

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses the problems faced by students in SMAN 1 Bangun Purba. Writing is very important for students. Because writing is one of the skills students must master in learning English. This chapter explains more detail and more focuses to make the reader easy to understand how to fix the problem. This chapter consists of a background of the problems, setting of the problems, limitation of the problems, formulation of the research, purpose of the research, significance of the research, and definition of the key terms.

A. Background Of The Problem

English is a language that is very popular in Indonesia even in the whole world. English is very important in our life, so every country tried to teach this language. In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learners. There are four prime skills involved in the mastery of language: listening, speaking, reading and writing.

Writing is the way that you write with a pen or pencil, which can usually be recognized as belonging to you. According to Harmer (2004: 31), writing encourages students to focus on accurate language use and, because they think as they write, it may provoke language development as they resolve problems which the writer puts into their minds. Writing is one of the four basic skills which learners are required to master if they want to learn a foreign language.

Learning in the classroom is not just teaching and learning activities, but requires learning technique. The type of technique used by the teacher one of

which is mind map. This technique aims to make students can issue their ideas, be responsible and encourage students to be able to treat.

Based on my experience with an English teacher in SMAN 1 BANGUN PURBA, the students are still difficult to write. The students always write in Indonesia, and they cannot write in English. So, In this case, there are many problems faced in the learning process especially in writing skill.

First, some students in SMAN 1 Bangun Purba feels that their English mastery was poor. Therefore the Indonesian government has been offering the best way of teaching English. The Indonesian government has made a lot of efforts, such as introducing a new technique of teaching to English teachers or open an English language tutoring place. The teacher should apply a suitable technique in teaching to improve student ability in writing.

Second, the students state that they got difficulties in writing some paragraph or texts. Writing becomes the most difficult skill when is it learned by foreign language learners. According to Boardman (2008: 35), start with a word or a phrase and write down anything you can think of that is related to the topic. So, writing is something that starts with a word and is develop according to the topic that has been determined.

Third, the students got difficulties in understanding grammar. Grammar difficulties was influence certain patterns of how words are put together to form the correct sentences. It was make the ideas do develop well. When students proceed writing something, many problems could be found. Some students were lack of vocabularies and they also have difficulties in developing their ideas related to their topic.

Fourth, the students' problem in writing was partly because the students have few practices. The students' difficulty of expressing ideas in writing, then sometimes were afraid to write, they complained about writing class. Some students were still in doubt with choosing the correct words. Lack of vocabularies made the students confused in developing their ideas. In this case, the students have to choose the correct words that they need. The difficulty was students' related to spelling, punctuation, and capitalization.

Fifth, the students were reluctant to write because they do not have ideas to write. The lack of writing practice makes students perform poorly in writing. Unfortunately, many students were not interested in writing about something, even though it is about their life. They prefer reading and speaking about writing. As stated before, writing is more difficult than other skill since it needs more aspect.

Teachers have used a lot of teaching techniques, namely Roleplay, Discussions, Think Pair Share, Mind mapping, One stay two strays, Problem-solving, Group investigation, Etc. Then one of the techniques used in overcoming problems is the technique of Mind map. Writing is the activity of delivering messages ideas, feelings, or information, in writing to other parties. Writing is a language skill that is used to communicate indirectly. According to Harmer (2004: 4), writing is used for a wide variety of purposes it is produced in many different forms. It can be concluded that writing is the process of expressing thoughts, feelings, sensing, delusions, volition, beliefs, and experiences that are arranged with graphical symbols in writing for communication purposes.

Many students do not know how to write the text correctly, finally based on the background above the researcher should carry out the researcher under title *“The Effect Of Using Mind Mapping Technique On Students’ Writing Skill Of Descriptive Text At Grade XI of SMAN 1 Bangun Purba ”* to help the students improving their writing skill.

B. Setting Of the Problem

Based on the background of the problem stated above, the researcher identified problems faced by students’ writing skill of descriptive text at SMAN 1 Bangun Purba.

1. Some students in SMAN 1 Bangun Purba feels that their English mastery was poor.
2. The students state that they got difficulties in writing some paragraph or texts.
3. The students’ got difficulties in understanding grammar.
4. The students problem in writing is partly because the students have few practices.
5. The students are reluctant to write because they do not have ideas to write.

C. Limitation Of The Problem

Based on the setting of the problem above, it was very important for the researcher to limit the problem. Researcher limit students’ problems because their writing text was low, and it was difficult to express their ideas. With the result, the researcher limits the students' problem in writing skill, especially on descriptive text.

D. Formulation Of The Problem

The formulation of this research can be formulated as the following question. “Is there any significant effect of using Mind Mapping technique in writing descriptive text At Grade XI Of SMAN 1 Bangun Purba ? “.

