

**USING MIND MAPPING TECHNIQUE IN TEACHING WRITING
DESCRIPTIVE TEXT**

THESIS

Submitted by:

ZURRAFIQAH
NIM. 180203020

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHING TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY BANDA ACEH**

2023

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:


ZURRAFIQAH
NIM. 180203020

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

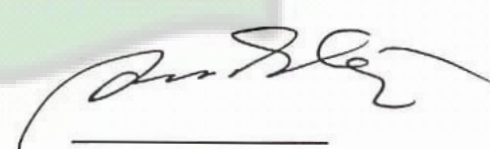
Approved by:

Main supervisor

Co-supervisor


Prof. Jarjani Usman, S.Ag., SS., M.Sc., Ph.D

Date: 12 / June / 2023


Drs. Amiruddin, MA.

Date: 12 / June / 2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education on English Language Teaching


On: 22 June 2023
Thursday, 03 Zulhijjah 1444 H

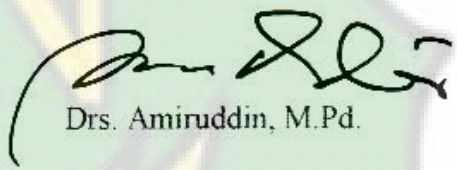
In Darussalam, Banda Aceh

Board of Examiners.

Chairperson,


Secretary,



Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D.


Drs. Amiruddin, M.Pd.

Member,

Member,


Khairiah Syahabuddin,
MHSce.SL., M.TESOL., Ph.D.


Rita Hermida, M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Abdul Aziz, S.Ag., M.A., M.Ed., Ph.D.

NIP. 021997031003



DECLARATION OF ORIGINALITY

Saya yang bertandatangan di bawah ini:

Nama : Zurrafiqah

NIM : 180203020

Tempat/tanggal lahir : Ds. Rheng Bluek, 09 Juni 2000

Alamat : Ds. Rheng Bluek, Kec. Meurah Mulia, Kab. Aceh Utara

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

USING MIND MAPPING TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Juni 2023

Saya yang membuat Pernyataan,



ACKNOWLEDGEMENTS



Alhamdulillah, all are due to *Allah Subahanallahu Ta'ala*, the All-Powerful, the Most Merciful, the Lord of the Worlds, who has provided exceptional blessings, opportunities, health, and motivation to finish this thesis. Naturally, as a weak servant, I could do nothing without His assistance. Do not forget to salute and greet Prophet Muhammad *Shallallahu'alaihi Wassalam* with *Shalawat* and *Salam* as well. He fought for Islam, led us from darkness into a world of light, and provided us with knowledge that has blessed the entire world.

I would like to express my gratitude to everyone who has assisted and advised me. I also thanks sincerely to my primary supervisors, Prof. Dr. Jarjani Usman, S.Ag., SS., M.Sc., M.S., and co-supervisor, Drs. Amiruddin, M.Pd who is my academic supervisor as well. My gratitude is extended to all of the lectures, and members of the English Department at UIN Ar-Raniry who assisted and advised me throughout my studies in the Department of English Language Education.

I would especially like to thank and express my gratitude to my beloved parents M. Jamil and Halimah, who have shown me a great deal of love and support throughout my past, present, and future. I am incredibly grateful to them for all that they have done for me. They gave me the good habits and life lessons I needed to grow up strong. I also thanks for my brothers and sisters, Nurliza, Bustami, Nilawati,

Mulyani, and Salman Al-farisyi, who have helped me achieve this level by providing me with encouragement, prayers, kindness, and financial support.

Though only my name that appears on the cover of this thesis, many great people have contributed and supported me. To my dearest friends; Dara, Rasya, Ima, Oja, Rosi, Yeni, Nabila, Bella, Mala, Nada. I am glad to know you all, being my friends who always accompany and help me during writing this thesis. I also would to express my gratitude to my special friend, drh. Risky Aprianda, for his prayer, advice and support that encourage my spirit and improve my confidence to finish my study. Furthermore, I thank my friends that names cannot be appeared in this thesis. I really grateful to have kind person like them. I believe this thesis could use some helpful suggestions to make it stronger. I hope that readers in general and the students and lecturers of the UIN Ar-Raniry Banda Aceh English Language Education Department will find this thesis to be informative.

Banda Aceh, 6 June 2023

Writer,

Zurrafiqah

ABSTRACT

Name : Zurrafiqah
NIM : 180203020
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : Using Mind Mapping Technique In Teaching Writing
Descriptive Text
Main Supervisor : Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D
Co-Supervisor : Drs. Amiruddin, M.Pd.
Keywords : Mind Mapping Technique, Teaching Writing, Descriptive
Text

Using mind mapping technique has been recommended for teaching English writing as a way to support pre-writing. This study attempted to investigate the effectiveness of using mind mapping technique for writing descriptive text by students at Islamic Senior High School Darul Ihsan, Aceh Besar, an Islamic Boarding School. In doing so, this study used experimental design with quantitative method involving tests and questionnaires to collect data from Islamic Senior High School Darul Ihsan students. The findings of this test were analyzed using SPSS and indicated that the (2-tailed) value is $0.000 < 0.05$, showing that t value is smaller than the significance value of 0.05. This means using mind mapping was effective in supporting students in writing descriptive text. This is also supported by the survey that students felt supported in writing by mind mapping and it helped students express their ideas in writing descriptive text by using mind mapping. In conclusion, using mind mapping is instrumental in teaching descriptive text.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER 1	1
INTRODUCTION.....	1
A. Background of Study	1
B. Research Question	5
C. The Aim of The Study	5
D. Significance of Study.....	5
E. Key Terms.....	6
BAB II	7
LITERATURE REVIEW.....	7
A. Teaching Writing	7
1. Definition of Teaching Writing.....	7
2. Process of Descriptive Writing	9
B. Descriptive Text.....	12
1. Definition of Descriptive Text	12
2. The Kinds of Descriptive Text.....	13
3. Generic Structure of Descriptive Text	19
4. The Language Elements of Descriptive Text.....	20
C. Mind Mapping	21
1. Definition of Mind Mapping.....	21

