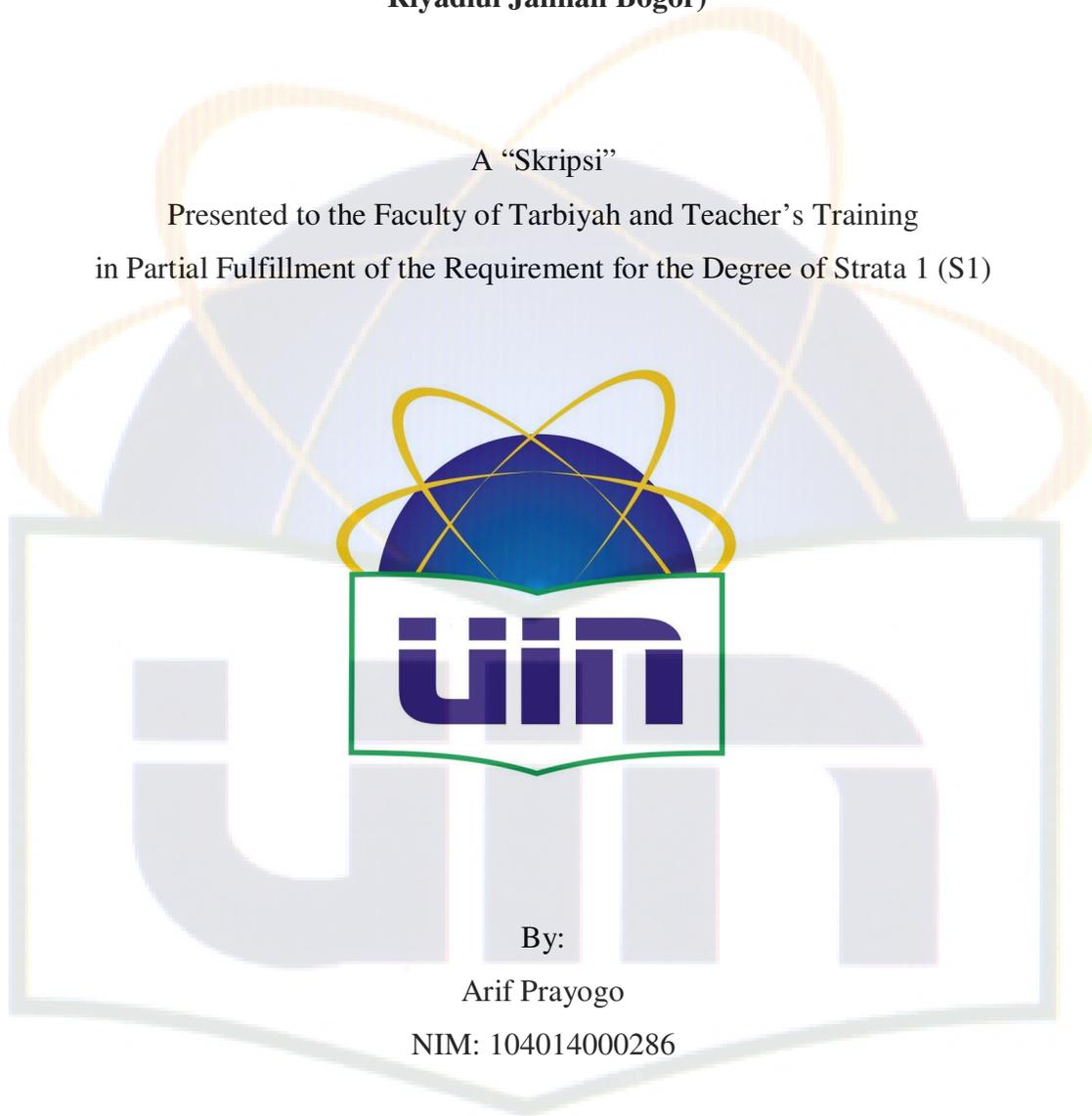


USING MIND MAPPING IN TEACHING DESCRIPTIVE WRITING
(An Experimental Study at the First Grade of Private Junior High School
Riyadlul Jannah Bogor)

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teacher’s Training
in Partial Fulfillment of the Requirement for the Degree of Strata 1 (S1)



By:

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ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TARBIYAH AND TEACHER’S TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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APPROVAL SHEET

A Skripsi entitled “**USING MIND MAPPING IN TEACHING DESCRIPTIVE WRITING AT SMP RIYADLUL JANNAH BOGOR**” written by Arif prayogo, student’s registration number: 104014000286, was examined at examination session of the Faculty of Tarbiya and Teacher’s Training Syarif Hidayatullah State Islamic University Jakarta, 11th June 2009. This Skripsi has fulfilled the requirement for the Degree of Strata 1 (S1) at the English Education Department.

Jakarta, 11th June, 2009

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ABSTRAK I

Prayogo, Arif. 2009. *Using Mind Mapping in Teaching Descriptive Writing at SMP Riyadlul Jannah Bogor*. Skripsi, English Education Department, Faculty of Tarbiya and Teacher's Training, UIN Syarif Hidayatullah Jakarta. Advisor: Hidayati, Dra. M.Pd.

Key words: Mind Mapping, Descriptive Writing, SMP Riyadlul Jannah Bogor

English as compulsory subject is aimed at preparing the student to develop science, technology and culture, and at making them competent and good Indonesian citizens who are ready to participate in the national development. This subject includes listening, speaking, reading and writing equally. However, to achieve the objective of English instructional material the syllabus may be given emphasis depending on the need and the level of the students' proficiency.

In teaching-learning process, mind mapping is very important to help the students to automatically inspire interest in them, thus making them more receptive and co-operative in the classroom. They made lesson and presentation more spontaneous, creative and enjoyable, both for the teacher and the students. Especially for the teacher become more creative in preparing his teaching-learning process.

The aim of this study is to get the information from the English teacher, of using mind mapping in teaching descriptive writing at the first semester of seventh grade of SMP Riyadlul Jannah Bogor. This study is experiment or quantitative research which is used two classes as the research objects which are divided as an experiment class by applying mind mapping in teaching descriptive writing and the other one as a controlled class which is not used the method as in the experiment class

The research findings of this study showed that the English teacher using mind mapping in their teaching-learning activities, to made the students more co-operative and receptive in the classroom. So the using mind mapping could help the students become easier in understanding the materials.

Based on the findings above, it is suggested to the teacher to use mind mapping in teaching writing skill, especially in descriptive writing. It is aimed to make the students interested, so become more creative and motivated in learning English.

ABSTRAK

Prayogo, Arif. 2009. *Using Mind Mapping in Teaching Descriptive Writing at SMP Riyadlul Jannah Bogor*. Skripsi, English Education Department, Faculty of

Tarbiya and Teacher's Training, UIN Syarif Hidayatullah Jakarta. Advisor: Hidayati, Dra. M.Pd.

Key words: Mind Mapping, Descriptive Writing, SMP Riyadlul Jannah Bogor

Bahasa Inggris sebagai mata pelajaran wajib bertujuan untuk mempersiapkan siswa dalam mengembangkan ilmu pengetahuan, teknologi dan budaya, dan untuk membentuk mereka menjadi warga Indonesia yang ahli dan siap berpartisipasi untuk membangun negara. Pelajaran tersebut meliputi kompetensi menulis, membaca, berbicara, dan mendengarkan dengan sama baiknya. Bagaimanapun, untuk mencapai tujuan pembelajaran dari bahasa Inggris dibutuhkan satu lagi aspek yaitu silabus yang mana harus ditekankan berdasarkan kepada kebutuhan dan mutu kemampuan para siswa.

Di dalam proses belajar mengajar, mind mapping sangat penting untuk membantu siswa senang mengungkapkan inspirasi mereka secara otomatis, hal itu memudahkan mereka dalam menerima dan bekerjasama dalam kegiatan belajar mengajar di kelas. Mereka dapat belajar dan mempresentasikan secara spontan, lebih kreatif, dan lebih nyaman, baik untuk guru maupun para murid.

Tujuan dari skripsi ini ialah untuk mendapatkan informasi terhadap pemakaian metode "mind mapping" dalam pengajaran penulisan deskriptif di awal semester pada tingkat kelas tujuh SMP Riyadlul Jannah Bogor. Penelitian ini adalah penelitian eksperimen atau kuantitatif yang menggunakan dua kelas sebagai objeknya yang terbagi kedalam dua kelas, yaitu kelas eksperimen yang menggunakan metode mind mapping dalam pengajaran penulisan deskriptif dan kelas kontrol yang tidak menggunakan metode seperti di kelas eksperimen.

Penemuan dari penelitian ini menunjukkan bahwa guru bahasa Inggris menggunakan metode mind mapping dalam kegiatan belajar mengajar, agar membuat para siswa lebih kooperatif dan lebih mudah menerima pelajaran di dalam kelas. Jadi kesimpulannya, penggunaan mind mapping dapat membantu siswa lebih mudah memahami berbagai pelajaran.

Berdasarkan pada penemuan dari penelitian diatas, di anjurkan kepada guru bahasa Inggris agar menggunakan metode mind mapping dalam mengajarkan kemampuan menulis, terutama menulis secara deskriptif. Hal ini bertujuan untuk membuat para siswa lebih tertarik, agar menjadi lebih kreatif dan lebih termotivasi lagi dalam belajar pelajaran bahasa Inggris.

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. All Praises be to Allah lord of the world who has been giving mercy and blessing until the writer can completing his “Skripsi”, without any obstacles in his opportunity. Peace and salutation be upon to the Nobel Prophet of Islam, Muhammad peace be up on him, and his house hold, his companions and his followers.

Many people have given contribution while this Skripsi is processed until becomes a complete work for the requirement at Degree of Strata-1 (SI). Therefore, the writer would like to express his honor and deepest gratitude to her beloved parents (Partijo (alm) and Heru Setyo Widyowati) for their examples of strength and faith, with heartfelt gratitude for their love, care, prayer, and encouragement, and all family who always give support, motivation and moral encouragement to finish his study.

The writer should like to express her thanks and gratitude to his advisor Dra. Hidayati, M.Pd for her valuable help, guidance, correction and suggestion in writing the good skripsi. This work would not be completed without a great deal of help from her.

His deepest gratitude also goes to Drs. Syauki, M. Pd. and Neneng Sunengsih, S.Pd. as the head and secretary of English Education Department, and also for all lectures of English Education Department for their encouragement to him. His great gratitude also goes to Prof. Dr. Dede Rosyada as the Dean of Faculty of Tarbiya and Teacher’s Training, and also for all the staffs and officers of UIN Library, Tarbiya’s Library and UNIKA Atmajaya Library who have given permission to use their books to complete the references for this study.

Thanks are to his friends in English Education Department of 2004, the instructor of PRIMAGAMA (Pisangan Ciputat, Cirendeu, and Bintaro Jaya sek.7), LSM LaKSMI that he cannot mention them one by one who always help and give the writer motivations, supports, times, real friendship and love.