E. Purpose of the Problem

In the line what has been started of the problem, to find out about whether Mind Mapping gave effect on writing descriptive text At Grade XI Of SMAN 1 Bangun Purba.

F. Significance of the Problem

This study was expected to bring benefit and advantages for the teacher and the students.

1. The teacher

The teacher can motivate students to encourage their vocabulary in writing skill descriptive text through Mind Mapping technique.

2. The students

The students were able to increase their skill in writing descriptive text indirectly.

3. Next researcher

The researcher can find out the effect of using Mind Mapping technique toward students' writing skill in descriptive text.

G. Definition of the key terms

There were some terms in this research that was be clarified in order to avoid misunderstanding the terms can be seen as follows :

1. Mind Mapping technique: According to Kurikulum (2016: 12), a mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topic. It means that mind map is a diagram used to visually organize information. It is often created around a single concept.
2. Writing: According to Harmer (2004: 4), writing is used for a wide variety of purposes it is produced in many different forms. So, writing is formed from words and strung together into a sentence.
3. Descriptive text: According to Kurikulum (2016: 74), in descriptive writing, the author does not tell the reader what was seen, felt, tested, smelled or heard. It means that descriptive text is a text that uses adjective sentences.

CHAPTER II

REVIEW OF THE RELATED THEORIES

In this chapter, the researcher discusses about review of related theories, a review of related finding, conceptual framework, and hypothesis. Review of related theories consists of the nature of writing, descriptive text, concept of self of regulated strategy development, advantages of self-regulated strategy development, and procedure of self-regulated strategy development.

A. The Nature Of Writing Skill

1. Writing Skill

a. The Definition Of Writing Skill

Writing skill is a means of communication possible via symbols, arranged to form word that ultimately can be arranged into sentences. It has a purpose not only for media but also for giving information. Many people do writing activity by using a mobile phone to sending a message and type something. It's all aimed to give information.

There are many experts who define writing skill. First, According to Boardman (2008: 33), write a paragraph describing the best ways to study for a big test, supporting your opinion with examples from your own experience. In addition, writing is a process of thinking and then pouring out all that is thought or idea in a paper and turning it into words.

Writing is an activity to take notes or information in the media using stationery. Second, According to Harmer (2004: 3), writing is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first

language. In addition, writing is work to create ideas and how to express them to become clear and easy to understand to readers.

Writing is one of the important skill in learning English among listening, speaking, and reading. Third, According to Harmer (2004: 32), writing has always been used as a means of reinforcing language that has been taught. In addition, writing is the ability to use language in the aspect of skills. So, with writing skills, students can demonstrate the skills they have and can issue their own idea.

Writing is someone ability to write about something. Fourth, According to Harmer (2004: 33), writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. It gives students time to think ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level find difficult and awkward. So, writing is useful for some other activity when students write sentences and develop it into good ideas.

By writing, people can express what people think on paper. By writing, people can make it an art of composing words into a nice and beautiful sentence. It can conclude people really like because they still have a lot of ideas.

b. The Purpose Of Writing

Every activity in our daily life has a purpose, in writing a writer also has a purpose. According to Broughton (2003: 119), writing is used to reinforce work which has been initially presented, it often reinforces either at the direct sentence or in relation to dialogues or situations which are not those usually expressed through writing. So, after the author completes his essay then he will present the work well and use good language. What is my goal or my purpose for writing?.

For many writing contexts, a person's immediate purpose may be to complete an assignment or received a good grade. But the long-range purpose of writing is to communicate to a particular audience. In order to communicate successfully to an audience, understanding the purpose of writing will make you better in the writer.

The purpose is the reason or reason why a person composes a particular piece of writing, focusing on purpose as one writer help a person to know what form of writing to choose. How to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. According to Harmer (2004: 39) when teaching 'writing for writing' we need to make sure that our students have some writing aim. The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out of class life.

However, it should also be noted that writers often combine purposes in a single piece of writing. We may write expressively for other readers when we write poetry. We may write expressively in a letter, or we may include some expressive sentences in a formal essay intended for other readers.

c. Process of Writing

Process of writing is very important in teaching writing. The teacher will know the process of students in writing based on some step. The writing process begins with finding ideas. Then, students response by making some sentences become a paragraph. The paragraph in revise again by writer, thus the writer gets feedback from a reader that involve their write. Finally, the process of writing will be achieved. Teaching writing is a process that the teacher does in the classroom

activity. Here, the teacher role is very important, because the teacher will guide the students to write about something correctly in the learning process.