2. The Benefit of Mind Mapping	22
3. Steps to Make Mind Mapping.....	24
4. Previous Studies.....	27
5. Effectiveness of using mind mapping.....	27
6. Students' Perception	28
CHAPTER III	31
RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Research Location.....	33
1. Population.....	33
2. Sample.....	34
C. Technique of Data Collection	34
1. Test.....	35
2. Questionnaire	36
D. Technique of Data Analysis.....	37
CHAPTER IV.....	38
RESEARCH FINDINGS AND DISCUSSIONS.....	38
A. Findings.....	38
1. The Result of the Test	38
2. The Result of the Questionnaire.....	48
B. Discussions	53
CHAPTER V	58
CONCLUSION AND RECOMMENDATIONS	58
A. Conclusion	58
B. Recommendations.....	59
REFERENCES	61
APPENDIXES	
AUTOBIOGRAPHY	

LIST OF FIGURES

Figure 2.1 Example of Describing People

Figure 2.2 Example of Describing Place

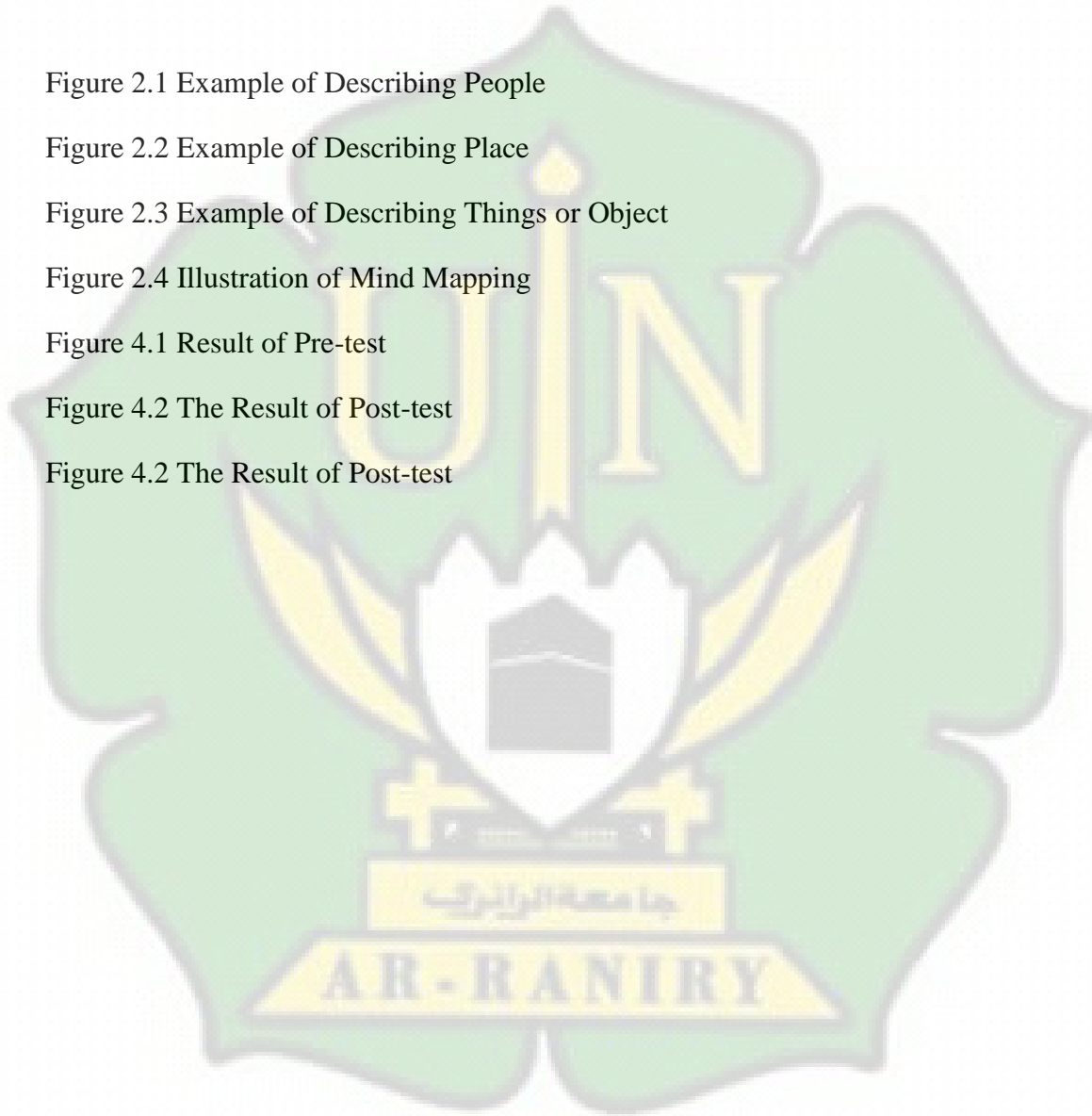
Figure 2.3 Example of Describing Things or Object