Finally, the writer recognizes this writing is far from perfect. Therefore, it is really a pleasure for him to receive critics to accomplish it. And he hopes that this work would be beneficial, particularly for him and for those who are interested in. The

writer welcomes suggestions and comment from the readers for the improvement of this skripsi.

May Allah, The all-Hearer and all-Knower, bless, protect and guide them all and give them more than what they have given to the writer. Amin.

Jakarta, May 2009

The writer

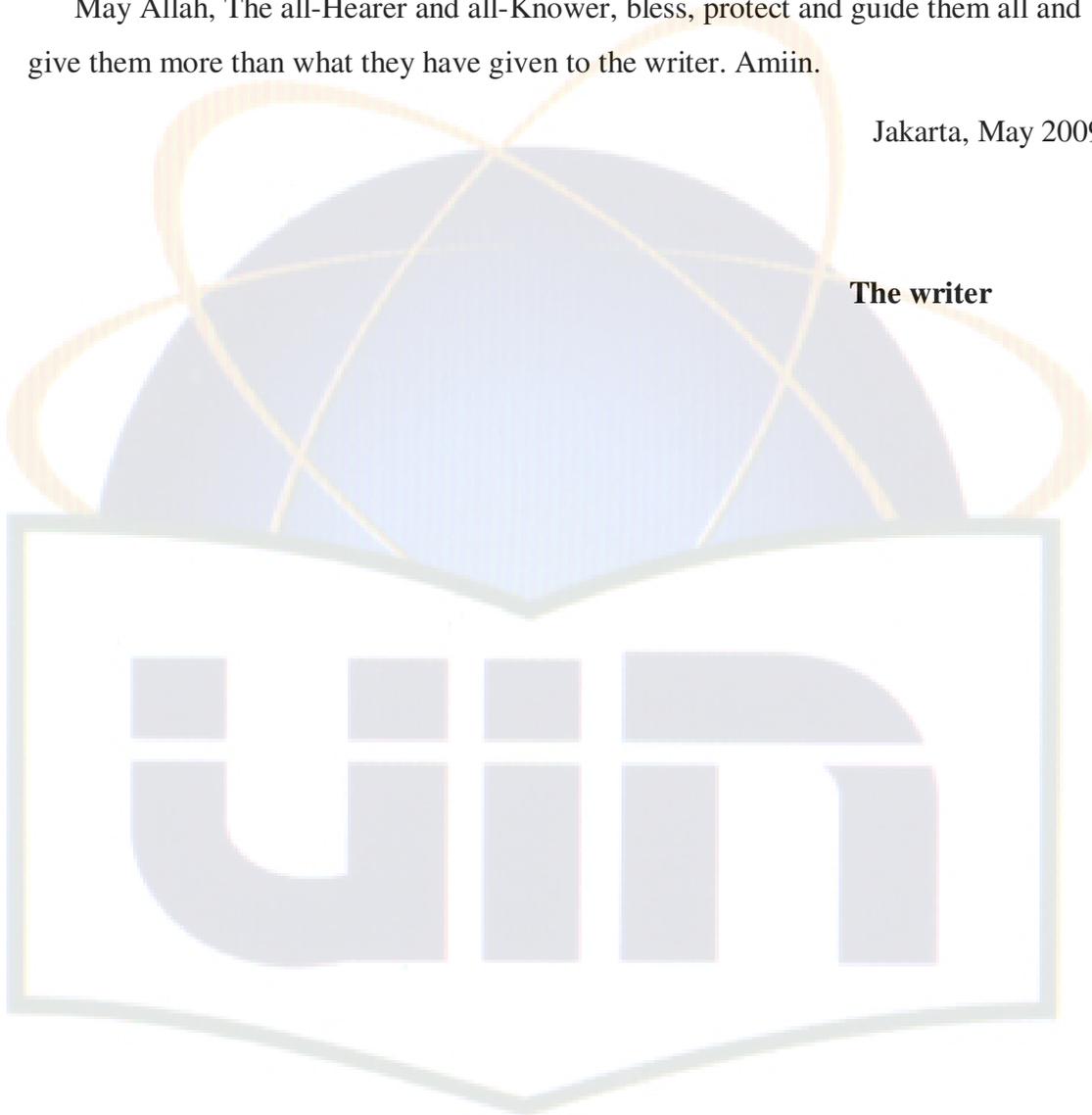
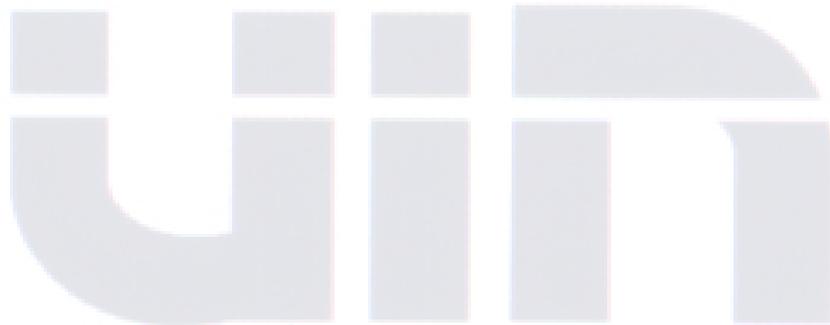


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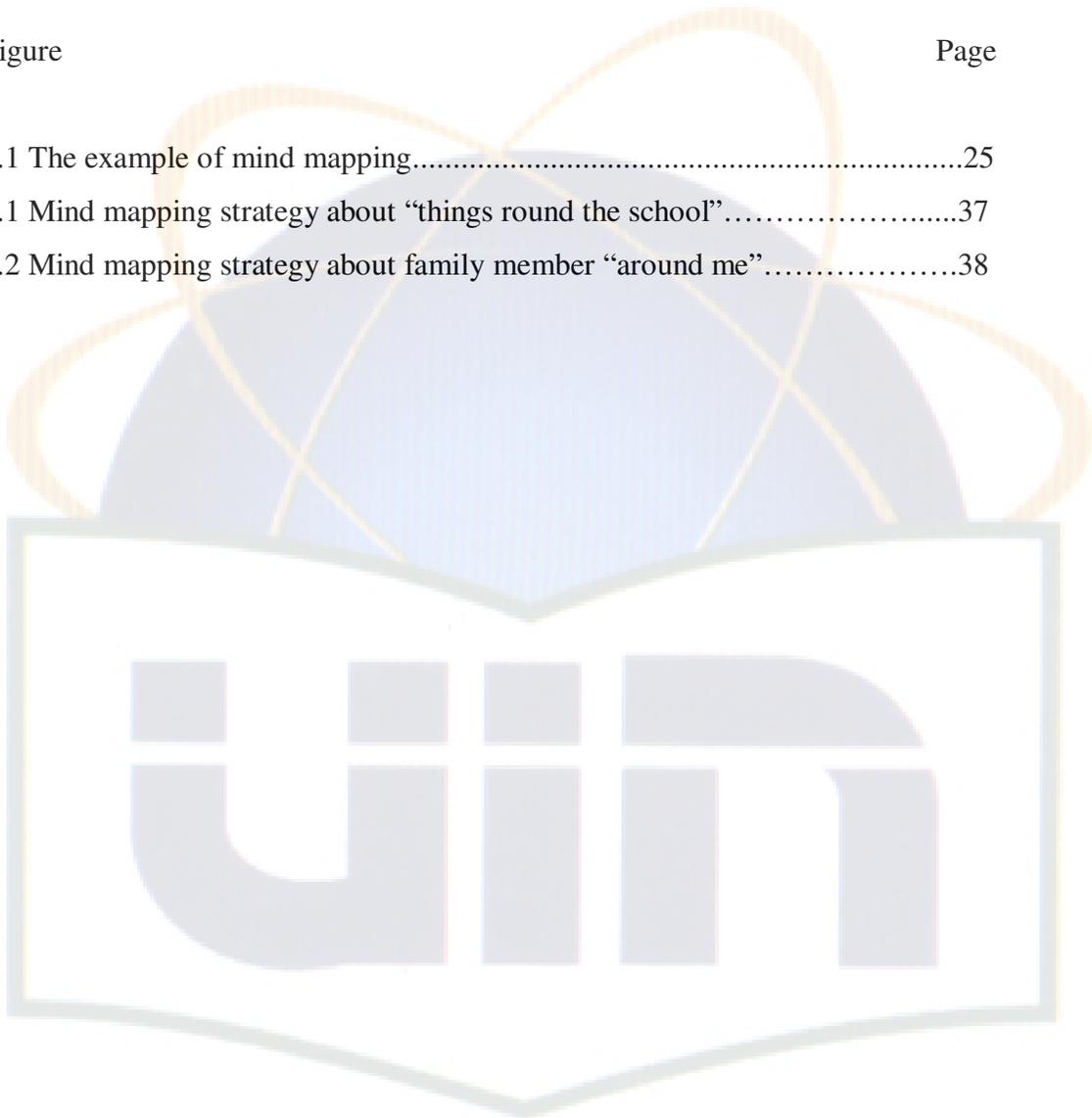
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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, statement of the problem, the objective of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

English plays an important role in all aspect of national relationship, with other countries such as diplomatic, international commerce, social and cultural, including education.

In educational, English has an important role. It could be seen that language has been learned in any levels of educational. For instance, in Indonesia. English has been taught from elementary level up to the Universities. Most books in the libraries of universities and institutes are also written in English. At least 80% of the journals, bulletins, and articles relevant for any fields are written in English. It means that unless we understanding English, we will not be able to improve our knowledge through the books.

In social and cultural, language and society are as intertwined that is impossible to understand one without the other. Every social institution is maintained by language. Individually we use language to “Carry On” love and to “Carry Out” hate. We use language to reveal or conceal our personal identity, our character, and our background. Almost all of our contacts with everyday live: how you talk to your friends, family, and teachers, as well as to store keepers and strangers, everyone you meet in the course of a day. And why you talk as you do and they talk as they do. Conversely, it also shows how social situations determine what kinds of speech will be used and how speech develops to meet social needs. Perhaps most important, sociology of language tell us what message we are really giving when we speak. Messages that are not necessarily put into actual words.

In diplomatic and international commerce, people from countries all over the world have diplomatic affairs and commerce between one another. In every events or summit international conference, the committees have appointed English as lingua franca to deliver their national point of view, policy, and taxes rate for example. Therefore unless the national delegation can speak English, he will not be able to share with other countries delegations in term of diplomatic and commerce.

In Indonesia, English is considered as a foreign language because it is taught as a school subject. It is not used as the medium of instruction and it is not widely used by people in the country. English is included in the curriculum as a compulsory subject for the students of junior and senior high schools. Meanwhile for the elementary schools, English is included as an optional subject or local content for those that are capable and ready to conduct it. In these schools, English is taught for the fourth to six year students.