Writing is a process that the teacher do in classroom activity. According to Boardman (2008: 31), there are six steps in the writing process; (a) Analyzing the assignment : The first step is to be sure that you understand the assignment, you want to give your instructor what is asked for. (b) Brainstroming; To “brainstrom” means to write down ideas of all kinds good or bad on a piece of paper. Don’t evaluate the ideas at ths tsge because in brainstorming all ideas are equal. You will evaluate at the next stage. (c) Organizing your ideas; you will probably find that you can write many different paragraphs from the ideas in your brainstorming. (d) Writing the first draft ; Now you are ready to turn the ideas in youe outline into complete sentences and write the sentences in good paragraph format. (e) Rewriting the first draft; The next step is to rewrite your paragraph. Rewriting consists of two parts: revising and editing. Revising is when you revise a paragraph, you check the organization of your paragraph and look your ideas. Editing is when you edit a paragraph, look at the grammar, spelling, word forms, and punctuation. (f) Writing the final paper; The last step in the writing process is to write a clean version of the paragraph with all the revisions and editing carried out. This draft is the one that you will turn in, so be sure that you use good paragraph format.

The process of writng is a way to start find new ideas. According to T. Linse (2005: 102), the process of writing consits five steps there are; prewriting, write, revise, editing, publish. In addition, children are given an opportunity to prepare to write and to collect their thoughts and ideas. It can ease children into writing

without any hesitation or worry. Then, do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible. The initial piece of writing is examined and reworked so that the ideas are logical and flow together. When editing in the writing process their work to make sure that there are not any content errors grammatical or spelling errors, and the writing piece is rewritten in a published or presentable form, in a student made book on special paper. According to Crawford (2005: 116), most description of the writing process contain five phases; rehearsing, drafting, revising, editing, and publishing. (a) rehearsing is the act to finding a topic, gathering information, and collecting one's thoughts about the topic. (b) drafting is the act of setting ideas on paper in their initial form. (c) revising is making the written work better. Revising usually requires that writers distance themselves from their work. (d) editing is the process of making a composition presentable before it is made public. During the editing phase paragraphs or pages may sometimes be cut or added, and the composition may have to be re-edited to ensure coherence. (e) publishing or sharing a work with an audience, does not happen with every piece of writing.

The students' perception is English as a foreign language by them. Thus, each teacher has a basic skill in teaching writing. Besides that, the teacher chooses a learning style to make the students interest in writing. Thus, students are able to produce good writing.

2. Descriptive Text

a. The Definition Of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing. There are many experts whom explain about the definition of descriptive text. First, According to Hidayati (2015: 18), descriptive text is a text that describes a person, place or objects. Descriptive text is a type of paragraph that has a specific function to explain an object in order to provide an object description to the reader.

To describe something can be a person, animal, thing and others. Second, According to Susanto (2018: 107), descriptive text is text that is used to describe a place, person, or certain object. Third, According to Kurikulum (2016: 74), in descriptive writing, the author does not tell her the reader what was seen, felt, tasted, smelled, or heard. It means that descriptive text is a text that uses adjective sentences. Descriptive text is a text that discusses how to describe people, living or unliving thing objects and also about animals in detail. Fourth, According to Oshima (2007: 61), descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and sounds. So, descriptive text is a text that uses adjective sentences. This descriptive text is a text that describes or describes people, animal or subject. In terms of their shape, characteristic, number and others. The purpose of descriptive text is to explain, describe or express someone or an object.

So, descriptive text is one of the kinds the text that students learn in the school. The meaning is the students describe something such as picture, person,

thing, animal, and place. Descriptive text the students must describe what is look like the object details. As a result the readers get information about the object or picture clearly. Then the descriptive text is to used the adjective with the describe something.

b. The Generic Structure Of Descriptive Text

Descriptive text has generic structure. According to (Hidayati : 2015 ; Susanto : 2018 ; Kurikulum : 2016) say that, the generic stucture of descriptive text consists of identifying and description. “ (1) Identification” : In this section, we identify certain people, places, or things that will be describe. “(2) Description” : This section explains in detail about a particular place or object which includes parts, quality, characteristics and behavior. In this section, people \who read descriptive texts should have a picture of the person, place, object described. So, if students know the generic structure of descriptive text, students can find it easier to know the parts of the text.

c. The Language Features Of Descriptive Text

Descriptive text also has the language features. According to Hidayati (2015: 18) the language features of descriptive text is : Explains something special, generally uses simple present tense, using the verb attributive and identifying for example have, mean, is, are. According to Susanto (2018: 107), the language features of descriptive text is : Pronoun, noun, noun phrase, adjective, preposition, adverb, linking verb, present tense and attribute. According to Kurikulum (2016: 63), there are three languga features in descriptive text : Nouns, adjectives, and verb ‘to be’ and ‘have/has’. So, the

researcher concludes the language features very important to write descriptive text and make a good paragraph.