Figure 2.4 Illustration of Mind Mapping

Figure 4.1 Result of Pre-test

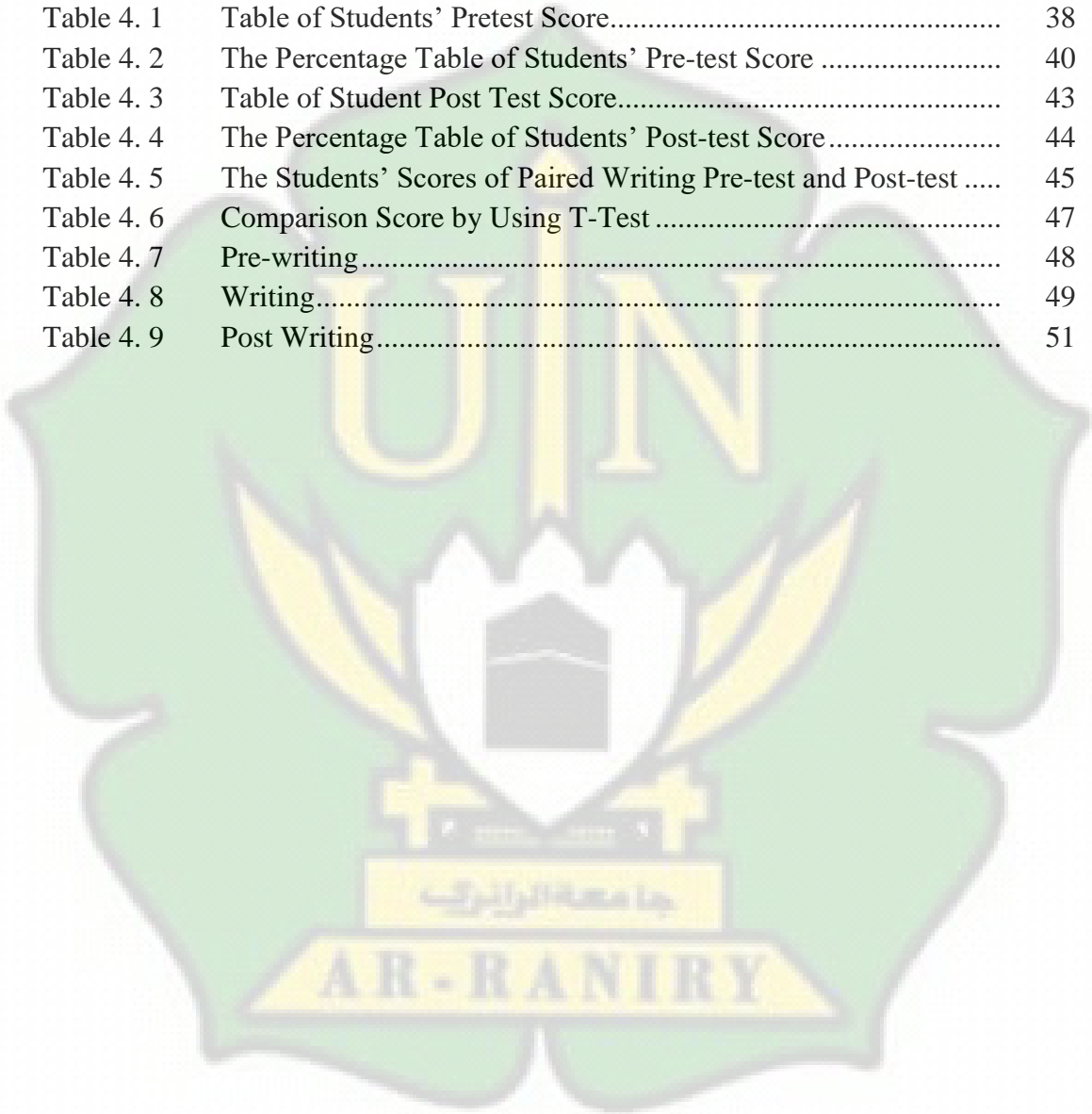
Figure 4.2 The Result of Post-test

Figure 4.2 The Result of Post-test



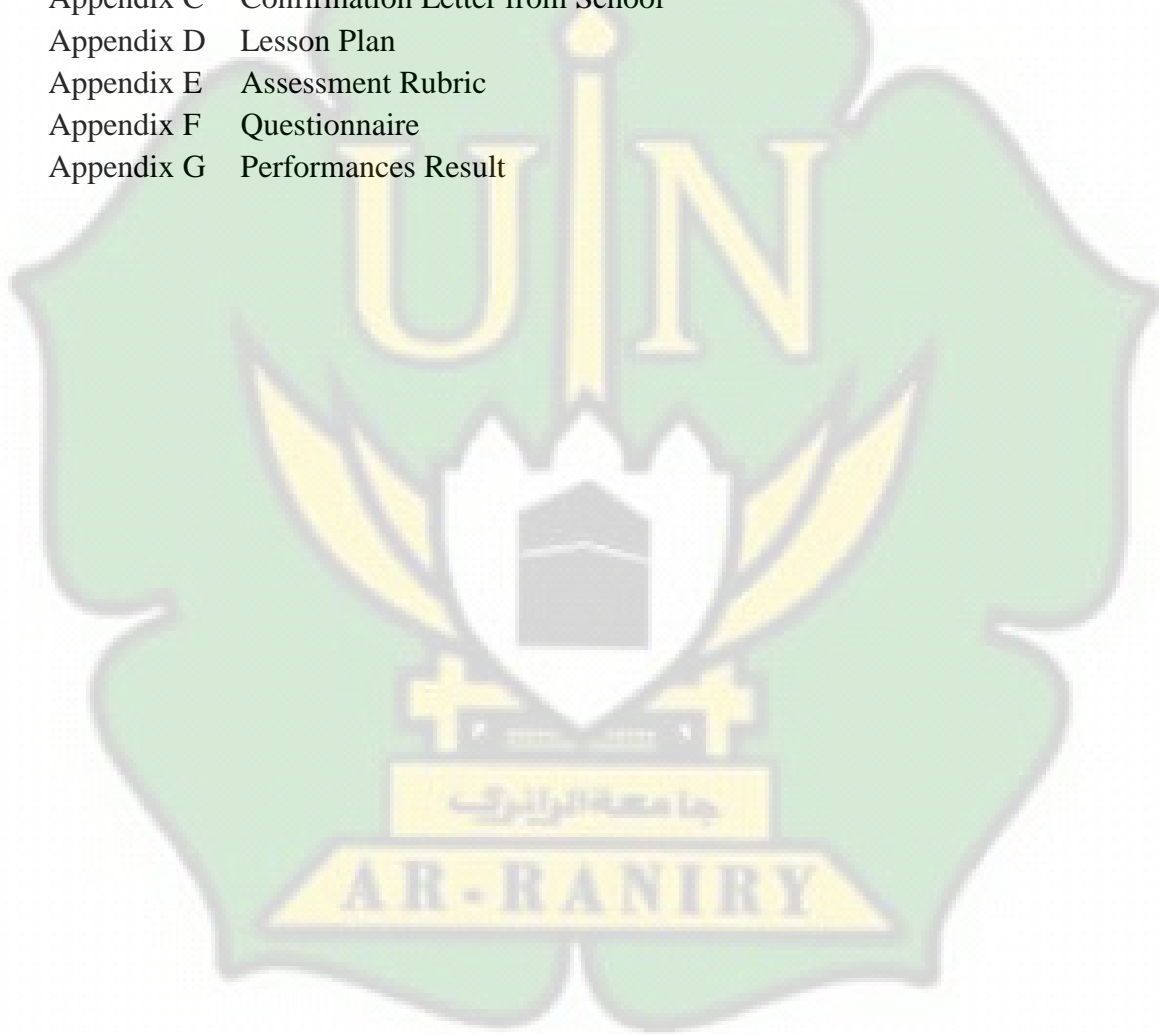
LIST OF TABLES

Table 4. 1	Table of Students' Pretest Score.....	38
Table 4. 2	The Percentage Table of Students' Pre-test Score	40
Table 4. 3	Table of Student Post Test Score.....	43
Table 4. 4	The Percentage Table of Students' Post-test Score.....	44
Table 4. 5	The Students' Scores of Paired Writing Pre-test and Post-test	45
Table 4. 6	Comparison Score by Using T-Test	47
Table 4. 7	Pre-writing.....	48
Table 4. 8	Writing.....	49
Table 4. 9	Post Writing.....	51



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisors
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research
- Appendix C Confirmation Letter from School
- Appendix D Lesson Plan
- Appendix E Assessment Rubric
- Appendix F Questionnaire
- Appendix G Performances Result



CHAPTER 1

INTRODUCTION

A. Background of Study

Writing is one of the four basic language skills which functions as a means of communication in which written messages are delivered. Writing is a work of formulating ideas and figuring out how to express them into clear paragraphs and statements to the reader (Yilmaz, 2003). Thus, mastering writing skill enables learners to communicate with others (Yolanda & Al-Hafizh, 2014).