The term “language proficiency” includes both accuracy and fluency. Accuracy refers to mastering language components; Pronunciation, Vocabulary and Grammar. Whereas fluency refer to mastering language skills; Listening, Speaking, Reading, and Writing.

Of all the four language skill, writing is something most native speakers never master (Nunan, 1998). This statement implies that not every one can produce writing although in his/her mother tongue. Such a difficulty is due to the fact that writing is different from speaking in the sense that much higher standards of languages are normally demanded in writing than in speaking.

Writing is a part of language learning is an activity that requires enough time to think about the specific topic, to analyze, to select and to organize and experience according to a certain purpose. All the language skills must be applied and integrated on teaching English, especially in writing.

Writing is very important in education particularly for those who are studying at universities. They have to be able to write a proposal, paper, some reports, scientific writing, and so on. Without mastering writing skill both native or in the target language, it is impossible for the students to graduate their education at university level. Therefore writing skill is not a neglected skill in educational world.

Furthermore as one of the four language skills, writing is very important to express one's ideas in a piece of paper clearly. It will be understood and good when each part of the sentence connects to each other. That is why writing seems to be the hardest thing to do in teaching-learning process besides speaking. The differences between writing and speaking sometime is considered as easier because the grammatical pattern in speaking is not so necessary as long as the audience get the ideas during the communication. Meanwhile writing has only one chance to convey some information as meaningful as possible for the readers. Thus, teaching writing in an appropriate way is required to facilitate student's second language acquisition.

Unfortunately many college students do not consider writing as leisure and easy activity, writing often make them frustrated, this is because they do not have an adequate knowledge and skill, which are needed in writing. The problem of most students is that they are worry to make mistake about writing in English. They are worry about paragraph writing, research paper, expressing idea. They think every thing they write is full of errors. Most of the students feel that writing is not an easy skill. Most of students also feel that writing is more difficult than speaking. In writing process the writer works alone. Even if we are writing a letter to a friend, he or she will not suddenly materialize to prod or prompt us into speech, to help us fill in the gaps. Different with speaking, writing must be difficult without practicing regularly.

Writing is a means to convey message, ideas and feeling through printed word. So, writing is very complex and difficult, it is not only in terms of structure but also vocabulary, punctuation, capitalization, and spelling. Actually, writing skill should be given right from the start of students learning, so he/she may have both speaking and writing skill.

However students seem to have difficult to write in English. That is why the writer thinks that is necessary to give them some techniques, which can be solved their problem. Thus the writer decide to look at further information about teaching writing especially descriptive writing by using mind mapping. Descriptive writing here used to teach writing more specific than the complex writing to be taught. Because as a general strategy, describing is used in many form of writing. Readers employ their imagination as they are reading, and descriptive details help make the subject matter become real for

them. Visual forms of expression-photography, painting, and film, to name a few- have the advantage of fully engaging one of four senses-sight-but they are still limited. For example, film can appeal to both our eyes and our ears, but three more senses remain: touch, taste, and smell. Good descriptive writing can stimulate the reader's imagination to form sensory responses from all five senses. Frequently, the reader has no choice.

Description is powerful strategy, one that allows the writer to exercise a great deal of control over the reader's perception. Description is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses. Description is a development method used to depict physical items or object that have concrete, touchable features.

To teach descriptive writing by using mind mapping more helpful because through mind mapping, can throw away boring at the students and time consuming notes in favour of two dimensional structure which shows the '*shape*' of topic, related ideas and concepts, and the relative importance of all the in information. This process engages much more of the brain than conventional note taking and design system.

Mind mapping work in a similar manner to the brain. Mind Maps incorporate keywords, colour and images, which are much easier to remember than sentences and paragraphs. The structure of your mind maps will reflect the way your brain organizes and shorts information.

Based on the explanation this study is intended to investigate about Teaching Descriptive Writing by Using Mind Mapping.

B. Statement of the Problem

Based on the background previously, the writer conducts a study concerning on the using mind mapping to improving student's writing skill, applied at the first grade of SMP Riyadlul Jannah Bogor. The general question for this research "Does the use of mind mapping can improve the students' skill in learning descriptive writing?"

This main problem can be formulated into specific question as follow:

1. Does the teacher make the teaching preparation before teaching descriptive writing?

2. What kinds of materials are used by the English teacher in teaching descriptive writing?
3. How is the teacher's ways to evaluate the students' skill in descriptive writing?

C. Objective of the Study

In line with the statement of the problem above, the objectives of the study are as follows:

1. To describe the preparation made by the English teacher in teaching descriptive writing.
2. To describe the kinds of materials used by the English teacher in teaching descriptive writing.
3. To describe the teacher ways in evaluating the students' skill in descriptive writing.

D. Significance of the Study

The findings or results of this study are expected to provide useful information, for (1) English Teacher and (2) Further Researcher. For the English teacher these findings can improve his English teaching knowledge and his teaching quality about using mind mapping in teaching descriptive writing in improving student's writing skill at the first grade of SMP Riyadlul Jannah Bogor.

Besides, these findings of the study can deliver useful information for further researcher to do the next research in the future, especially by using mind mapping in teaching descriptive writing.

E. Scope and Limitation of the Study

The scope of this study focuses on using mind mapping to improve student's writing skill at SMP Riyadlul Jannah Bogor. This study attempt to narrate the teaching learning process of English at SMP Riyadlul Jannah Bogor which comprise: (1). The

English teacher preparation before teaching descriptive writing, (2).The kinds of materials used by the English teacher in teaching descriptive writing, and (3). The teacher's ways to evaluate the students' skill in descriptive writing.

F. Hypothesis

The researcher would compare the two section based on student's exam score and final grades they received in the course (dependent variable). If test scores and final grades were significantly higher in the section receiving on-line feedback, the researcher could tentatively conclude that there is evidence the on-line feedback (treatment) contributed to increase learning, and the statistic hypothesis states:

1. Alternative Hypothesis (Ha). There is significance difference between the students' English descriptive writing scores taught by using mind mapping and without using mind mapping for students at Junior High School Riyadlul Jannah , Bogor.
2. Null Hypothesis (Ho). There is no significance difference between the students' English descriptive writing scores taught by using mind mapping and without using mind mapping for students at Junior High School Riyadlul Jannah , Bogor.

The writer is going to test these kinds of hypothesis with the data statistic in chapter IV (see page; 41-47).

G. The Definition of Key Term

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. **Teaching Preparation** is number of activities, assuming, planning, and deciding what is going to do or applied by the English teacher in teaching and learning activities.
2. **Material** is the learning substance which is taught to the students about the unit of lessons.

3. **Evaluation** is the process of collecting and exertion in formations by the teachers to give the result of student's achievement based on the students' skill.



CHAPTER II

THEAORETICAL FRAMEWORK

This chapter present and discusses about the theoretical framework which is consist of : Teaching English at SMP (Junior High School), objective of teaching English at SMP (Junior High School), syllabus, material, and instruction, teaching preparation, evaluation, writing, descriptive, and mind mapping.

A. Teaching English at SMP

In Indonesia, English is considered as a foreign language because it is taught as a school subject. It is not used as the medium of instruction and it's not widely used by people in the country. The government has decided to include English as the foreign language taught to the student junior or SMP (this word is used for the next term) and senior high school up to university nowadays. English is included in the curriculum as a compulsory subject for the student of junior and senior high school up to university level. This is in line with the issuance of the decree of the Minister of Culture and Education No. 096/1967 has stipulated that English becomes the first foreign language and compulsory subject that should be taught formally to all Indonesian students starting from junior high school (SMP) up to university level¹. Therefore, all Indonesian students have to study English as their compulsory subject at the school.

Moreover, teaching English in junior high school has a purpose that is by the end of their study, the students are expected to master two skills, that are productive skill (speaking and writing) and receptive skills (listening and reading) and linguistic

¹. Departemen Pendidikan dan Kebudayaan RI, Keputusan menteri: NO. 096/U/1967. “*Bahasa Inggris sebagai Bahasa asing pertamadi Indonesia dan mata pelajaran wajib untuk SMP sampai perguruan tinggi*”

components such as grammar, vocabulary, pronunciation and spelling². The language skills and component should be taught integrated.

B. Objective of Teaching English at SMP (Junior High School)

English as compulsory subject is aimed at preparing the student to develop science, technology and culture, and at making them competent and good Indonesian citizens who are ready to participate in the national development. This subject includes listening, speaking, reading and writing equally. However, to achieve the objective of English instructional material one more aspects of the syllabus may be given emphasize depending on the need and the level of the students' proficiency.

Based 2004 Competence Based Curriculum stated that, the objective of the teaching English at SMP is that by the end of their study. The students are expected to master the actional competences are that listening, speaking, reading and writing equally through the chosen themes. This is based on the level of their competence and interest, level of vocabulary mastery (500 entry words) and the appropriate grammar (Diknas, 2004)³. Thus the linguistic competence such as grammar, vocabulary, pronunciation and spelling can be taught integrated to support the development of those four actional competences.

Moreover, English language lesson in SMP has some purposes for the learners such as:

1. To develop the competences of communication well orally or written in getting *functional* literacy level.
2. To realize about the importance of English language to increased the national competitive in globalization.

² Depdiknas, Kurikulum 2004, Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTS (Jakarta;Depdiknas ,2003)

³ Depdiknas, Kurikulum 2004, Standar Kompetensi ...

3. To develop the understanding of learners about the relationship between language and culture.

C. Syllabus, Material, and Instruction.

The term of “syllabus” has many different definitions, as states in the Constitution of 1945 No. 20 of 2003 about National Educational System in section 1, verse 14:

“Silabus adalah rencana pembelajaran pada suatu dan/atau kelompok mata pelajaran/tema tertentu yang mencakup standar kompetensi , kompetensi dasar, materi pokok/pembelajaran, kegiatan pembelajaran, indikator, penilaian, alokasi waktu, dan sumber/bahan/alat belajar. Silabus merupakan penjabaran standar kompetensi dan kompetensi dasar ke dalam materi pokok/pembelajaran, kegiatan pembelajaran, dan indikator pencapaian kompetensi untuk penilaian.”⁴

In line with the statement above Masnur Muslich give explanation in section 2 of School-Level Curriculum -*KTSP*- states that:

“ Silabus dapat didefinisikan sebagai “ garis besar, ringkasan, ikhtisar, atau pokok-pokok isi atau materi pelajaran” (Salim, 1987 :98). Istilah silabus digunakan untuk menyebut suatu produk pengembangan kurikulum berupa penjabaran lebih lanjut dari standart kompetensi dan kompetensi dasar yang ingin dicapai, dan pokok-pokok serta uraian materi yang perlu dipelajari siswa dalam rangka pencapaian standar kompetensi dan kompetensi dasar”.⁵

As we know, in curriculum developmental and learning activity, for the first we must give a standard competency that has a roundness of knowledge, attitude, and the skill accessibility, the material that must learned, learning experience that must done, and evaluation system to know the attainment of standard competency. That means the curriculum developmental and learning activity can answer the question: a).What will learn (standard competency, base competency, and learning material)? b). How the way to tough it (learning experience, method, media)? And c). How the way to know the attainment (evaluation or scoring system)?

