SKRIPSI

USING MIND MAPPING TECHNIQUE TO TEACH WRITING DESCRIPTIVE TEXTS FOR THE TENTH GRADE STUDENTS OF SMA NEGERI 1 JEKULO IN ACADEMIC YEAR 2021/2022

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UNIVERSITAS MURIA KUDUS

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SKRIPSI

Present to the University of Muria Kudus
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MOTTO AND DEDICATION

Motto:

"Take the risk or lose the chance"

Dedication

1. Myself, who has studied and worked hard to gain experience in college.
2. My parents and family who have given support and prayers.
3. My friends who have accompanied the struggle

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ADVISORS' APPROVAL

This is to certify that *Skripsi* of Ainina Afifah (NIM: 201832118) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

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During the struggle to finish this research, the writer would like to say her special gratitude to:

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Grobogan, 16th Augus 2022
The Writer

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ABSTRACT

Afifah, Ainina. 2022. *Using Mind Mapping Technique to Teach Writing Descriptive Texts for the Tenth Grade Students of Sma Negeri 1 Jekulo in Academic Year 2021/2022*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor : (1) Drs. Muh. Syafei, M.Pd (2) Titis Sulistyowati, S.S, M.Pd

Key Word: Writing, Descriptive Text, Mind Mapping Technique

This research was conducted at the SMA N 1 Jekulo and specifically for Tenth Grade Students of SMA N 1 Jekulo. The purpose of this research were to find out if there is any significant difference of the pre-test and post-test of experimental class before and that after being taught by using mind mapping technique and if there is a significant difference between the experimental and control class before and that after being taught by using mind mapping technique.

This research was quantitative experimental research. There were two variables in this research, namely Mind Mapping Technique and the Students' Writing Skill of Descriptive Text. The sample of this study were 60 students of Tenth Grade Students of SMA N 1 Jekulo.

The results of the study stated that: There was a significant differences of the pre-test and post-test of experimental class before and that after being taught by using mind mapping technique. The result of t-calculation showed that t-test is 26.069 and t-table is 2.045. The t-test is higher than t-table (26.069 > 2.045). The sig (2-tailed) also showed that the sig (0.000) is lower that sig α (0.05). There was any significant difference between the experimental class and control class before and that after being taught by using mind mapping technique. The result of computation in t-test was 6.847, while the critical value of α 0.05 significant level was 2.02. The conclusion from the data anlysis is the value of t-test (6.847) is higher than t-table (2.02). The sig (2-tailed) showed that the sig (0.000) is lower than sig α (0.05). It means that the alternative hypothesis (Ha) was accepted and the teaching by using Mind Mapping Technique is more effective than conventional method in writing descriptive text.

ABSTRAK

Afifah, Ainina. 2022. *Using Mind Mapping Technique to Teach Writing Descriptive Texts for the Tenth Grade Students of Sma Negeri 1 Jekulo in Academic Year 2021/2022*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Advisor : (1) Drs. Muh. Syafei, M.Pd (2) Titis Sulistyowati, S.S, M.Pd

Kata Kunci: Menulis, Teks Deskriptif. Teknik Mind Mapping

Penelitian ini dilakukan di SMA N 1 Jekulo dan khusus untuk siswa kelas X SMA N 1 Jekulo. Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pre-test dan post-test kelas eksperimen sebelum dan sesudah diajar dengan teknik mind mapping dan apakah ada perbedaan yang signifikan antara eksperimen dan kontrol. kelas sebelum dan sesudah diajar dengan teknik mind mapping.

Penelitian ini merupakan penelitian kuantitatif eksperimental. Ada dua variabel dalam penelitian ini, yaitu Teknik Mind Mapping dan Keterampilan Menulis Teks Deskriptif Siswa. Sampel penelitian ini adalah siswa kelas X SMA N 1 Jekulo sebanyak 60 siswa.

Hasil penelitian menyatakan bahwa: Terdapat perbedaan yang signifikan antara pre-test dan post-test kelas eksperimen sebelum dan sesudah diajar dengan teknik mind mapping. Hasil t-hitung menunjukkan bahwa t-test adalah 26.069 dan t-tabel adalah 2,045. Uji-t lebih tinggi dari t-tabel (26.069 > 2,045). Sig (2-tailed) juga menunjukkan bahwa sig (0,000) lebih kecil dari sig (0,05). Terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol sebelum dan sesudah diajar dengan teknik mind mapping. Hasil komputasi pada uji-t adalah 6.847, sedangkan nilai kritis tingkat signifikan 0,05 adalah 2,02. Kesimpulan dari analisis data adalah nilai t-test (6.847) lebih tinggi dari t-tabel (2,02). Sig (2-tailed) menunjukkan bahwa sig (0,000) lebih kecil dari sig (0,05). Artinya hipotesis alternatif (Ha) diterima dan pengajaran dengan menggunakan Teknik Mind Mapping lebih efektif daripada metode konvensional dalam menulis teks deskriptif.