However, mastering the writing skills is not easy for EFL learners. Richard (2002, as cited in Ratnaningsih, 2016) argues that writing is one of the most difficult skills for EFL learners to learn because writing is a skill that requires, not only ideas to write, but also to translate these ideas into a readable text as well. In other words, to have a good command of writing, students need to understand grammar, at the same time they are required to have enough vocabulary. This is reasoned by the fact that many people have good idea cannot express it because of lack of vocabulary.

Since writing good English needs extra efforts and practice, many EFL learners fail to write English well, it takes extra time, efforts and persistence for every student to have a good command of writing. The teachers should be creative in the classroom. They need to apply suitable techniques in teaching writing to make the class more fun and it becomes easier for students to learn writing. Many techniques have been offered in teaching writing.

Mind mapping is one way to overcome the difficulties in teaching writing. This technique is expected to make students easier in understanding the writing method and allows the student to find the idea for writing and explore the understanding of mind. This technique is considered innovative and creative for teaching writing.

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture (Buzan, 2005). A mind mapping can be started by writing the main idea on the centre paper. Mind mapping is a technique to make it easier for students to learn. This shows that mind mapping can be a solution in solving student difficulties in learning it.

Some previous studies have been conducted on the implementation of mind mapping in teaching writing. Rahmawati (2018) explores the implementation of mind mapping in teaching writing of recount text to Eight Graders of Junior High School, she found that all students had no background knowledge about mind mapping technique and never made any mind map before. The study result showed that most of students have already comprehended the way to apply mind mapping technique in writing their own recount text. It indicated how the students submitted their task on time and how great their recount texts compositions have been.

Another research conducted by Sahli (2017) on students' writing recount text. The finding was reported that mind mapping and journal as medium improved students' writing skill. Based on result of the research, he gained using mind mapping

and journal in teaching and learning writing are effective way to improve students' writing skill.

Then, Nuraeni (2022) states the majority of students were focused on mastering the mind mapping technique for creating descriptive content. Mostly of students displayed favorable attitudes about mind mapping, they accepted that it is crucial to knowledge acquisition and the development of writing skills, particularly those related to descriptive writing. Nevertheless, a few students reported having trouble with structure, punctuation, grammar and capitalization during writing classes.

Furthermore, according to Silalahi (2016) the study discovered after evaluating the data that Mind Mapping Technique, as opposed to conventional technique, is more effective at teaching how to write descriptive writing. In line with Sasongko (2017) that using the mind mapping method to teach students how to write descriptive texts has a positive effect on their ability and learning outcomes. According to the finding of Listyowati and Hanna (2021) state that the study discovered students' writing skills increased in the second cycle. According to Hasanah et al., (2016) argue that the implementation of mind mapping technique has significantly enhanced students' ability to write analytical exposition texts.

Furthermore Rahman et al., (2022) state the results demonstrated that the students' descriptive text writing was enhanced by the use of mind mapping and think-talk write techniques. Even so, the experimental class saw significant improvements in the mind mapping technique. Therefore, it is recommended to teach

descriptive writing utilizing the Mind Mapping method. According to Basri and Syamsia (2020) argue to the findings of mind mapping technique has a highly favorable impact because it is a clever note-taking strategy that aids students in remembering a lot of information. Another facts of that fourth-grade kids' learning results in science are impacted by the implementation of the mind mapping method is another finding from the research. According to Yani et al., (2022) claim that discovered of students' issues with writing stemmed from their inability to expand their ideas since they lacked a wide vocabulary. Students also struggled with punctuation, grammar, organization, capitalization, and other issues. Additionally, it took them far too long to complete their paper.

This research has similarity with both of researches above. It described the implementation of mind mapping technique to improve students' writing skill. Nevertheless, the differences this study with both previous researches remain. The gap between this research and others are the subject studied and schools studied. Previous research conducted research on English lessons, but in this study the subject as research material were writing, grammar and listening subject. Because at that school English subjects were classified into several parts of English elements. Another difference can be seen the school that became the research location, namely Islamic Senior High School Darul Ihsan which adheres to the boarding school system.

Based on the description above. I am interested to explore the use of mind mapping techniques employed by the teacher and the students in learning writing descriptive text.

B. Research Question

This study is guided by the following questions:

1. How do the use mind mapping improve students' performance descriptive text?
2. How do the students perceive the use of mind mapping for support their writing performance?

C. The Aim of The Study

The aims of study research to find out the effectiveness of mind mapping technique used by teacher in teaching writing descriptive text.

1. To identify how the use of mind mapping improve students ability in writing descriptive text.
2. To identify how do the students perceive the use of mind mapping for improving their writing performance

D. Significance of Study

This research is expected to be beneficial of theoretically and practically to understand and help student easier in learning writing. The benefits are as follows:

1. Theoretical

This study provides a more understanding of using mind mapping technique in teaching writing. This research is also useful to find out the appropriate technique that implement teaching writing.

2. Practical

- 1) For school, this research is expected to increase student enthusiasm in writing
- 2) For teachers, through this research teacher can find out the appropriate technique for helping student in writing

E. Key Terms

To avoid of misunderstanding of terms used in this study, it is important to explain the terms clearly.

1. Mind Mapping

In this study, mind mapping is defined as a technique used in teaching writing descriptive text to Islamic Senior High School of Darul Ihsan by using diagram for reflecting concepts, to build a structure into a good writing.