Based on the illustration above we can said that syllabus is the explanation of standard competency and base competency to the main material, learning activities, and

⁴ KTSP-Final-Senayan-B/20 Juni 2006, p 14.

⁵ Masnur Muslich, *KTSP (Kurikulum Tingkat Satuan Pendidikan) Dasar Pemahaman dan Pengembangan*, (Jakarta: PT Bumi Aksara, 2007), p. 23.

attainment indicator the competency for scoring, time allocation, learning resources. In implementation, syllabus defined in lesson planning (*RPP*), carried out, evaluated, and followed up by the teachers its self. Except that, syllabus must learned and improved continually by observed of evaluation of the study result, process evaluation (learning activity), and lesson planning evaluation.

Syllabus is one of curriculum developmental product contain with the rule of learning material. There are several principles that underlying the syllabus developmental such as: scientific, relevant, systematic, consistent, be equal to, actual and contextual, flexible, and comprehensive.

To conduct the syllabus well is needed materials, therefore the English language materials should directed to develop the skills of graduate able to communicate and fluently in using English language in certain literacy levels. That include *performative*, *functional*, *informational*, and *epistemic*. At the *performative* level people able to read, write, listen, and speak used a symbols. At the *functional* level, people able to used language to fullfil the daily needed such as read a news paper, direction or manual. At the *informational* level, people able to access knowledge with the language capability, whereas at the *epistemic* level people able to showed the ability into target language (Wells, 1987).The target of English language learning activity at SMP for the learner able to achieve *functional* level and able to communicate orally and written to solved the daily problems, .

According to Richards and Rodgers (1986)⁶, a particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners. The role of instructional materials within a functional/communicative methodology might be specified in the following terms: 1). Materials will focus on the communicative abilities of interpretation, expression, and negotiation. 2). Materials will focus on understandable, relevant, and interesting exchanges information, rather than on the presentation of grammatical form. 3). Materials will involve different kinds of text and different media, which the learners can use to develop their competence through variety of different activities and tasks.

⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), p. 25.

D. Teaching Preparation

Preparation is a number of activities, assuming, planning, and deciding what is going to do how it is going to conduct a work, which is done before doing and conducting it. Therefore, preparation is important to conduct before we do our success-oriented work.

As states in the Constitution of 2005 No. 19 about National Educational System verse 20:

“Perencanaan proses pembelajaran meliputi Rencana Pelaksanaan Pembelajaran (RPP).hal ini dimaksudkan untuk memberikan tambahan dan masukan kepada para Kepala Sekolah, Guru, dan Pembina Pendidikan lainnya dalam memahami dan melaksanakan Standar Nasional Pendidikan, khususnya tentang Standar Isi dan Standar Kompetensi Lulusan.”⁷

There fore, the curriculum completing more meaningful if followed by the changes of curriculum management directed. By used what is in resources combine with requirement demand, talent, interest, learner capability, and school condition. Thereby, the school has some authority to develop lesson planning (RPP), learning models, scoring process, and learners result. Those are can be seen in the table 1.1 below:

Table 2.1: The format of lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
SMP	:
Mata Pelajaran	:
Kelas/Semester	:
Jenis Teks	:
Tema	:

⁷ . *Rencana Pelaksanaan Pembelajaran (RPP) SMP/MTS*. (M. Tahril Sanusi, CV. Gangsal Anggraini) 2007-2008, p.ii

Aspek/Skill :
Alokasi Waktu :

Standar Kompetensi :

Kompetensi Dasar :

Continue to next page

Indikator :

1. Tujuan Pembelajaran :

2. Materi Pembelajaran :

3. Langkah-langkah Kegiatan :

a. Kegiatan Pendahuluan : (dilengkapi dengan kegiataanya)

b. Kegiatan Utama : (dilengkapi dengan kegiatannya)

c. Kegiatan Penutup : (dilengkapi dengan kegiatannya)

4. Sumber Belajar (disebutkan semua sumber belajarnya)

5. Penilaian

a. Teknik :

b. Bentuk Instrument :

c. Contoh Instument :

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Adapted from M. Tahril Sanusi⁸

⁸ Rencana Pelaksanaan Pembelajaran (RPP) SMP/MTS. (M. Tahril Sanusi, CV. Gangsal Anggraini) 2007-2008, p.115.

From the table 1.1 above, the teachers must follow the steps in designing a lesson plan in order to get a good teaching preparation and can apply it into teaching and learning activities in the classroom effectively.

E. Evaluation

Generally, evaluation is information collecting systematic process (numeral, verbal description), analysis, and information interpretation for confer decision for the result. Thereby, class evaluation is one of collecting process and information employing by the teacher to give the decision for the learners result according to stage progression of their study, until getting potret/profil learners capability appropriate with the competency that given in curriculum.

Class evaluation oriented to the realizable competency in teaching-learning activity (KBM) in the class. These realizably refer to certain standard or completeness of the study, what to do in various ways, for example *portfolio, product, project, work, written, or self assessment*. These class evaluation oriented will applicable in teaching according to –KTSP.

Class evaluation oriented in KTSP has a special characteristic as follow⁹:

- a) From learner classification shifted to the developmental learners' capability.
- b) Most inclined: evaluation reference criteria.
- c) Competency and indicator become referenced.
- d) Applying the various evaluations.
- e) Make a serious effort to give learners' profile capability completely.
- f) Optimized learners' competency.

Concerned with the attainment of competency and report, class evaluation has a function and the uses as followed¹⁰:

⁹ Masnur Muslich, *KTSP (Kurikulum ...)*, p. 78.

¹⁰. Masnur Muslich, *KTSP (Kurikulum ...)*, p. 79

1. Evaluation instrument compiled in order to create learners opportunity to show their capability.
2. The progression report of the learner in study it is a communication medium and cooperation medium between the parent and school, that has benefit for the progression learners study although the school developmental.
3. The evaluation ought to loaded:
 - a. The detail of study result grounded on criteria has given.
 - b. Give the clear information, comprehensive, and accurate.
 - c. Engaged for the parent immediately to know the problem and developmental of their children.

And how the criteria to class evaluation? Class evaluation has to observe the criteria as followed¹¹:

- 1) *Validity*, evaluation result can define like what will evaluate.
- 2) *Reliability*, the evaluation result settled, and describe the real capability.
- 3) *Competency focus*, evaluation going to do for appropriate competency attainment with the curriculum, and the material in associated immediately with the indicator of competency attainment.
- 4) *Comprehensive*, the information obtainable enough to make decision.
- 5) *Objective*, evaluation going to do in a fair manner, planned, and continues.
- 6) *Educative*, evaluation going to do to fixed learning process and increase learning quality.

F. WRITING

Some people considered that writing is a difficult thing to do. Writing is not simply a skill to transfer a spoken language into a readable text, but it also requires some particular aspects to convey a message into piece of paper clearly. Writing is a tool of

¹¹. Masnur Muslich, *KTSP (Kurikulum ...)* p. 79

communication to convey some information in certain rules and in sequence. The sequence of writing covers a process to produce a finished text.

When people learn a foreign language, they learn to communicate with others, to understand them, to talk to them, to read what they have written and write to them. In writing, people learn how to communicate when the other person is not around them, listening to the words they said, and looking at the gesture and facial expressions.

e. The Meaning of Writing

Writing is the language use to express and to communicate with others. It must be difficult without practicing regularly. Ann Brown said, "Writing is important in our life and as a communicative act that transmit information and link people together"¹². Accordingly, students are expected to convey their ideas, feeling, and knowledge in written language. Unfortunately, it seems hard for teacher to train their students writing because generally the students do not know what and how to write.

Writing is considered as boring and difficult activity. Some students simple do not like to do writing. They will abandon the writing process in the class when they assume that they cannot write. Jerry G Gebhard said, "Such negative attitudes are problematic in EFL/ESL writing classroom. When students believe they cannot write or have a defeatist attitude toward writing, they disengage themselves from the writing process."¹³ Rise B. Axelrod and Charles R. Cooper said, "Writing is a complex process and such contain element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage"¹⁴. Then Bernet & stubbs's defines "Writing as a physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice"¹⁵.

From several definition of writing above, it can be conclude that writing is not a simple speech that written on the paper. In fact, writing is more complicated rather

¹² Ann Brown, *Helping Children to Write*, (Paul Chapman Publishing Ltd., 1993), p.2

¹³ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (Michigan: the University of Michigan Press, 1996), p.237.

¹⁴ Rise B. Axelrod & Charles R. Chooper. *The St. martin's Guide to Writing*, (New York: St. Martin's press, Inc., 1985), p.3

¹⁵ Bernet and Stubbs's, *practical Guide to Writing (4th edition)*, (Canada: Brown Company, 1983), p.3

than speech because writing requires some aspects not only grammatical, rhetorical devices, vocabulary but also other elements as mentioned above. The important thing of learning writing for the students is to express themselves on the paper and they expected to be able to produce it in their own language. And the students should more practice it so they could write well.

f. Purpose of Writing

When someone learns a second or foreign language, he or she learns to communicate with other people. It can be done by understanding them, talk to them and read what they have written and write to them. Looking at the last point, it is mentioned that writing is one of the ways someone can learn to communicate with other people, especially when the people are not in front of him or her at the time. It means that writing plays an important role in teaching and learning foreign language.

In relation to the point above, the purpose of writing is more than only to teach someone to convey ideas to the readers. There are some additional and very important reasons why writing is needed in teaching-learning process. Jack C. Richards in his book, the Language Teaching Matrix, explained “Writing is used either as evidence of successful learning or as a means of learning.”¹⁶ In accordance with Jack C. Richards’ statement. Ann Raimes also mentioned the purpose of writing as following:

“Writing helps our students to learn. How? First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Thirds, when they write, they necessarily ¹⁷ very involved with the new language.”¹⁷

Furthermore, the purpose of writing must be distinguished based on the level students involved in. for the beginners, it is more essential just to get them to enjoy writing than to get them to enjoy writing than to get them correcting their written product with some complicated rules. Students may find learning rules is a boring thing. But they will gradually aware about it if they find a pleasure in writing freely and with a purpose.

¹⁶ Jack C. Richards, *The Language Teaching Matrix*, (Cambridge, UK: Cambridge University Press, 1990), p.100.