1. Mind Mapping

a. Concept of Mind Mapping

Mind mapping is a way note by developing visual learning style that uses words, lines, colors, and symbols to maximize brain power to remember all the information. According to Kurikulum (2016: 72), a mind map is a visual representation of hierarchial information that includes a central idea surrounded by connected branches of associated topics. A topic given by the teacher to studnets and teachers determines the center of the topic and is d evelop by students so that it becomes a map of interelated thinking. According to Kurikulum (2016: 72), all mind maps begin with a main concept or idea that the rest of the map revolves around. Futhermore, a thought map develop through the main ideas. Mind mapping is applied to the subjects of geography. According to Rustler (2012: 1), mind mapping is a visual technique for structuring and organising thoughts and ideas. Thus, an idea arranged into a thought idea.

So, by using mind mapping techniques in writing. Students can develop their ideas and make students' memories of learning to write better than before. Then, students can learn a lot of information in an easier and shorter.

b. The Use of Mind Mapping

Mind mapping is important for the students in order to guide them develop about the topic that they want to discuss. According to Boardman (2008: 33), there are five steps using a mind mapping. (1) Start with a circle in the middle of a piece of paper. (2) Write the topic of the assignment inside the circle. (3) Then start adding ideas you associate with this topic around the circle. (4) You can use lines to point to the various ideas, you can use arrows to show that ideas are related, or you can put related ideas in smaller circles. (5) In other words, there is no right or wrong way. So, mind mapping is a simple technique that can be used to note creatively and effectively.

The brain often remembers information in the form of image, symbol, sound, shapes, and feelings. According to Barton (2015: 45), there are five steps that can be followed to create mind map: (1) Create a central idea: The central idea is the starting point of the mind map and represent the topic one is going to explore. It usually includes an image that represents the mind map's topic. (2) Add branches: The next steps is to add branches. The main branches which flow from the central images are the key themes. One can explore each key themes in greater depth by adding secondary branches, and so on. (3) Add keywords: Each new branch of the mind map must correspond to an idea or concept. An important principle of mind mapping is using one word per branch. (4) Color code the branches: Color coding links the visual with the logical and helps the brain to create mental shortcuts. The color code allows categorizing, highlighting, and

analyzing information. (5) Include images: Images have the power to convey much more information than a word or sentence. They are processed instantly by the brain and are a universal language which can overcome any language barrier. Thus, the mind mapping technique is a simple technique and can make student learning more enjoyable and can strengthen students' memories.

c. The Advantages of Mind Mapping

Advantages of using Mind Mapping Technique. Mind mapping is very useful to improve students' ability in studying because it has so many advantages. According to Olivia (2008: 8) in Silalahi, mind mapping is very useful to improve students' ability in studying because it has so many advantages. First, can helping students concentrate on memorizing information, second improves student's visual intelligence and observation ability, third improves student's ability, fourth summarizes the lesson briefly, the fifth limit the time in making appropriate, sixth make students enjoy in learning process, seventh make enjoy in learning process and eighth, guides the right and left brain work synergistically.

The advantage of using engineering mind mapping is students can more easily understand the text because in the dwarf in this mind mapping by using the image. Because students are more interested in learning by drawing because not too monotonous and in English lesson, students are easier to think and remember and easier to understand material whithout having at length especially in the descriptive text.

B. Review Of The Related Findings

There are many studies related to this research. First, Ulia Rahmah (2016) Entitled “The Effectiveness Of Using Mind Mapping Technique On Students’ Writing Skill In Descriptive Text”. In this research, this study had quasi-experimental design which was intended to get empirical evidence of the effectiveness of using mind mapping technique on students’ writing skill in descriptive text at eight graders of MTs 1 Kota Tangerang Selatan. Based on the research, the results, the data description, and the data analysis, it can be concluded that the students’ achievement of learning descriptive text in class by using mind mapping technique has a significant increase rather than in class that did not using mind mapping technique.

Second, Riswanto, Pebri Prandika Putra (2012) Entitled “The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia”. There was significant difference in Writing Achievement between the students who were taught by using mind mapping strategy and those who were not. These experimental students could improve their writing achievement significantly better. Their better achievement toward writing achievement can be seen based on the scores of the posttest which were higher than the scores of the pre-test.