2. Teaching Descriptive Text

In this study, teaching descriptive text refers to the writing text taught to the eighth graders student of Islamic Senior High School of Darul Ihsan teach writing. The writing focused on this research is descriptive text which requires student to write about describing of people, animal, and thing.

BAB II

LITERATURE REVIEW

A. Teaching Writing

1. Definition of Teaching Writing

Teaching has been regularly defined as a tool of intermediary for transfer the knowledge. One of the most important aspects of applying language is writing. Teaching writing is one of the most important elements in improving the quality of writing because in teaching writing it is not just writing, but there is a combination of structure and language knowledge that must be learned and taught.

John Barubacher (1939 as cited in Rajagopalan, 2019) explains that teaching is planning and handling of a situation in which there are gaps or obstacles that a person will try to get around and from which he will learn while he does so. Teaching is a general term that causes a person to acquire knowledge or skills, usually obtained by providing various required information. Sequeira (2012) explains that teaching is a series of activities that occur outside from students and should help in the learning process.

In short, teaching is an action based on the planning that has been provided, then occur a process of exchanging information and knowledge both of the instructor and audiences. In common usage, many parts of teaching is focused of including teacher actions and student directions or instructions. Teaching is done using lectures, cases or experiences. In addition, students learn about a topic, adopt

certain behaviors or attitudes, or become aware of pleasant or unpleasant effects of certain behaviors.

Harris (2014 as cited in Farih, 2022) states that writing is a process that takes time, especially when considering the occasionally long periods of thinking that come before producing an initial script. Writing is a complimentary talent that must be mastered in English because it frequently occurs that students simply steal what their teachers write without understanding how to make their own writing, arrange it nicely, make it easy to read, etc.

According to Nunan (1989, as cited in Fareed et al., 2016), writing is an extremely complex cognitive skill that involves for the student to have control over a variety of variables. Learning how to write in context might help students build analysis after they finish a paragraph so that readers can more easily satisfy their expectations. In other words, students will be able to expand their analysis in writing an affordable paragraph and have a properly risk to write something if they understand what to write, what the reader expects from the text, and which parts of the language device might be relevant to the specific challenge in a given context (Tribble, 1996 as cited Satriani, 2012).

Writing is a skill that requires a method in order to express concepts that have been held through writing. To successfully complete the procedure, instruction and learning are required. English writing is certainly difficult. It is not sufficient to simply express concepts, they must also be explained in English. A method that can aid in the learning process is therefore required.

Student towards numerous writing problems at different levels in their getting to know. Usually, these troubles may be classified into linguistic, psychological, cognitive and pedagogical categories (Haider, 2012; Hyland, 2003 as Cited in Fareed, 2016). Writing is becoming a difficult skill to master because it has many indicators or elements in it, at least there are 5 important indicators that want to be taken into consideration by means of the students after they learn to write (Laeliyah, 2021).

State the five indicators of writing as comply with:

- a. The paragraph's content includes whole sentences with proper tense, degree of comparison, and adjective usage.
- b. The structure of the text's main ideas is supplemented by appropriate orientation processes and a reorientation in the content's specifics.
- c. Vocabulary the paragraph displays the proper use of a personal pronoun, a linking verb, and an adjective.
- d. Language use contains few compliance errors, effective complicated constructs, and clear meaning.
- e. Mechanics Spelling punctuation and capitalization are proper.

2. Process of Descriptive Writing

Writing is a series of processes that require several steps to complete. Writing is sustainable action that starts with writing by thinking about what to write and how to write it. Not only that, the writing process also requires revision and rewriting to get a good writing results. According to Yan (2005, as cited in Agibuay 2016), the process of descriptive writing have several stages in writing, namely:

a. Preparation

The writer began by demonstrating to students the ways of observation and attention they must develop in order to teach writing to other students as part of their pre-deployment training in their senior year. This is done to underline how crucial it is that they master the writing process. Following this mental preparation, the writer presents images of artists.

b. Modeling and Reinforcing

In this part, the writer displays example of notes regarding Mahatma Gandhi, a well-known individual. The group discussions divided into three by the teacher. Giving out copies of sample texts and asking students to read them with the following focus questions will help students understand the value of writing descriptively. What is the aim of this piece? Who are the intended recipients? Did the author succeed in his mission? Justify.'

The teacher instructs students to quickly re-read a sample trip journal and respond to the following focus questions in order to emphasize the structural and linguistic components that make up a descriptive article: How does the passage start and end? How is the text organized and patterned? Is the description provided specific and accurate? During the synthesis, students present the outcomes of their small-group conversations while citing particular passages from the text to support their claims.

The writer then disseminated samples of other visual notes that had not been synthesized coherently. Then, instruct the students to edit the order and content of

their character notes. In order to correct inaccurate character notes' content, the group rearranges and restates them and structure. To reinforce what the class had learned about descriptive writing, other well-crafted the characters were presented as bases of comparison.

c. Planning

Students are asked to propose what characters displayed by the class. The students were asked to list the names of characters that would be used for their writing provision later.

d. Join Structuring

Students deploy the descriptions and materials supplied during the planning step to create small notes about the characters they have chosen. Students are given a certain thing to describe with the first teacher and then in pairs. They then shared the findings with other pairs who left comments on their articles. At the following meeting, the teacher returns the output that was collected. The updated text is displayed for the entire class to see.

e. Independent Structuring

The writer provides guiding questions for character writing. After that, students write a draft of each article and conduct teacher consultations regarding their output.

f. Revising

Refinement is a way of revising and improving a major draft. Modification is an important step in preparing a piece of writing for public or book consumption. Many

drafts have already been written and are waiting to be edited or revised. When writers finish a draft, they usually read what they've written to see if it's too ambiguous or confusing. Consistent with Willy and Richards (2002), the editor checks grammar, spelling, punctuation, diction, tenses, and the accuracy of the auxiliary text which includes quotations, examples, and the like.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text refers to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds," (Oshima and Hogue, 2007). An excellent description paints a picture in the reader's mind so that they can visualize the thing, place, or person being described. Writing about how something or someone employs spatial order is called description. Additionally, according to Woodson (2002 as cited in Karimah, 2016), a description is a written text that combines words with visual imagery to create a sensory impression. Its goal is to educate and encourage the reader to view a subject from the writer's point of view.