¹⁷ Ann Raimes, *techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p.3.

g. Kinds of Writing

There are three kinds of writing. They are: a). Free Writing, b). Controlled Writing, and c). Guided Writing.

a. Free Writing

Free writing is without stopping. It means writing whatever comes to the mind without worry that everything they write is correct or incorrect. The purpose is to free up the mind so that it can make association and connection.

b. Controlled Writing

Controlled writing is opposite of free writing. Using this kind of writing to teach controlled writing the students will focus to practice on getting words down on they paper and they have to concentrate on one or two problems at the time. Controlled writing focuses the student's attention on specific features of the written language. It is a good method of reinforcing grammar vocabulary, and syntax. Most of controlled writing text book is available to set up the task so that the book can be used for individualized instruction, the students proceeding at their own pace.

c. Guided Writing

Guided writing is less controlled than controlled writing. In using this kind of writing to teaching writing, students are given a first sentence, a last sentence, an outline in their piece of writing. Students should be able to discuss, make notes, and share finding together before they begin to write.

h. Types of Writing

For teaching purposes, in general, writing divides into types, they are: *description, narration, exposition, and persuasion.*

a. Description

Description is the kind of writing used to bring the reader into the picture, for examples, by telling the readers how something strike the sense, how it looks, smells, sound, feels even sometimes how it tastes. Descriptive writing uses concrete language to portray the characteristic of object.

Anyone learning to write should practice description because it is important in almost every kinds of composition. When he is composing a story, or explanation of something, he will frequently find himself describing persons, places, or objects in order to convey his meaning effectively.

b. Narration

To narrate is to tell a story, to tell what happened. Narration is writing about a succession of events. The simplest kind of narration follows chronological order. Narrative writing usually find in novels, short stories, biographies and autobiographies.

c. Exposition

Exposition is used to give information, making explanations and interpreting meaning. It includes editorials, essays, and instructional material.

Tricia Hedge defines, “Exposition is writing that informs, clarifies, defines, analyzes, or otherwise treats a subjects by letting the reader. It often answers the question what, why, and how”.¹⁸ Exposition deals with ideas, when the purpose in writing is to report something or to explain something to the readers or to inform or convince them, what being is exposition.

d. Persuasion

Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion.

G. Descriptive

As a general strategy, describing is used in many forms of writing. Readers employ their imagination as they reading, and descriptive details help make the subject

¹⁸ Tricia Hedge, *Writing: Resources Books for Teacher*, (New York: Oxford University Press, 1988), p.83

matter become real for them. Visual forms of expression- photography, painting, and film, to name of view- have the advantage of fully engaging one of our sense-sight but they are still limited. For example, film can appeal to both our eyes and our ears, but there more sense remains: touch, taste, and smell.

4. The Concept of Descriptive

A description is a verbal picture of a person, place, or object. Thus, a descriptive essay is the one that describes a person, place, or object. When we describe someone or something, do it as vivid and real as possible. We can do it by observing and recording specific details of the person, place, or object that attract to our readers' senses.

In description, we take a scene or an object and capture it in language. That is, we organize the details of the object or scene we wish to describe in the way that will most effectively convey the sensual image¹⁹. To be effective, written description should have an efficient, sensible, carefully thought-out plan. Description can also be oriented from the general to the specific or from the specific to the general.

According to Mark Anderson and Kathy Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions²⁰. Besides, the word *description* is from two words: *scribere*, meaning "to write," and *de*, meaning "down" or "about". There is a hint in the etymology of the word *description* that something is being traced drawn, that in describing you will follow the outline of an object visually and then write it down or "draw" it in word²¹.

¹⁹ Robert Scholes and Nancy R. Comley, *The Practice of Writing* (2nd ed.; New York: St. Martin's Press, 1985), p. 11.

²⁰ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia: MacMillan, 1998), p. 26.

²¹ Frank J. D'Angelo, *Process and Thought in Composition*, (Massachusetts: Winthrop Publishers, Inc, 1977), p. 123.

Katherine Ploeger defines, "Description is a development method used to depict physical items or objects that have concrete, touchable features".²² It means description is used to add details about something physical such as: a person, place, or thing. This method uses sensory language that is words that appeal to the five senses. If you are writing about a physical, real, concrete object that you can touch, describe it with sensory language, especially if the reader might not be familiar with the object. Remember, the reader cannot read your mind, only your words.

Sensory language appeals to the five senses: sight, hearing, smell, taste, and touch. You will usually begin by describing what you see, since the sense of sight is most predominant in our perception (unless this sense is damaged in some way). However, writing that describes only what you see can be limiting. Notice the difference when you read of other sense, especially when the writer tells of the sounds or smells experienced. The writing comes alive when sensory details are used. Instead of calling a car "red" call it "magenta". Be precise in your choice of words to create the most accurate picture in your reader's mind.

You see colors, shapes, styles, distances and depths, dimness and brightness, movement. Sounds vary in loudness, pitch, duration. Smells include sweet, salty, stinky, fragrant, spicy, sharp, rotten, and musty, among others. Tastes include sweet, sour, bitter, and salty. Smell and taste usually work together. You feel or touch textures: tight, slimy, and bumpy. Find the precise word that best describes what you are sensing. With adequate sensory details, the reader can create a clear and specific picture in his or her mind about your topic.

The describe essay comes in two basic forms there are *objective* and *subjective*. *Objective description* is used in the science, in business, and in technology, writers using this approach attempt to describe their subject without including their personal responses. A medical examiner's report on what caused the death of a person found in an alley is an example of objective description. So

²² Katherine Ploeger, *Simplified Paragraph Skill* (California State University, Stanislaus: NTC publishing group 1999), p.241

is the report of a business planner who has been sent to look at a tract of land and determine its suitability for development as a shopping center. When a certain type of machinery is needed for production, a company's engineers will describe the machine before it is built, laying out the required physical and dynamic specifications. Note that personal bias is out of place in this context. Instead, the emphasis is on impartiality on providing disinterested description.

Subjective description, on the other hand, allows the writer to show a personal connection to his or her subject. Such a difference in response to a subject is normal and to be expected. After all, a subjective description requires a *personal* bias. A subjective description also different from an objective description. In this context, "feelings" aren't really physical responses. However, our emotional reaction to a subject will help determine the physical details.

5. Function of Descriptive

According to Hartono (2005)²³ descriptive writing has a social function is to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Its function is almost same with the concept of descriptive itself, whereas, the purpose of description as stated by Lila Fink, et.al (1983)²⁴ is to present the reader with a picture of a person, subject, or setting. Therefore, as a reader of description, we should take a note of some elements of description as follows: a). *Concrete details*. A concrete detail is a specific description that supports, reflects, or expands a writer's attitude or purpose. b). *Images*. An image is a concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell). c). *Similes*. A simile is a comparison, using *like* or *as*, between two objects.

²³ Rudi Hartono, SS., M.Pd. *Genres of Texts*, (Unpublished, Semarang State University: English Department Faculty of Language and Art, 2005), p. 6.

²⁴ Lila Fink, et al, *A Text for Writing and Reading*, (Boston: Little, Brown and Company, 1983), p. 41.

The comparison is between two things essentially different yet similar in one aspect. (Lila Fink, et. al, 1983: 41-42)²⁵.

In other hand, with good descriptive writing can stimulate the reader's imagination to form sensory responses from all five senses. Frequently, the reader has no choice; many people cannot read an article about the taste of citrus fruits for example, without having a physical response to the imagined taste. And a passage about a specific food left out of the refrigerator too long will procedure a shudder from readers as they imagine the resulting smell.

6. Kinds of Descriptive

As we know that descriptive is to describe something, such as a person, place, or thing. Therefore, based on that statement, it can be seen that descriptive has three types or kinds as follows:

a) *Description of a Person*

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to²⁶. In describing a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. In describing a person, however, you are not obliges to give every single detail about the person's appearance. You can focus on one or two striking features that convey something about the person's character²⁷.

b) *Description of a Thing or an Object*

²⁵ Lila Fink, et al, *A Text ...*), p. 41-42

²⁶ Dr. Ali Saukah, MA. et al, *Pelatihan Terintegrasi Berbasis Kompetensi Guru Mata Pelajaran Bahasa Inggris "Paragraph Writing" Modul: ING.B.04a*, (Direktorat Sekolah Lanjutan Tingkat Pertama Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional, 2002), p. 39.

²⁷ Drs. Mariana Karim, Ma, and Drs. Sabrony Rachmadie, MA, *Writing*, (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pendidikan Tenaga Akademik, 1996), p. 50.

Sandra McKay (1983)²⁸ gives her mind about the description of a thing or an object that the best way to describe the physical characteristics of an object or a thing. The best way to describe the physical characteristics of an object is, of course, to point to the actual object or to show a picture of it. At times, however, it is not necessary or possible to include an illustration of the object. Instead a description of the important characteristics of the object such as its size, shape, and color is adequate. The description might then proceed to describe other characteristics of the object such as its purpose or construction.

c) Description of a Place

When we start to write anything in a description, it should be clear. As stated by Sandra McKay (1983)²⁹, as with an object, the best way to describe a place is to show some one the actual place or to take a picture of it. When this is not possible or necessary, a description of the important characteristics of the place can be given. If the place is a home or a room, it is important to describe the size and arrangement of the space involved. If, in other hand, the place includes many building such as a downtown area, the description will likely focus on the location of the various buildings. Finally, if the place is an entire country, the description will be much more general and provide information about provide information about such thing as the land formation, climate, and major cities.

H. Mind Mapping

Mind mapping was invented by a leading author and lecturer on learning and thinking techniques named Tony Buzan. His Mind Maps are revolutionizing the process of absorbing information, overcoming complex problems and designing detailed plans. Traditionally, note taking and planning was done in a linear or list-like manner. But Buzan's research shows that the brain digests information in a multi-dimensional

²⁸ Sandra McKay, *Fundamentals of Writing for a Specific Purpose*, (New Jersey: Prentice-Hall, Inc., Englewood Cliffs, 1983), p. 17.

²⁹ Sandra McKay, *Fundamentals of Writing*, p. 33.

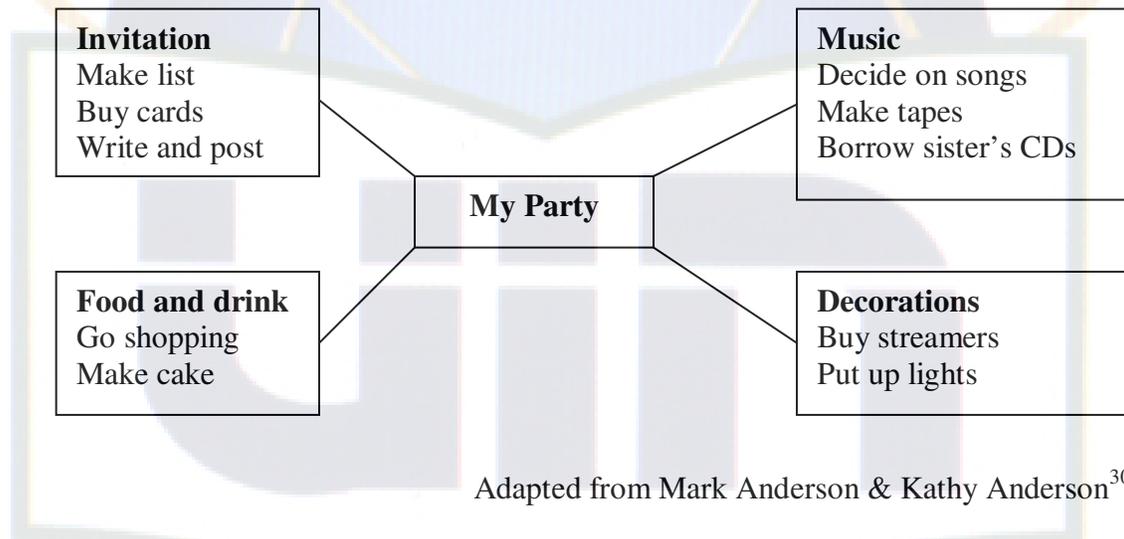
way. Through mind mapping, you can throw away boring and consuming notes in favour of a two of a two dimensional structure which shows the “shape” of topic, related ideas and concepts, and the relative importance of all the information. This process engages much more of the brain than conventional note taking and design systems.

