

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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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

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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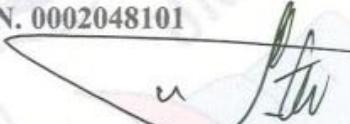
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ABSTRACT

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 than 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 analysis 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 (H_a) 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 (H_a) diterima dan pengajaran dengan menggunakan Teknik Mind Mapping lebih efektif daripada metode konvensional dalam menulis teks deskriptif.

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