Writing a description can be done in a subjective, objective, or hybrid way. Subjective descriptions allow the writer's thoughts and emotions to shine through while objective descriptions make an effort to be uncolored by personal opinion or emotion. The focus of objective description is primarily on the facts, ignoring the writer at all times, especially when it comes to their sentiments. Imagine a robotic camera watching the subject; such a camera has no emotional connection to or

response to what is being watched. Contrarily, subjective description pays attention to both the subject being described and the writer's (internal, personal) responses to it.

According to Noprianto (2017 as cited in Fitriani, 2019) states that one of the text types that Indonesian secondary schools need students to learn is descriptive text. Descriptive text is a texts used to describe actual objects are known as descriptive texts (person, place, and things). While Emilia (2017 as cited in Nurlaila, 2013) explains the aim of descriptive text is to provide information about something or someone. The reader will be able to more clearly understand the actual object.

2. The Kinds of Descriptive Text

There are primarily three types of descriptive texts: texts that describe people, texts that describe scenes or places, and texts that describe things (Karimah, 2016).

a. Describing People

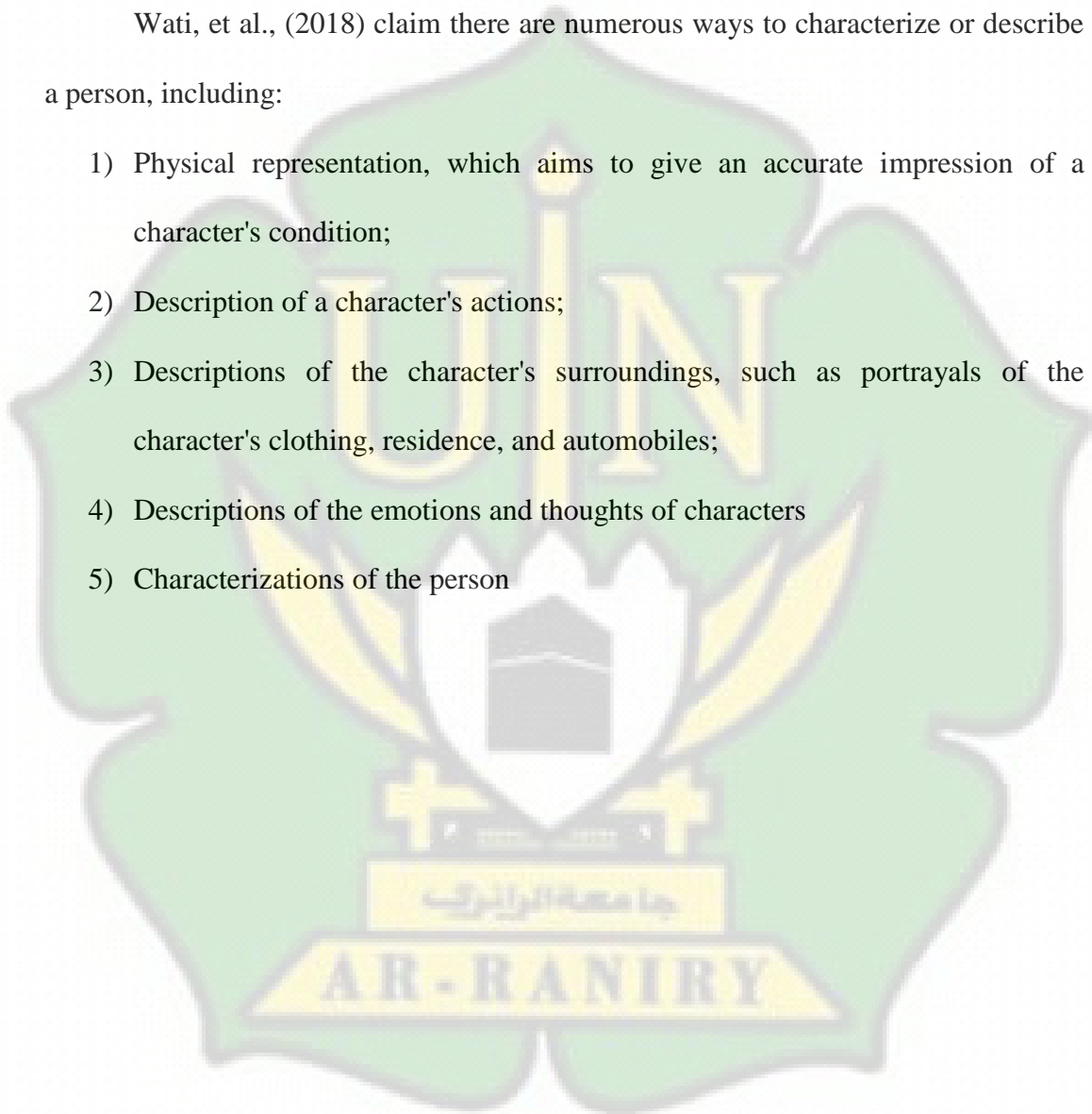
Character sketches are brief, vivid descriptions based on actual people. It gives a more through account of people. They can also be referred to as biographical sketches, literary portraits, and profiles. Character sketches may involve identification and impression during the creation process, but they go beyond merely describing how people appear to be and instead demonstrate their personalities. The traits of a group, such as those of cheerleaders, artists, television addicts, etc., are more accurately described as a type than as an individual.

Additionally, a person's actions, words, and behavior all contribute to how that person is described. This indicates that a description of a person includes more

information than just the subject's appearance or how they appear; it may also include information about their activities (Karimah, 2016).

Wati, et al., (2018) claim there are numerous ways to characterize or describe a person, including:

- 1) Physical representation, which aims to give an accurate impression of a character's condition;
- 2) Description of a character's actions;
- 3) Descriptions of the character's surroundings, such as portrayals of the character's clothing, residence, and automobiles;
- 4) Descriptions of the emotions and thoughts of characters
- 5) Characterizations of the person



Example of descriptive writing in describing people:

Specific Participant

My Best Friend, Lizzie

Hi, I have a best friend, her name is Lizzie and her surname is Brown. She is ten years old and she is American. She lives in 27 Lincoln Street in New York. It is a big city in the USA.

She is tall and thin. She has got long brown hair, black eyes, a small nose and a big mouth. She is wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today she has got two nice bunches with two yellow ribbons in her hair. She is good - temperate, polite and happy. Her favorite food is pizza and her favorite drink is coke. She likes cats very much. She can play tennis, but she can't play basketball.