4. The Concept of Mind Mapping

Mind mapping is a way getting your ideas together. If you have to construct a spoken or written piece of text, you can use mind mapping to help you organize the structure of your piece.

Here is an example of mind map:

Figure 2.1



Adapted from Mark Anderson & Kathy Anderson³⁰

Here is a checklist for developing our skills when doing a min map³¹:

- a. On a piece of paper, write down all your ideas about your topic as they come to you.
- b. In the centre of a new page, write your topic.
- c. Using what you wrote on your first piece of paper, work out the *main ideas* (these will become the arms of your mind map)
- d. Draw lines from your topic for each of your *main ideas*.

³⁰ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (Australia: MacMillan, 1997), p. 148.

³¹ Mark Anderson and Kathy Anderson, *Text Types...*, p. 148..

- e. Under each *main ideas* list the other ideas that relate to it (these become the *sub- points* on your mind map)
- f. Look at your mind map and select the main points that will be relevant to the purpose of your text.
- g. Order your relevant main ideas for use in your text (what will come first, second, third and so on).

A mind map can help you construct a written text. Your main ideas can become your paragraph. Begin each paragraph with a topic sentence. This will preview the idea to your audience. Your sub-points can be used in the paragraph to give more details (elaborate) to your audience.

Mind mapping work in a similar to the brain. Mind maps like the one incorporate keywords, colour and images, which are much easier to remember than sentences and paragraphs. The structure of your own mind maps will reflect the way your brain organizes and sorts information. Just a quick glance at a mind map will enable you to rapidly recall the vital points and information in any given subject.

5. Application of Mind Mapping in Teaching

Apart from familiarizing his or her students with the theory and practice of Mind Mapping, the teacher can use mind maps in a number of practical ways to make teaching and learning easier and more enjoyable. Those are the applications of mind maps in teaching as follows³²:

a) Preparing lecture notes

One of the most powerful ways to use Mind Maps is as lecture notes. Preparing a lecture in Mind Map form is much faster than writing it out and has the big advantage of following the lecturer and the student to keep an overview of the whole subject at all times.

A Mind Mapped lecture is easy to update from year to year without

³² Tony Buzan with Barry Buzan, *The Mind Maps Book* (London: BBC Worldwide Limited, revised edition 2003), p. 223-228.

becoming messy and its mnemonic qualities mean that a brief overview before the lecture quickly brings the topic right back into focus. Because the lecturer's own knowledge will evolve the same Mind map will trigger quite different lectures if used from year to year. This avoids the tedium of stale lecture notes without requiring any extra work. It makes lecturing more fun and more interesting for both the lecturer and the students/audience.

b) Yearly planning

The Mind map can be used to give the teacher an overview of the whole year's study programmed, showing the term divisions and the type of lessons to be given. (For instance, a geography teacher could get an idea of annual frequency of field trips and slide presentations in relation to standard lesson.)

c) Term planning

This is a sub-division of the yearly plan, and often takes the form of smaller Mind map expanding from a branch or branches on the yearly programmed. The term plan might show which topics from the curriculum the teacher intends to cover and in roughly what order.

d) Daily planning

This takes a similar form to that of the daily Mind Map diary. And would record the specific details of lesson, such as start and finish time, classroom, and topic to be covered, and so on.

e) Lesson and presentations

Using a large blackboard, whiteboard, flip chart or an overhead projector, the teacher can draw, as the lesson progresses, the corresponding part of the mind map. This externalized reflection of the thought process will help clarify the structure of the lesson. It will also hold the student's interest and enhance their memory and understanding of the subject covered.' Skeleton' Mind Maps can also

be handed out for the students to complete or black and white photocopies can be provided for students to colour themselves.

f) Examinations

If the purpose of an examination is to test the students' knowledge and understanding rather than their writing ability, the Mind Map is the ideal solution. It can show the teacher at a glance whether or not the students have a general grasp of the subject, as well as their major strengths and weaknesses. The Mind Map also reveals those areas where the chain of association has, for some reason, gone awry. This approach gives the teacher a clear and objective idea of the student's state of knowledge, uncultured by judgments about skills in other areas such as grammatical correctness, spelling ability and neatness of hand writing. In addition it saves a huge amount of time normally spent reading and marking piles of examination scripts.

g) Projects

Mind Maps are ideal for planning, monitoring and presenting projects. They encourage comprehensive and focused thinking in the early stages, enable both teacher and student to check on progress and observe the growing web of interrelated information, and provide an ideal framework for either written or oral presentations at the end.

6. The Functions of Mind Mapping

Mind mapping has the function in developmental teaching and learning activity, especially in teaching English writing as a foreign language or second languages lesson taught in school. Those are the following function or benefit of mind mapping:

Function of Mind Maps³³:

1. The main idea is at the centre and clearly defined

³³ Mind mapping multimedia: *using mind maps to design CD-ROMs: a guide for Young People and Youth Organization in Southeast Asia.* (Bangkok: UNESCO Bangkok, 2002), p.7

2. The relative importance of ideas is shown-more important concepts are near the centre.
3. The connections between key ideas are obvious.
4. Recall and review is faster and more efficient.
5. Addition of new information is easy.
6. The creative nature of the map makes it easier for the brain to think of new connections.
7. Time is not wasted writing down unnecessary words and sentences.

In another hand, mind mapping has a benefit. Especially in teaching and learning there are³⁴:

- a. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.
- b. They make lesson and presentation more spontaneous, creative and enjoyable, both for the teacher and the students.
- c. Rather than remaining relatively rigid as the years go by, the teacher's notes are flexible and adaptable. In these times of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
- d. Because mind maps present only relevant materials in a clear and memorable form, the students tend to get better mark in examination.
- e. Unlike linear text, mind maps show not just the facts but the *relationships between those facts*, thus giving the students a deeper understanding of the subject.
- f. The physical volume of lecture note is dramatically reduced.
- g. Mind maps are especially useful for children with 'learning difficulties', particularly dyslexia. By freeing the child of the 'tyranny of semantics', which often accounts for 90% of the difficulty, the mind map allows the child a far more natural, complete and accelerated self-expression.

³⁴ Tony Buzan with Barry Buzan, *The Mind ...*), p. 232-233.

CHAPTER III

RESEARCH DESIGN

This chapter presents research design, place and time of the study, subject of the study, research instrument, data and source data, technique of collecting data, and techniques of data analysis.

A. Research Design

The research design of this study is categorized as an experimental research about using mind mapping in teaching descriptive writing at SMP Riyadlul Jannah Bogor. An experimental study focuses on a treatment and an outcome. This study may also include two classes of 7th grade students' that's 7.A and 7.B of SMP Riyadlul Jannah Bogor, as the context in which the experiment is conducted. The two classes were handled by different English teachers but they own similar educational background. This study expected gave the visible image of teaching English include:

(a). The teaching preparation made by the English teacher. (b). Kinds of materials used by the English teacher. (c). Teacher's ways to evaluate the students' skill in descriptive writing.

B. Place and Time of the Study

The researcher conducts this study at Junior High School (SMP) Riyadlul Jannah, Binong, Ciseeng, Bogor. For six months start from 14th September 2008 up to 27th February 2009.

C. Subject of the Study

The subject of this study consists of the teacher and the seven grade student of SMP Riyadlul Jannah Bogor. There were 115 students who studied at Junior Islamic High School (SMP) Riyadlul Jannah which consists of 4 classes, namely for the

seventh grade consist of 2 classes, and for the eighth and ninth grade, both of them only have 1 class. There were three English teachers in that school. The seventh grade students handled by two English teachers. And for the eighth and ninth grade handled by one English teacher.

D. Research Instrument

For research instrument the researcher used three instruments to get the data, they are: observation, questioner, documentation, and test.

E. Data and Source Data

The data of this study were three types, there are: (1).The teaching preparation made by the English teacher before teaching descriptive writing. (2).The kinds of materials used by the English teacher in teaching descriptive writing. (3).The teacher's ways to evaluate the students' skill in descriptive writing.

The data about the teaching preparations were made by the English teacher of SMP Riyadlul Jannah were derived from teacher's document and questioner to answer the first research question, the data about the teaching materials were used by the English teacher were stated in her lesson plan, curriculum and questionnaire to answer the second question of the research question, and the data of the evaluations are applied and given by the English teacher to the students' achievement in teaching and learning activities were obtained from the questionnaire, and test to answer the last research question.

F. Techniques of Collecting Data

There were four techniques were used by the researcher in collecting the data, namely; observation, questionnaire, documentation, and test.

1. Observation

This observation is the main technique in collecting the data of teaching preparation, teaching materials, and the evaluations were used in the teaching and learning process. The observation was conducted 6 times in September, October, November, December 2008, and January, and February 2009. in this case , the

researcher acted as an observer who observed the teaching – learning process without being involved in the process. Therefore, this technique can be categorized as non – participant observation.

2. Questionnaires

In this study the researcher takes the questioner by using two ways, there are first the questioners for the English teacher and the other ways by the questioner for the students.

The questioner for the English teacher was expected to get data from the teaching preparation, materials are used, and the ways to evaluate the students were conducted in teaching and learning activity. The questioner gave to English teacher on 24th October 2008, and returned it two week later to the researcher. And the questioner for the students was aimed to take the data from teaching materials that the English teacher gave to the students and the ways of the English teacher to evaluated the students' skill in descriptive writing.

3. Documentation

This documentation was used to complete the data such as the teaching preparations were made by the English teacher. It was carried out by copying the teacher's documentations of the teaching preparations.

4. Test

The test technique was used to find out of the result of students' achievement in learning descriptive writing and it is as main technique in collecting the data. This test was applied in the experimental and controlled class to find out of the score of the students' achievement in understanding descriptive writing, and it is as a comparative between experimental and controlled class. It was conducted four times in which two times as teaching and learning process in both classes and the two meetings again used to give the test to the both classes, which were conducted on November, 14th 2008, November, 22nd 2008, and November, 29th 2008, and February 28th 2009.