Third, Candra Pantura Panlaysia, Dr. CH. Evy Try Widiahening, S.S., M.Hum, Slamet Riyadi (2015) Entitled “The Effectiveness Mind Mapping Tehnique in Learning Writing in Recount Text”. Based on the result of the research, the aim is to find out the effectiveness of teaching learning writing using mind mapping technique. In order to know the difference of the result,

the research draws some conclusion as follows: Teaching learning writing skill by using Mind Mapping Technique made the students learnt how to write more intensively and actively. The students had problems in making a text because they did not know what should be written. With Mind Mapping Technique, a teacher acted as a guide who helped the students to develop their ideas in a written form. The student learnt how to develop their vocabulary, grammar, about how to write good text, about mechanic (punctuation, spelling, and capitalization, and about organized their ideas. The writing activity was more easier because they knew the step to build a good written form. There was a significant difference in writing between group of the students who were taught by using Mind Mapping Technique (experimental group) and who those were taught without using Mind Mapping Technique (control group).

Fourth, Alma Prima Nurlaila (2013), Entitled “The Use of Mind Mapping”. Based on the research findings and discussion, it can be drawn that mind mapping technique was effective to help students in writing Descriptive texts in enjoyable way. Mind mapping could help students to improve their writing skill in writing Descriptive text in terms of enriching vocabularies, increasing creativity, arranging sentences and organizing ideas. As a result, the mind mapping technique would seem to be particularly suited to help students in planning their writing as the approach encourages students to reach for and adapt a deeper level of understanding of the writing topics. However one disadvantage of mind mapping was found in the study, that is that the students took a long time to finish their writing because they focused more on listing

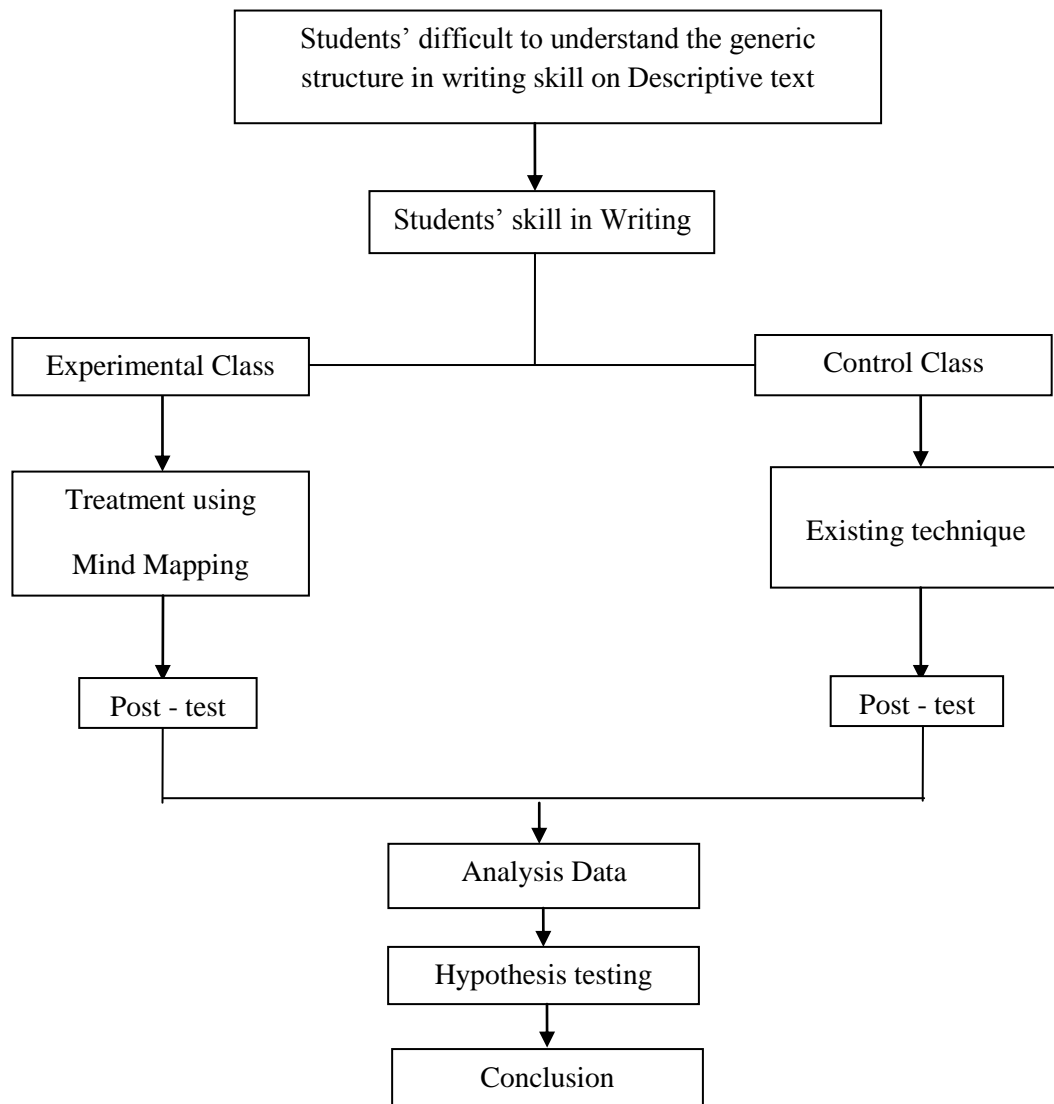
down their ideas from their maps rather than focusing on the structure of their writing. Nevertheless, this weakness can be solved by the teachers giving clear instructions and time limitation to the students in making mind map.