Text descriptive bahasa Inggris ini diambil dari maestralidia.com melalui <https://freenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>

Adjective Action Verb Simple Present

Source: Lestari (2019), LKPD Describing People English

Figure 2.1 Example of Describing People

The text above describes about “my best friend” named Lizzie who is a specific participant in this text. Wati et al., (2018) explain that the first thing must be done in writing descriptive text is physical appearance to give strong impression with one's character. In the text, physical appearance is mentioned in the first sentence of second paragraph, which describes Lizzie's physical appearance, who has a tall and thin body, long black hair with a small nose and a big mouth.

The text show description portrayal characters surrounding of Lizzie that by wearing yellow blouse, orange skirt, pink sock, and blue trainers with two yellow ribbons in the hair. Then, description of the Lizzie's emotion was described by good,

temperate, polite, and happy. Furthermore, characteristic of Lizzie that she is love the cat and has favorite food is Pizza.

Mostly, example of descriptive writing above is appropriate with the way stated by Wati, but wati et al do not write the statistical data needs to be included in the text before including physical appearance.

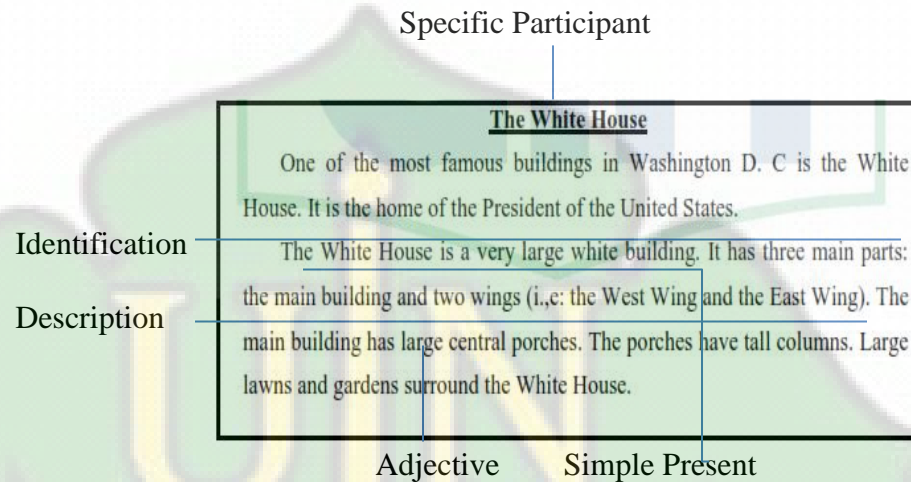
a. Describing Place

Every event has a strong connection to its environment. Whatever the setting or location, there are no occurrences. Every story will always have a setting, and if the course of an event is connected to the setting, the event will be more intriguing.

A description of a scene or location is a type of description that describes how the scene or location appears. According to Alan Meyers (2005 as cited in Nurleni, 2018) a description of a situation can be helped the reader vividly see, hear, or even feel the subject. Through thoughtful word choice, compelling details, and logical structure, the writer may help the reader visualize what they are reading. The writer should show the readers the setting so they can experience the beauty, uniqueness, or ugliness of it for themselves rather than just telling them that it is gorgeous, peculiar, or dreadful.

Spatial order is typically utilized when describing a scene or location. The organization of arranging known as spatial order presents an overall view before placing specific details in a predictable pattern, such as from top to bottom, right to left, center to sides, and nearest to farthest.

Example of descriptive writing in describing place:



Source: Karimah (2016), as adopted from Mukarto (2007)

Figure 2.2 Example of Describing Place

From the text, it explains that “The White House” as specific participant which certain an object. Furthermore, there are two generic structures namely identification and description. Identification contains the opening or introduction of the place, the first paragraph of the text is identification which introduce about the white house in brief.

The next paragraph in first sentence explains description of The White House more details, it is a large building and has two wings. Description aimed to describe about characteristics of the place and “large” word is an adjective.

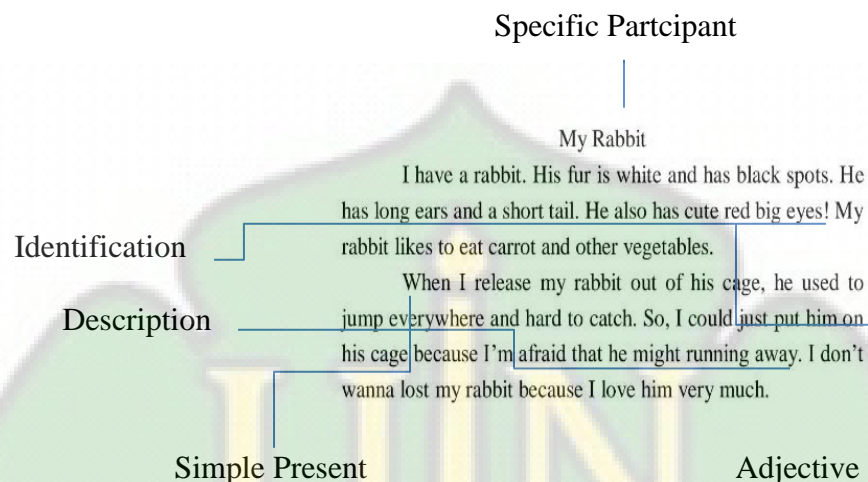
b. Describing Things or Object

A description of a thing is a type of description that often depicts a non-animate object rather than an animate one. When describing something, the writer needs to have a vivid imagination of the subject.

Additionally, the description must use proper nouns and strong verbs in order to make the thing as appealing and as vivid to the readers. Proper nouns are the names of certain people, places, and things that must be used in our descriptive writing in order to add definite details and literary devices. Examples include Arizona, London, and the State Islamic University. Proper nouns let readers identify and become more familiar with the object being described by the author. Verbs play a crucial role in narrative, but a strong verb can also significantly enhance a piece of description.

The writer uses powerful verbs to make the description more precise, accurate, and captivating. For instance, it is more precise to say "the wind had made deep grooves into the sides of cliffs" rather than "the wind had made deep grooves." Additionally, chiseled paints a more precise picture of the activity of the wind for the reader than made does.

Example of descriptive writing in describing things or object



Source: Sriyono (2022)

Figure 2.3 Example of describing things or object

From the text states that identification as object recognition in beginning of the paragraph which explains the physical characteristics of the rabbit which is also Fitradjective words. This is followed with further description of the rabbit in the next paragraph.