TABLE OF CONTENTS

COVER ..... **i**
LOGO ..... **ii**
TITLE ..... **iii**
MOTTO AND DEDICATION ..... **iv**
ADVISORS' APPROVAL ..... **v**
EXAMINERS' APPROVAL ..... **vi**
ACKNOWLEDGEMENT ..... **vii**
ABSTRACT ..... **ix**
TABLE OF CONTENTS ..... **xi**
LIST OF TABLES ..... **xiii**
LIST OF FIGURES ..... **xiv**
LIST OF DIAGRAM ..... **xvi**
APPENDIX ..... **xv**
CHAPTER I INTRODUCTION **1**
1.1 Background of The Research 1
1.2 Statement of The Problem 3
1.3 Objective of The Research 3
1.4 Significance of The Research 3
1.5 Scope of the Research 4
1.6 Operational Definition 4
CHAPTER II REVIEW TO RELATED LITERATURE AND HYPOTHESIS **6**
2.1 The Concept of Writing 6
2.2 The Concept of descriptive text 9
2.3 The Concept of Mind Mapping 11
2.4 Review of The Previous Research 15
2.5 Theoretical Framework 16

2.6 Hypothesis 16
CHAPTER III RESEARCH METHODOLOGY 18
3.1 Research Design 18
3.2 Population and Sample 18
3.3 Instrument of The Research 19
3.4 Technique of Collecting Data 21
3.5 Technique of Analyzing Data 22
CHAPTER IV FINDING OF THE RESEARCH 24
4.1 Data Description 24
4.2 Hypothesis Testing 28
CHAPTER V DISCUSSION 31
5.1 The Writing Skill in Descriptive Text of the Tenth Grade Students of SMA N 1 Jekulo in Academic Year 2021/2022 before being Taught by Using Mind Mapping Technique 31
5.2 The Writing Skill in Descriptive Text of the Tenth Grade Students of SMA N 1 Jekulo in Academic Yearr 2021/2022 after being Taught by Using Mind Mapping Technique. 31
5.3 The Significant Difference of the Writing Skill in Descriptive Text of the Tenth Grade Students of SMA N 1 Jekulo in Academic Year 2021/2022 before and that after being Taught by Using Mind Mapping Technique 32
CHAPTER VI CONCLUSION 34
6.1 Conclusion 34
6.2 Suggestion 34
REFERENCES 36
APPENDICES 39

LIST OF TABLES

Table **Page**

Table 1 Reliability of the Test 21

Table 2 Score Category 24

Table 3 Frequency distribution 25

Table 4 Frequency distribution 26

Table 5 Descriptive statistics Paired Samples Test 28

Table 5 Descriptive statistics Independent Samples Test 29

UNIVERSITAS MURIA KUDUS

LIST OF FIGURES

Figure **Page**

Figure 1 Experiment Class Pre-test Score Percentage 25

Figure 2 Control Class Pre-test Score Percentage..... 26

Figure 3 Experiment Class Post-test Score Percentage..... 27

Figure 4 Control Class Post-test Score Percentage 27

UNIVERSITAS MURIA KUDUS

LIST OF DIAGRAM

Diagram **Page**

Diagram 1 Theoretical Framework 16

APPENDIX

Appendix **Page**

Appendix 1 English writing test of Descriptive 40
Appendix 2 Reliability of the test 41
Appendix 3 Students' score of experimental class..... 42
Appendix 4 Students' score of control class 44
Appendix 5 T-table..... 46
Appendix 6 Scoring rubric of Descriptive Text 47
Appendix 7 Lesson plan of experimental class 49
Appendix 8 Lesson plan of control class 62
Appendix 9 Research Letter 71
Appendix 10 Letter of Research Completion..... 72
Appendix 11 The students' pre-test 73
Appendix 12 The students' post-test..... 74
Appendix 13 Documentation 76
Appendix 14 STATEMENT 77
Appendix 15 STATEMENT 78
Appendix 16 Lampiran Permohonan Ujian akhir 79