at ITB because at the same time he got a scholarship from The Ministry of education and Culture of Indonesia to study in Germany. He remembered that Bung Karno had ever said about the importance of plane development for Indonesia, and then he decided to take aerospace engineering with aeroplane construction specialty at Rhein Westfalen Aachen Technische Hochschule (RWTH), an institute of technology in Germany.

After that, he continued his doctoral degree at Technische Hochschule Die Facultaet Fuer Maschinenwesen Aachean. In 1962, he got married with Hasri Ainun. She was a doctor and she followed his husband to Germany. Habibie and Ainun has two sons. They are Ilham Akbar dan Thareq Kemal. At that time, life got harder. In his life, Habibie has got many achievements and awards from Indonesia and other International institution. Before he fulfilled a call from President Soeharto and went back to Indonesia, he had worked at a leading aeroplane industry, MBB GmbH, Germany. In Indonesia, Habibie had been the minister of Research and Technology for 20 years and led 10 governmental company of strategic industry. He was elected by society representative assembly as the Vice President of Indonesia. When the crisis happened in 1998 and President Soeharto was insisted to step down from his position, Habibie was assigned to replace President Soeharto to be the third President of Indonesia.

In 2012, the life of Habibie and how he met Ainun were filmed and got high rates for the inspirational story. Hasri Ainun passed away on May 22, 2010 in Ludwig Maximilians Universitat hospital, Klinikum, Muenchen, Germany. She suffered a cancer for a long time however she never told her husband, Habibie. It was known that she had cancer when she collapsed and had to be hospitalized. For Habibie, Ainun is everything. She is a great partner of life who had accompanied him to go through good and bad times in life.

APPENDIX XII

DIARY NOTES

Meeting I (Monday, 12 February 2020)

In the first meeting. The researcher introduced herself and explained her coming and gave pre-test. The researcher gave picture about "Joko Widodo" and short explanation. When the student did the writing descriptive text test in the class. Most of them got confuse how to express an idea and what should I do first. Many problems have been found during teaching and learning process. They have problems to build up the sentences. So, it could be concluded that the students still had difficulties at writing descriptive text. Before conducted at second meeting, in the end of first meeting the researcher gave a paper that discuss about material that will be learned in the next meeting and reminded the student to search another source.

Meeting II (Wednesday, 14 February 2020)

The second meeting was better than first meeting, the students enjoy and gave a good response in teaching and learning process. The researcher explained the material, give a picture as media to give an example. The researcher applied the mind mapping technique in teaching learning process. The researcher divide the students into pairs and give a picture about "Joko Widodo". The researcher asked the all of students make three different question with their partner around of Joko Widodo. Then the researcher determined the student who is a teacher and student. And shared their questions to their partner and to answer it. After few minutes, the researcher asked the student to switch role. After all of the answer collected, this is a keyword to descriptive text easier in the building a sentences. The researcher asked the students to start write descriptive text form about Joko Widodo individually. After that, collect their work. The researcher found the problems in this meeting: some of student didn't apply the learning strategy as the procedure because they could not answer their partner's question, some student were not active, made noise, disturb their friend. So the researcher motivated the student to be confidence to show their ability, and appreciate his/her friend as a partner. And the end of second meeting the researcher reminded the students to mastery the material and search in another source.

Meeting III (Wednesday, 9 September 2020)

In this meeting, the researchers remind their mistakes at writing descriptive text test (To Be, Pronouns etc) from their last test and do not to repeat some mistakes. The researcher gave explanation about mistake. And gave another object (picture) to describe together. Every student should have a phrase that will be written on white board with them one by one. If there are students who can't participate well then they will get punishment, like sing an English song. While doing the test, some of them did the test seriously and some didn't focus during the test, the researchers found that were some students still got low score so the researcher decide to make the second cycle. And the end of second meeting the researcher decide to make the second cycle. And the end of second meeting the researcher reminded the students to mastery the material and search in another source.