Fifth, Fadilah Rahmawati (2011), Entitled “Improving Students’ Ability in Writing Descriptive Text By Using Mind Map Technique At The Second Year Of MTS YKWI Pekanbaru”. The topic of this study is improving students’ ability in writing descriptive texts by Using Mind Map. The research contains two variables, namely; the students’ ability in writing descriptive texts as dependent variable, symbolized with “Y” and independent variable is writing descriptive texts by using Mind Map which is symbolized “X”. Regarding the formulation of the problem in this paper, the conclusion can be summarized: Based on the observation, the teacher have implemented Mind Map Technique in “good” category. The teacher implementation Conventional method based on observation in “good” category. The students’ writing ability in descriptive text by using Mind Map after conducting the research is categorized “good to average”. The students’ writing ability in descriptive text by using conventional method after conducting the research is categorized “poor”. There is significant difference between students’ ability in writing descriptive text by using Mind Map and conventional method at the second Year Students of MTs YKWI Pekanbaru. In conclusion, students’ ability of writing descriptive texts can improve by using Mind Map at the second year of MTs YKWI Pekanbaru. In other word. Mind Map gives positive effect toward writing ability of descriptive text.

Related with previous studies above, the researcher will use the same technique. It focuses on the use of task based language teaching for students' writing skill at SMA 1 Bangun Purba. This study tries to find out the whether task based language teaching technique is effective or not to use and what the effect of this technique to the students' ability in writing. Previous people had also researched mind mapping and writing descriptive text. The different from previous researchers are either in terms of methods or in terms of location and also in terms of research design. Different from other studies also in terms of research also from sample differences. Some researchers set students in the school as samples and as researchers set them as samples they are students in university. So, from here it can be concluded that although the research title is the same both in terms of technique or in terms of skill and text but there are still many differences from the research.

C. Conceptual Framework

Based on the review of literature, a conceptual framework was students' skill in writing descriptive text at Grade XI Of SMA 1 Bangun Purba. On the framework, we can see the problem and purpose of the research.



Based on the figure above in students writing skill, some of the students SMA 1 Bangun Purba difficult to writing skill on descriptive text. Based on the problem above, how to improve students' in writing skill descriptive text are used Mind Mapping technique. By using this technique, the researcher has two classes. There is experimental class and the control class. This class use only post-test design. In experimental class use treatment using mind mapping and control, class uses the existing technique.

After the test is complete, the researcher gathers the data on the test result of students. The researcher analyze the result of the students with a few steps. First, the researcher uses the normalize data to know the variable X and Y distribute or not. Second, homogenize data to know the two sets of data variance or not. Then, t-test, it is to know there is significantly difference between the students' writing and to know there is significant effect in post-test.

The researcher proposed the hypothesis there are alternative hypothesis (H_a) and the null (H_0), based on the explanation above, the researcher conclude, the researcher hopes this strategy can successful and the researcher hope the students are able to write text with learn strategy.

D. Hypotesis

A hypothesis is focused which predicts an answer to the research question. According to Sugiyono (2017: 31), the hypothesis which still a temporary answer will then verify numerically. Hypothesis is a temporary answer from a study. For this, both knowledges of the subject derived from extensive the methods of working up a good hypothesis and statistical concept are desirable. In this research, the researcher proposes two hypothesis, they are:

(H_a) = There was any significant effect of using mind mapping technique on students' writing skill of descriptive text at grade XI SMAN 1 Bangun Purba.

(H_o) = There was no significant effect of using mind mapping technique on students' writing skill of descriptive text at grade XI SMAN 1 Bangun Purba.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research method. It consists of research design, research variables, time and location of the research, population and sample, instrumentation, the technique of the collecting data, and technique of the analyzing data. Research procedure consists of the procedure of research for the control group and procedure of research for the experimental group.

A. Research Design

This research was a true experimental research design; posttest-only control design. This design there are two groups, was taken randomly from certain populations. One group as an experiment used mind mapping technique and one group as a control using the conventional technique. According to Gay (2012: 249), experimental research the researcher manipulates at least one independent variable, controls other relevant variables and observed the effect on one or more dependent variables. However, a quantitative research approach entails more than just the uses of numerical data.