G. Techniques of Data Analysis

The technique of data analysis consists of data from observation, data distributing from questionnaire, data from documentation, and data from test were analyzed in some steps as bellows:

1. Data from Observation

The data from observation was conducted by the researcher to make him easier in reporting the research report, this data analyze about the teaching process were conducted by the English teacher in the classroom. This data was analyzed to answer the 2nd and 3rd research questions.

2. Data from Questionnaires

This data has two types, from the teacher and the students. The data from the teacher's questionnaire was used to check whether the descriptive writing was applied in the physical classroom activities or it was neglected. Besides, the questionnaire from the students is to recheck to the teacher's responses in line with the students' faced in teaching and learning activities. Therefore, questionnaires were concluded that used to answer the 1st, 2nd, and 3rd research questions.

3. Data from Documentation

The data from documentation covered about the teaching preparations were made by the English teacher in which applied to the teaching and learning activities in the classroom. In this step the researcher also analyzed the teaching preparations were made. It was used to answer the 1st research questions.

4. Data from Test

This data was gained to find out the result score from the students in teaching descriptive writing by using mind mapping in which applied into two classes, experiment and controlled class. It was obtained from 7.A class as an experiment class and 7.B as a controlled class of SMP Riyadlul Jannah Bogor. Finally, the test was summarized that used to answer the 3rd research question.

Furthermore, in getting data from test the writer gave the test for two classes in the different cases to know how well the result and differences of both the controlled and experiment class. In as much, the writer uses *t-test* (quoted from Anas Sudijono)³⁵ to know or to find out the students' score differences in learning descriptive writing by using pictures compared with learning descriptive writing

³⁵ Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 324.

without pictures. But then, he has to seek the differences of mean variables first before using the t-test formula, its formula as follows:

1).To find out Mean for Variable I: $M_1 = M' + i \left(\frac{\sum fX'}{N} \right)$

2).To find out Mean for Variable I: $M_2 = M' + i \left(\frac{\sum fy'}{N} \right)$

Notes:

M_1 : Mean Variable of experiment class

M_2 : Mean variable of control class

M' : The value of mean (mean taksiran)

i : Interval class

fX : Frequency of experiment class

fy : frequency of control class

N_1 : The total number of students in experiment class

N_2 : The total number of students in control class

And after getting mean variable, the writer has to seek the standard of deviation of variable and standard error mean of variable by using formula as follows:

3).To finds out Standard Deviation Variable I:

$$SD_1 = i \sqrt{\frac{\sum fX'^2}{N} - \left(\frac{\sum fX'}{n} \right)^2}$$

4).To finds out Standard Deviation Variable II:

$$SD_2 = i \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{n} \right)^2}$$

5).To finds out Standard Error Mean Variable I:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N-1}}$$

6).To finds out Standard Error Mean Variable II:

$$SE_{M2} = \frac{SD_1}{\sqrt{N-1}}$$

Notes:

SD₁ : Standard of deviation from experiment class

SD₂ : Standard of deviation from control class

SE_{M1} : Standard error mean of variable from experiment class

SE_{M2} : Standard error mean of variable from control class

∑fx : The total frequency of experiment class

∑fy : The total frequency of control class

N₁ : The total number of students in experiment class

N₂ : The total number of students in control class

The next step is seeking the standard error mean difference of variables by using formula as follows:

7). To find out Standard Error the differences between Variable I Mean and Variable II Mean, with the formula:

$$SE_{M1 - M2} = \sqrt{SE_{M1}^2 \div SE_{M2}^2}$$

8). To find t_o with the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1 - M2}}$$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents and describes about the findings of the research based on the data were gathered during the research includes: (a) the teaching preparations made by the English teacher before teaching descriptive writing, (b) the kinds of materials are used by the English teacher in teaching descriptive writing, and (c) the teacher's ways to evaluate the students' skill in descriptive writing.

I. RESEARCH FINDINGS

The researcher found some findings from the research conducted at SMP Riyadlul Jannah Bogor, which are explained generally as follows;

A. Teaching Preparations

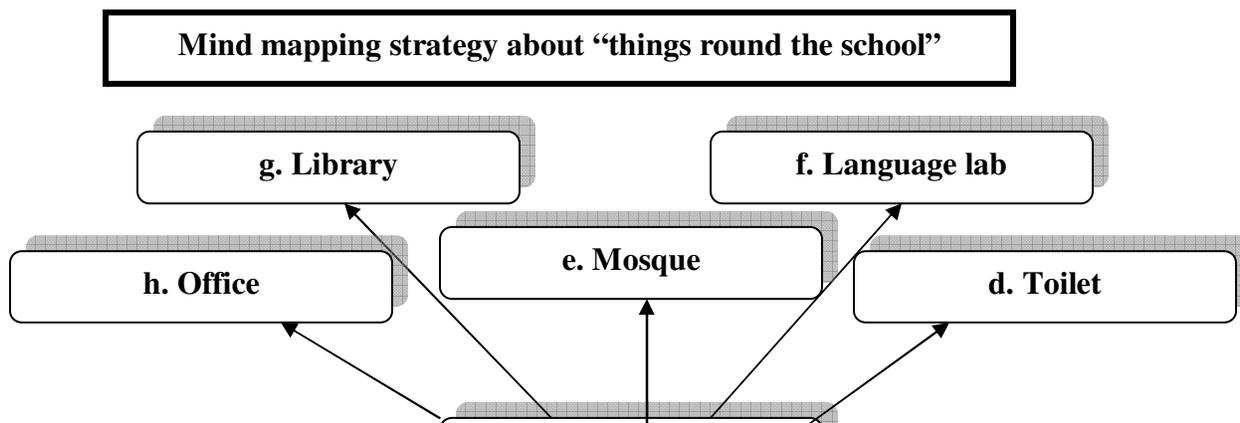
The teaching preparations based on the theories given in the chapter II is a lesson planning that had been made by the English teacher. The teaching preparations had been made by the English teacher will help him in conducting and applying teaching-learning process in the class and as a consideration for the learning objectives which are reached regularly.

B. The Kinds of Materials used by the English teacher at SMP Riyadlul Jannah Bogor.

The instructional materials used in teaching-learning activities gathered from the students' answer sheet by using mind mapping in teaching descriptive writing presented in the figure 4.1 and 4.2 in the bellowing page:

Figure 4.1

Choose the word in the mind mapping into the right answer!



Paragraph about things around the school

Nadia take a walk around the school, she wants look the condition of her school. First, she looks around (1) watching the students playing football. Then she walk to in front of the school and talk with security in (2), after that she goes to the(3) to meet her teacher. Afterward, she goes to the(4) to study computer, next she goes to the(5)for listening the English lesson. At the rest time she goes to the(6) with her friend to buy some snack, and she goes to the(7) play hide and seek. Next she goes to the(8) to borrow some books, then she comes to the(9) to take ablution. Finally she does praying together with the others in the.....(10).

Adapted from the students answer sheet.

Figure 4.2

Fill in the blank spaces with the appropriate words within mind mapping bellow!

Mind mapping strategy about family member “around me”



Husein Fatimah Abdul Salamah

Fahmi & his wife Muslimah Hasan Yusuf

Fakih

Paragraph about around me

My name is Hasan. I am 20 years old. I want to tell you about the family around me. (1) is Husein he is 45 years old I. called him “abi”, and (2) is Fatimah she is 40 years old I. called her “ummi”. I have one brother and one sister, (3) is 30 years old I called him “akhi Fahmi”, and(4) is 25 years old. I usually called her “ukhti Muslimah”. The parents of my father still a live, (5) is 63 years old. I called him “jaddun Ahmad”, and..... (6) is 59 years old. I called her “jaddatun Aisyah”. My brother has married and has one son,(7). is 5 years old. His name is Faqih. My Mother has a little brother,(8)is 38 years old. His is Abdul, his wife or(9) is 35 years old her name is Salamah, both of them have son he is my, (10) his name is Yusuf he is 18 years old. That’s all my big family.

Adapted from the students answer sheet

C. The Ways Used by the English Teacher to Evaluate the Students’ Skill.

The ways used by the English teacher to evaluate the students’ in learning descriptive writing still used the conventional strategy. Besides, the writing skill avoided by the English teacher in delivering subjects to the students’. The three research findings will be briefly discussed in the research discussion as follows:

II. RESEARCH DISCUSSION

A. Teaching Preparation

From the observation which is conducted by the researcher, he gained some documents of teaching preparations which are made by the English teacher. The real English teacher does not annual program and semester program, but the English teacher made the teaching preparation for teaching the lesson at the class tomorrow. And the teaching preparation is different from the context of teaching preparation had been made by the government.

B. Materials Used at SMP Riyadlul Jannah

The English teacher used the material in teaching – learning activities only from the text book that used by the students. The textbooks which is used in teaching-learning activities, namely English on Sky for seven grade junior high school.

C. Evaluations Applied by the English Teacher in the Classroom

The English teacher made the evaluations for the students consist of: assignment or room work. The evaluations conducted while using mind mapping in teaching descriptive writing was running, and the test. The test used for two classes, first, for the experiment class where using mind mapping in teaching descriptive writing in teaching-learning activities and the last is for the controlled class where teaching-learning activities conducted without using mind mapping in teaching descriptive writing in teaching-learning activities. The data of both classes described at (a) data description, (b) data interpretation, and (c) test of hypothesis as follows:

a. Data Description

To show the test result of both classes which comprise of experiment and controlled class, the writer writes out the students' table score as bellow:

In this term the researcher tried to discuss the comparison result between test score of experiment class (7.A) and test score of controlled class (7.B). Which are explained generally with the tables as follows:

Table 4.1

Data of test score the students in Experiment Class (7.A)

Student	Score	Student	Score
Students 1	50	Students 12	70
Students 2	70	Students 13	90
Students 3	70	Students 14	90
Students 4	50	Students 15	100
Students 5	60	Students 16	100
Students 6	60	Students 17	90
Students 7	90	Students 18	80
Students 8	60	Students 19	90
Students 9	60	Students 20	100
Students 10	100	Students 21	90
Students 11	90	Students 22	70

From the table 4.1 previously, the highest of students' score in experiment class was 100 obtained by four students, namely :(a) student 10, (b) student 15, (c) student 16, and student 20. Meanwhile, the lowest of students' score in experiment class was 50 obtained by two students, namely: (a) student 1 and (b) student 4. From the differences scores obtained between the highest students' score was 100 and the lowest students' score was 50, it can be concluded that there was an effect of using mind mapping in teaching descriptive writing. By using mind mapping students are can help the students construct a written text. Student's main ideas can become a paragraph. Begin each paragraph with a topic sentence. Therefore, most of them did not have the difficulties in doing the test that the researcher made. It can be proved by the frequency of the students' score in experiment class (7.A) as follows:

Table 4.2

Interval of the Students' Score of Experiment Class (7.A)

Score	<i>f</i>
50 – 58	2
59 – 66	4
67 – 74	4
75 – 83	1
84 – 91	7
92 – 100	4
Σ	22 (N₁)

Processed from the table 4.1

From the table above, it showed 9 for the interval of class, it was from 50 – 58 to 92 – 100. Most of students got 84 – 91, it can be seen from the frequency of the table was 7. Finally, the researcher gained the result calculation of experiment was processed from interval of the students' score in experiment class (7.A) as table 4.2 bellow:

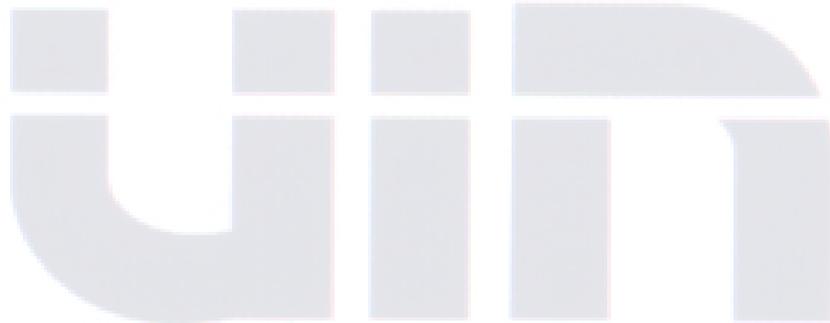


Table 4.3
The Result Calculation of Experiment Class (7.A)

Score	<i>f</i>	<i>X</i>	<i>x'</i>	<i>x'²</i>	<i>fx'</i>	<i>fx'²</i>
50 – 58	2		+4	16	8	32
59 – 66	4		+3	9	12	36
67 – 74	4		+2	4	8	16
75 – 83	1		+1	1	1	1
84 – 91	7	M' (87,5)	0	0	0	0
92 – 100	4		-1	1	-4	4
Σ	22 (N₁)				$\Sigma fx' = -25$	$\Sigma fx'^2 = 89$

From the table of result calculation previously, the researcher gained the total frequency of the students' score in experiment were -25, and the double value frequency students' score in experiment class were 89 from the total number of experiment class was 22 students.

Table 4.4

Data of test score the students in Control Class (7.B)

Student	Score	Student	Score
Students 1	60	Students 13	60
Students 2	70	Students 14	60
Students 3	60	Students 15	70
Students 4	60	Students 16	60
Students 5	70	Students 17	70
Students 6	80	Students 18	60
Students 7	65	Students 19	70
Students 8	55	Students 20	50
Students 9	60	Students 21	60
Students 10	70	Students 22	50
Students 11	60	Students 23	75
Students 12	70	Students 24	60

From the table above, the highest of students' score in control class was 80 obtained by a student, namely student 6. Meanwhile, the lowest of students' score in control class was 50 obtained by two students, namely: (a) student 20 and (b) student 22. From the differences scores obtained between the highest students' score was 80 and the lowest students' score was 50, it can be concluded that there was a positive effect of using mind mapping in teaching descriptive writing. Teaching descriptive writing by using grammar translation method has no effect for the students' motivation in learning English especially descriptive writing. This problem can be caused by decreasing the students' motivation in learning English especially descriptive

writing. It can be proved by the frequency of the students' score in control class as follows

Table 4.5

Interval of the Students' Score of Control Class (7.B)

Score	<i>f</i>
50 – 54	2
55 – 59	1
60 – 64	11
65 – 69	1
70 – 74	7
75– 79	1
80 – 84	1
Σ	24 (N₂)

Processed from the table 4.4

From the table above, it showed 5 for the interval of class, it was from 50 – 54 to 80 – 84. Most of students got 60 – 64, it can be seen from the frequency of the table was 11. Finally, the researcher gained the result calculation of experiment was processed from interval of the students' score in control class (7.B) as table 4.5 bellow:

Table 4.6

The Result Calculation of Control Class (7.B)

Score	f	X	x'	x' ²	fx'	fx' ²
50 – 54	2		+2	4	4	8
55 – 59	1		+1	1	1	1
60 – 64	11	M' (62)	0	0	0	0
65 – 69	1		-1	1	-1	1
70 – 74	7		-2	4	-14	28
75 – 79	1		-3	9	-3	9
80 – 84	1		-4	16	-4	16
Σ	24 (N ₂)				Σ fx' = -17	Σ fx' ² = 63

From the table 4.3 of result calculation, the researcher gained the total frequency of the students' score in control class were -17, and the double value frequency students' score in control class were 63 from the total number of control class was 24 students.

To get description about the comparative scores between the calculations of experimental class (see table 4.3) and the calculation scores of control class (see table 4.6) were further analyzed by using formula:

1. Determining Mean I with formula :

$$M_1 = M' + i \left(\frac{\sum fx'}{N} \right)$$

$$M_1 = 87,5 + 9 \left(\frac{-25}{22} \right) = 87,5 + 9(-1,136) = 87,5 - 10,227 = 77,3$$

2. Determining Mean II with formula :

$$M_2 = M' + i \left(\frac{\sum fy'}{N} \right)$$

$$M_2 = 62 + 5 \left(\frac{-17}{24} \right) = 62 + 5(-0,7) = 62 - 3,5 = 58,5$$

3. Determining of Standard Deviation of Variable I:

$$SD_1 = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N} \right)^2}$$

$$SD_1 = 9 \sqrt{\frac{89}{22} - \left(\frac{-25}{22} \right)^2} = 9 \sqrt{4,045 - 1,136} = 9 \sqrt{2,91}$$
$$= 9 \times 1,71 = 15,39$$

4. Determining of Standard Deviation of Variable II:

$$SD_2 = i \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N} \right)^2}$$

$$SD_2 = 5 \sqrt{\frac{63}{24} - \left(\frac{-17}{24} \right)^2} = 5 \sqrt{2,625 - 0,50} = 5 \sqrt{2,125}$$
$$= 9 \times 1,46 = 7,29$$

5. Determining of Standard Error Mean of Variable I:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N-1}}$$

$$SE_{M_1} = \frac{15,39}{\sqrt{22-1}} = \frac{15,39}{\sqrt{21}} = \frac{15,39}{4,58} = 3,36$$

6. Determining of Standard Error Mean of Variable II:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N-1}}$$

$$SE_{M_2} = \frac{7,29}{\sqrt{24-1}} = \frac{7,29}{\sqrt{23}} = \frac{7,29}{4,79} = 1,521$$

7. Determining of Standard Error Mean Difference of M_1 and M_2 :

$$\begin{aligned} SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} = \sqrt{3,36^2 + 1,521^2} \\ &= \sqrt{11,3 + 2,313} \\ &= \sqrt{13,6} \\ &= 3,69 \end{aligned}$$

8. Determining t_0 with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}} = \frac{77,3 - 58,5}{3,69} = \frac{18,8}{3,69} = 5,1$$

9. Determining t-table in significance level 5% and 1% with df:

$$df = (N_1 + N_2 - 2) = (22 + 24 - 2) = 44$$

The writer gained t-table:

$$\text{S.L. } 5\% = 2,01$$

$$\text{S.L. } 1\% = 2,68$$

10. The comparison between t-score with t-table

$$t - \text{score} = 2,01 < 5,1 > 2,68$$

The result of the test gained above can be seen in the following description in the data interpretation and the test of hypothesis.

b. Data Interpretation

Based on the formula above, the result of the statistic calculation indicated that the value of t_0 is 5,1 and the value of df (degree of freedom) was 44 on degree of significance of 5% is 2,01. Comparing the t_0 with each values of the degree of significance, the writer finds that $2,01 < 5,1$. So, t_0 is smaller than t_0 , or $t_t < t_0$. Where t_0 score is bigger than t_t score obtained from

the result calculating, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

According to the explanation about the analysis of the result above, it can be categorized that using mind mapping in teaching descriptive writing is adequate success. It can be seen on the tables above that using mind mapping in teaching descriptive writing have significant differences. It means that there is a significant influence of teaching descriptive writing to improve students' writing ability by using mind mapping. So, the students' scores of learning descriptive writing taught by using mind mapping are better than teaching descriptive writing without using mind mapping.

c. Test of Hypothesis

In line with Sudijono who states that if t_o is bigger than t_t ($t_o > t_t$), so the null hypothesis (H_0) is rejected. It means there is a significant difference between the experiment class and the controlled class, and if t_o is smaller than t_t ($t_o < t_t$), so the null hypothesis (H_0) is accepted. It means there is no a significant difference between the experiment class and the controlled class.³⁶

³⁶ Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008)

CHAPTER V

CONCLUSIONS AND SUGESTION

This chapter presents the conclusions based on the research findings described in the previous chapter. Those conclusions are the answer to the research problems stated in chapter I it also presents suggestions for the English teacher.

A. Conclusions

Based on the research conducted by the writer then the writer concludes as follows:

(1).

About teacher teaching preparation, the English teacher who taught at 7th grade in SMP Riyadlul Jannah Bogor didn't make teaching preparation based on the model of teaching preparations (*RPP*) are made by the local government and followed the model teaching preparations are made by curriculum academic staff. Those models are made by the curriculum academic staff are not fulfill the prerequisite of the models are made by the local government.

(2) About kinds of materials are used by the English teacher at SMP Riyadlul Jannah Bogor the English teacher used the text book only. Therefore, the teaching and learning activities are based on the text book (*English on Sky VII*), and

(3) Teacher's ways to evaluate the students' skill, by using mind mapping in teaching descriptive writing make the student easier when perform the test it can be proved by the result of the test hypothesis (see page 46) there can be seen about the result of the test between student that perform the test by using mind mapping and without is clearly different. The student that used mind mapping is better than none.

According to the result analysis of the research, it shows that the value of t_o is bigger than the value of t_r . So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted, and it can be said that there is significant influence of using mind mapping in teaching descriptive writing and adequate success. It can be seen on the table of the students' scores.

So, it can be conclude that the students' scores of learning descriptive writing by using mind mapping is better than taught without mind mapping.

B. Suggestions

After the writer made a conclusion, he tried to make some suggestions especially to the teacher as a person whose concern on the teaching learning process in the classroom.

There are some suggestions that can be given in relation to the writer's conclusion. The suggestions are as follows:

- (1) The English teacher should make the teaching preparation well before teaching and learning activity.
- (2) The English teacher should make the teaching preparation appropriate with the curriculum recommended.
- (3) The English teacher should find out the material not just from the text book but the other references such as encyclopedia or the other one.
- (4) The English teacher should not teach grounded on the text book only, but grounded on the sequence materials from the syllabus. And the last suggestion the writer to the English teacher
- (5). The English teacher ought to make the evaluation appropriate with the question grille.

Those are some suggestions which the writer offered especially to the teacher as an addition to complete the way of teaching learning process in the classroom.

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