Meeting IV (Monday, 28 September 2020)

This meeting enjoy than before, the students feel relax and more brave to give their opinion. In this meeting the researcher asked to students to describe about "B.J Habibie" by applying the mind map technique like in the second meeting. In the end of this meeting the researcher do the game. There are two groups has a chairman that has function to secure her/his member. Each group must describe about one object that have been determined by researcher and write it on the white board one by one. Every group should be corrected and gave opinion around of the other group's description result. If they gave the right correction, the will be got point.

APPENDIX XIII

INTERVIEW SHEET

Interview with the student (before implementation)

The researcher : Hello, Good morning, How are you?

The student I : Good morning miss, I am fine. Thank you. And You?

The researcher : oh, I am fine too. What is your name ?

The student I : my name is Adinda Putri Aisyah

The student II : my name is Muhammad Daffi Azidan

The researcher : do you like writing ?

The student I : yes, like

The student II : Yes, I like. But just a little.

The researcher : Do you have any problem, when you writing? Could you mention it?

The student I : Yes, I do. It is about idea. I can't find an idea to building sentences

The student II : Off course miss, I have problem. One of them is I can't translate Indonesia to English well.

APPENDIX XIV

INTERVIEW SHEET

Interview with the student (after implementation)

- The researcher : Do you like the Mind Mapping technique and why?
- The student I : yes I like. Because the strategy easy to understand
- The student II : yes I like miss, because this strategy in interesting
- The researcher : Do you fell the mind mapping could be helped you in mastery our material (writing descriptive text)? Why?
- The student I : yes I do. Because the technique asks to us to mastery the material, so we can answer our friend's question.
- The student II : I think so miss. The mind mapping make us more understand about the descriptive text because we work with our partner.

APPENDIX XV

INTERVIEW SHEET

Interview with the English teacher (before implementation)

The researcher : based on your experience sir, how is the student's participation at writing skill ?

The teacher : based on my experience the student's participation at writing skill is good. The trick to make them participate, I give them a motivation and good punishment to make them enthusiastic.

The researcher : what is the learning strategy that you use?

The teacher : just immediately, I ask them to come one by one in front of class and write what I say or if there is a VCD/DVD or etc, I ask to them to listen and write it.

The researcher : is there any problem in their writing sir?

The teacher : off course. One of them is what I say different with what they writes.

APPENDIX XVI

INTERVIEW SHEET

Interview with the English teacher (after implementation)

The researcher : what do you think about the mind mapping technique sir?

The teacher : I think that the mind mapping technique is interesting way to improve student's ability at writing skill especially writing descriptive text because the students more active and mastery the material, so they can answer the question from their peer.

The researcher : do you want to try this strategy sir ?

The teacher : yes, Insya Allah if I have the chance.

The researcher : thanks sir for your advice and support.

The teacher : yes, you are welcome.

APPENDIX XVII

DOCUMENTATION






POST-TEST I

Name : A. FAHREL I.P
 Direction : 1. H. Joko Widodo

4. Write your full name on the left top of your work sheet!
5. Look at the picture "Joko Widodo"!
6. Write a text by describing people about Joko Widodo!

a. Identification



b. Description

Joko Widodo was born in Surakarta on June 12. Jokowi married his mother Iriana he has 3 children namely 1) Gaibran Rakabuming Raka 2) Kaesang Pangarep 3) Khayangan Astia and he has cute grandchildren Jokowi served to become president in 2014 at the election he was elected to become Indonesia's 7th president in 2019 he argued again to become president of Indonesia and he was re-elected as president of Indonesia

POST TEST I


POST TEST II

POST-TEST II

Name : Young Spahr
 Direction :

1. Write your full name on the left top of your work sheet!
2. Look at the picture "B. J. Habibie"!
3. Write a text by describing people about "B. J. Habibie"!