This research consisted of two variables, there were independent variable (variable X) and dependent variable (variable Y). Independent variable (X) used a mind mapping technique. Subsequently, the dependent variable (Y) was students' writing descriptive text. The researcher choose one class an experimental class where the students gave treatment and after that, the students gave the post-test design. Then the control class only gave post-test. The research design could be shown as following:

Table. 1
Research Design

R	X	O₂
R		O₄

Information:

R : The experimental and control groups were taken randomly.

X : Teaching writing by using Mind Mapping technique.

O₂ : Students creativity after learning by using treatment in experimental group.

O₄ : Creativity of control group of students will not given learning by using treatment.

The researcher has used a written test. Then, the researcher gives treatment after that the researcher gives post-test in the experimental group. The last was administering post-test. Here, the result of analyzing data as to know the significance effect of using mind mapping technique in students' writing descriptive text at grade XI of SMA 1 Bangun Purba.

B. Research Variable

Research variable was anything that had a variety of values or had different values and could be measured. According to Winarno (2013: 26), the variable is the object of research, or what is the focus of research. In this research variable was the point that focused on the researcher. The researcher identified that the present tense as an independent variable (X) as the Mind Mapping and the dependent variable (Y) as students' writing skill in descriptive text.

C. Time and Location of the Research

The research was conducted in SMA 1 Bangun Purba, Kabupaten Rokan Hulu, at XI grade students'. This school was the location in Tangun. This research was conducted on March-April 2019.

D. Population and Sample

1. Population of Research

The population was as a whole subject or object that is the target of research that has characteristics Sundayana (2010: 15). As the population of this research were the XI grade at SMA 1 Bangun Purba. The total of the population were three classes, they were XI IPA 1 (26 students), XI IPA 2 (24 students), XI IPA 3 (29 students), IPS 1 (26 students), IPS 2 (24 students). So, in this research, the total of the population were 129 students.

Table. 2
Population of the Research

Class	Population
XI IPA 1	26
XI IPA 2	24
XI IPA 3	29
XI IPS 1	26
XI IPS 2	24
Total	129

2. Sample of Research

In this research, to take the sample itself the researcher used random sampling. According to Sundayana (2010: 18), the difference with multilevel sampling is a multilevel random sampling of members of the subpopulation randomly selected, while in systematic sampling was chosen based on consideration or arbitrary. The researcher took the sample were two classes. The students was randomized by the researcher as an experimental and control class the researcher uses a lottery.

3. Instrumentation

To know the effect of teaching writing skill in descriptive text, the researcher was using a written test. The researcher only used post-test design. According to Sundayana (2010: 60), an instrument is said to be valid if it can reveal data from variables that are properly examined. It meant that, variables that were be examined appropriately were said to be valid instruments.

In this research, the instrumentation gave the test to the students. The test was post-test design only. The researcher was given the post-test to find out the students writing skill in the descriptive text after giving treatment. Treatment was use mind mapping technique. For post-test was give the topic about the descriptive text “My Sister” the in experimental class. After that, the researcher also gave the text of “My Sister” in the control class. So, the students made the topic of descriptive text and t-test was independent.

To get the score, the researcher analyzed the indicator writing for students’ writing skill. According to Brown (2004: 245), there are categories scoring for writing skill.

1. Organization = Minimum score : 1 and Maximum score : 5
2. Content = Minimum score : 1 and Maximum score : 5
3. Grammar = Minimum score : 1 and Maximum score : 5
4. Punctuation, spelling, and mechanic = Minimum score : 1 and Maximum : 5
5. Style and quality of expression = Minimum score : 1 and Maximum : 5

E. Procedure of Research

1. Procedure of Research for Control Group

a. Treatment

The teacher only explained the descriptive text. In the control class without using the mind mapping technique. Then, students pay attention when the teacher explained and after the teacher explained the student wrote about descriptive text.

b. Post-test

Post-test was a number of tasks that students must do can be questions that students must answer after the learning process ends. The teacher did not provide any teaching methods. The teacher only gave a post-test with a topic about the descriptive text “My Sister”.

Table. 3

Teaching Activities in Control Group

No	Activities	Teacher' Activities	Students' Activities
1	Pre	The teacher was greeting the students' Praying together Check Attendance list Open the lesson by question Related to last lesson	The students was say greeting, praying, answer the teacher question, open the book

2	While Activities	<ul style="list-style-type: none"> a. The teacher explained about materials descriptive text b. The teacher gave example. c. The teacher gave the task after that d. The teacher gave the task the students was do their respective assignments 	<ul style="list-style-type: none"> a. The students listened the teachers' explanation. b. The students must be active.
3	The result	<p>The teacher gave task for make descriptive text about "My sister"</p> <p>The teacher evaluated their task</p>	The student did what the teacher instruction.
4	Post activities	<p>The teacher ask if there were still unclear about the topic.</p> <p>The teacher concluded the material</p> <p>Give homework</p> <p>Closing the lesson</p> <p>Greeting the students</p>	<p>The students answered the confuse about the lesson</p> <p>The students write the homework</p> <p>The students said greeting.</p>