a. Identification



b. Description

Bacharudin Jusuf Habibie or known as B.J. Habibie was the third president of Indonesia. He was born in Parepare, South Sulawesi, on June 26th, 1936. His father's name is Alim Abdur Rul Habibie and his mother is RA Tuti Marini Puswardani. Habibie married to Husei Almas Besari, a medical doctor. From May 1988 until her death in May 2000. Habibie and Almas had two sons, they are Ihsan Akbar Habibie and Ihsan Kemal Habibie. Habibie went to Bandung Institute of Technology (ITB) but he didn't finish his study ITB because at the same time he got a scholarship to study in Germany. Then he took a master's Engineering at Rhein Westfalen Aachen Technische Hochschule (RWTH) in Institute Technology in Germany. In 1980, he graduated with great grade (1.0).



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Willem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-4648/ITK/ITK.V.3/PP.00.9/03/2020
Lampiran : -
Hal : Izin Riset

Yth. Ka. SMP IT Yayasan Ar-Rasyad Kuala

Assalamu'alaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : ELVA SARI PURWANTI
Tempat/Tanggal Lahir : Kisaran, 27 Januari 1996
NIM : 34133166
Semester/Jurusan : XIV/Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP IT Yayasan Ar-Rasyad Kuala, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

"THE IMPLEMENTATION OF MIND MAP TECHNIQUE TO THE STUDENTS' ABILITY WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP IT AR-RASYAD KUALA IN 2019/2020 ACADEMIC YEAR"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 16 Maret 2020
Dekan
Ketua Jurusan PBI

Holihatul Hamidah Dly, M.Hum.
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.



YAYASAN AR-RASYAD
SMP ISLAM TERPADU AR-RASYAD KUALA

Jl. Syailetra No. Kelurahan Pekan Kec. Kuala Kode Pos 20772 Kab. Langkat
Provinsi Sumatera Utara Hp.0812-6570-6685
email: smpitarrasyad@gmail.com

SURAT KETERANGAN

Nomor : 71/53/SMPITAR-RASYAD/VII/2019

Yang bertanda tangan dibawah ini Kepala Sekolah SMP IT Ar-Rasyad Kuala menerangkan bahwa :


Nama : Elva Sri Purwanti
NIM : 34.13.3.166
Semester/Jurusan : XII/Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Riset dalam pembuatan skripsi sebagai syarat penyelesaian Sarjana mulai Hari / Tanggal: Selasa, 12 Februari 2019 s/d 15 Februari 2019 yang berjudul :
"Implementation Of Mind Maf Strategy In Increasing the Students' Ability in Writing Descriptive Paragraph At Seventh Grade At SMP IT Ar-Rasyad Kuala In 2019/2020 Academic Year".

Demikianlah Surat Keterangan ini kami sampaikan, atas kerjasama yang baik kami ucapkan terima kasih.

Kuala, 6 Januari 2020

Kepala Sekolah


ADISIWANTO, S.IP



BIOGRAPHY

Name : Elva Sri Purwanti
Reg. Number : 34.13.4.166
Department : English Education
Place/Date of Birth : Kisaran, 27 Januari 1996
Religion : Islam
Sex : Female
Address : Jalan Williem Iskandar Gg. Keluarga, Kelurahan Mutiara
Kec. Kisaran Timur, Kab. Asahan, Sumatera Utara
Thesis Title : The Implementation of Mind Map Technique to The Students'
Ability In Writing Descriptive Text of Seventh Grade At SMP
Ar-Rasyad Kuala In 2019/2020 Academic Year
Advisor I : Dr. Sholihatul Hamidah Daulay, S. Ag, M. Hum
Advisor II : Drs. H. Achmad Ramadhan, MA
Father's name : Untung Slamet
Mother's name : Murni Kesuma
Education :
a. SD Negeri013855 Selawan (2001-2007)
b. SMP Negeri3 Kisaran (2007-2010)
c. SMA Negeri 1 Kisaran (2010-2013)
d. Student of English Department Faculty Tarbiyah Science and Training State
Islamic University (UINSU) Medan 2013-2020 until reaching the degree of S1.