2. Procedure of Research for Experimental Group

a. Treatment

The researcher did the treatment in experimental class that is using Mind Mapping to write the text. This treatment was taken to know the effect of using this technique in writing descriptive text, the step is:

Meeting 1-2 : The students learned twice or two meetings. The students did not create groups but students did their own tasks based on the step in mind mapping technique. Then, the researcher was given the topic about the descriptive text "My sister". After that, the students followed the generic structure and language features of descriptive text.

Meeting 3-4 : The students learned twice or two meetings also. The students did not create groups but students did their own tasks based on the step in mind mapping technique also. But, at this meeting, the researchers provided different topics, namely the topic of animals. After that, the students followed the generic structure and language features of descriptive text also.

1. Post-test

This post-test was to get a picture of the abilities achieved after the end of the delivery of the lesson. The researcher was gives post-test to find the effect on students' writing skill on descriptive text after used mind mapping technique. The topic in experimental group and control group was same that was about "My sister"

Table. 4

Teaching Activities in Experimental Group

No	Activities	Teacher' Activities	Students' Activities
1	Pre	The teacher was greeting the students' Praying together Check Attendance list Open the lesson by question Related to last lesson	The students was say greeting, praying, answer the teacher question, open the book
2	While Activities	e. The teacher explain about materials f. The teacher gave example about topic descriptive text g. The teacher gave the task h. after that the teacher gave the task the students was do their respective assigments	c. The students listen the teachers' explanation. d. The students must active. e. The students listen the instruction

3	The result	After finish task, the teacher asked students to presentation their task, then the teacher gave evaluate about it.	The student did what the teacher instruction.
4	Post activities	The teacher asked if there are still unclear about the topic. The teacher conclude the material Give homework Closing the lesson Greeting the students	The students answered the confuse about the lesson The students write the homework The students said greeting.

F. Technique of Data Collection

Data collection was done to obtain information needed in order to achieve research objectives. There were several steps to collecting data:

1. Before the teacher assigns the assignments to the students, the teacher was teaching the students, then provide treatment using the mind mapping technique.
2. During treatment, the teacher was taked steps in the mind mapping technique. After that the teacher was ask students whether students have understood the teacher's explanation, if students already understood the teacher was give assignments to students about the descriptive text "My sister".
3. After the students finish their test, the teacher was collected all of the test from the students.
4. Next step, the teacher was analyzed the data and the teacher used indicator of writing.

G. Technique of Data Analysis

The researcher was used a few steps for technique of data analysis: first, the reseacher was teach in class experimental and control class. Second, the researcher was gave a test and the test is written test. Third, the researcher gave the test, then the researcher checked the test results of students using indicator of writing, and the raters analyze them. Fourth, the researcher got the students' scores of experimental and control class. Fifth, the researcher was checked score for post-test, then researcher calculated. Finally, the researcher was computed the hypotesis significant. It was to know whether the H_a accepted or not.

The researcher calculate deviation in post-test of experimantal and control class to analyze the data, then the researcher was use SPSS. The students got value 100 as the high scores. The rule is in writing has 5 indicators. Each indicators had 20 score. If the students got a score that matches the criteria in the indicator of writing, the students got a score of 100. In this case the formula was be made to get the highest score : $20 \times 5 = 100$.

1. Normality data

Normality test was done whether the data normally distributed or not, this use to determine the slope formula. Sundayana (2010: 83) argue the normality of data distribution was a requirement to determine what kind of statistics are use in subsequent analyzes. The researcher used liliefors test because the data was a nominal data.

2. Homogeneity Data

Homogenity the test used to see wheather the two set of data was a homogenous variance or not. If both the sample was normal, continue

with the second test of was homogeneity of variance. To find two classess with the test. If the data not homogeneous and normality, it was use parameters.

3. T – test

The researcher used the T-test for analyze the data, According to Sundayana (2010: 148), in a study, if the research data was known the distribution of data was normally distribute, and homogeneous variance, then the test could be use. To measure, the researcher was use independent sample T-tes. This was the formula of t-test :

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \longrightarrow S_{gabungan} = \sqrt{\frac{(n_1-1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}}$$

Explanation :

T : Value of T

\bar{X}_1 : The average data of the first group

\bar{X}_2 : The average data of the second group

n_1 : The number of sample measurements in the first group

n_2 : The number of sample measurements in the second group

S_1^2 : First group data

S_2^2 : Second group data