3. Generic Structure of Descriptive Text

There are some general structures that should be taken into consideration when writing Descriptive text. The generic structure of descriptive consists of identification and description. Fitriani et al., (2019) state that generic structure of descriptive text are:

a. Identification

Identification is the process of how to describe an object and an overview of a topic.

b. Description

Description is a process on how to describe the object. Writing a descriptive text describes a person, location, or thing in vivid detail in order that the reader can imagine the subject for describing.

Alwasilah and Alwasilah (2007, as cited in Nurlaila, 2013) list four kinds of descriptive texts that can be investigated, namely:

- a. First, a historical profile that offers a fascinating factual account of locations, occasions, or events.
- b. The second is a business profile that goes into great detail about the industry.
- c. Third, the reporting of interview, field, and other study findings.
- d. Fourth, a case study that details a person's experience in representing a group, such as the immigrant community or the sacrifice of calamity, and a personal research report that precisely meets the story's purpose of an amusing comment for the reader.

4. The Language Elements of Descriptive Text

According to Husna (2017) that descriptive text has own specific features of language elements, there are:

- a. Specific participant: has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim.
- b. Adjectives are words that are used to modify nouns and pronouns by giving properties to objects, and providing information on the large modified

object. Adjectives are words that are used to describe nouns. For example: a beautiful beach, a handsome man, the famous place in jepara, etc.

- c. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

C. Mind Mapping

1. Definition of Mind Mapping

Mind mapping technique is not something new to learn. Nowadays, mind mapping is a common technique in the English teaching learning process. Mind mapping be appropriate technique to employ in various types of texts because it is regarded as an effective writing strategy. Mind mapping introduced by Tony Buzan, a British psychologist in 1974. Writing down a basic thought and then coming up with additional, related ideas to radiate out from it is known as mind mapping. Because it allows us to organize the information and concepts, it is a useful strategy that can assist our mind. It helps to focus on the key ideas that are written down.

Buzan (2005) argues that mind map is a creative and useful tool for taking notes that physically maps out your thoughts. It is the simplest way to bring information into your head and to pull it out of your brain. The University of Adelaide (2014) explains that Mind mapping is a powerful way to take notes and brainstorm about essay subjects. A mind map involves writing down important

subject matter and questioning the most recent and pertinent thoughts radiating from the center.

Mind map has easy to remember keywords and function similarly to how the human brain does. Mind maps make writing fun by using lines, arrows, color-coding, drawings, and symbols. They also fit each learner's unique learning style. This technique help teacher in teaching, because the teacher will learn and think also make meaningful connection both of previous knowledge and recent knowledge.

According to Dawson (2015 as cited in Nurlaila, 2013) as the first stage of the writing process and the place where we discover and explore our initial ideas about a subject, mind mapping is a form of prewriting technique. Prewriting enables us to brainstorm ideas that may eventually find their way into our writing as well as put our ideas down on paper, albeit usually not in an orderly manner.

The mind map can boost creativity, memory, and cooperation by merging the full range of cognitive brain functions. It can also help people visualize goals, track their progress, and learn more effectively. Additionally, the mind map helps improve thought clarity and quality. Tony Buzan's principles can be learned through the use of mind maps, which are a creative, potent, and approach to represent thoughts. The mind map approach is one of the techniques that can be employed to increase the pupils' capacity for creative inquiring.

2. The Benefit of Mind Mapping in Writing

The benefits of mind mapping have been covered by a number of authors (McGriff, 2000; Buzan, 2007; Edward, 2011 as cited in Siregar, 2015). They argue

that mind mapping can balance the brain, facilitate mental organization, and enhance memory, creativity, and learning speed.

There are several benefits of mind mapping. According to De Porter and Mike (2008 as cited in Silulu and Nasir, 2022) mind mapping has four benefits.

They are as follows:

a. It is flexible

Flexible in case that missing idea can be added in every place in mind mapping.

b. It focuses attention

In mind mapping, we do not pay attention to every word. We only mention such words, which become ideas. Thus, we can concentrate more on ideas.

c. It increases understanding

Mind mapping will improve the comprehension and produce valuable frequent note later.

d. It is fun

The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.

In summary the benefits of mind mapping are many and varied. It includes:

- a. Giving you an overview of a large subject/broad topic and allowing you to represent it in a more concise fashion
- b. Encouraging you to see the bigger picture and creative pathways

- c. Enabling you to plan/make choices about the selection of resource material you have for an assignment and where you are going to place it
- d. Providing you with a more attractive and enjoyable format for your eye/brain to look at, muse over and remember.

3. Steps to Make Mind Mapping

A technique called mind mapping makes use of brain management to unlock the full potential and capacity of the brain. Additionally, mind mapping is a system of learning that is commonly employed to assist students in learning effectively, rapidly, and joyfully. In line with Buzan (2005), there are seven steps in creating mind mapping:

- a. Begin in the center of a blank, upside-down page. As a result of your brain being allowed to spread out and express itself more organically when you start in the middle.
- b. For your main point, use a picture or image. Because a picture can express a thousand words and stimulate the imagination. A starring image is more captivating, helps you concentrate, keeps you focused, and stimulates your brain more.
- c. All throughout, use colors. Your brain finds colors to be just as interesting as images. Color makes your mind map more lively and alive, gives your creative thinking a huge boost, and it's fun.
- d. Connect your second and third level branches to the first- and second-level branches, etc., and your main branches to the central image. Since your brain

functions by association. It enjoys connecting two (or three, or four) things. You will comprehend and remember the information much more quickly if you connect the branches. By joining your primary branches, you can also form the fundamental framework or architecture of your ideas. This is remarkably similar to how connected branches radiate outward from a tree's core trunk in nature. It wouldn't function quite as well if there were tiny gaps between the trunk and its main branches or between those large branches and the smaller branches and twigs. Everything (including your memory and learning) breaks apart if there are no connections in your mind map.

- e. Instead of using straight lines, make your branches curved. Since your brain finds straight lines uninteresting, nothing but straight lines. Curved, natural branches, like the branches of trees, are much more captivating and eye-catching.
- f. One key word is used for each line. Single key phrases provide your mind map greater flexibility and power. Every phrase or picture acts as a multiplier, producing its own unique set of associations and connections. When you only utilize one key phrase, each one is more liberated and is therefore more equipped to inspire fresh thoughts and ideas. Sentences or phrases have a tendency to lessen this effect of triggering. A Mind Map with more keywords is comparable to a hand with fully functional finger joints. A mind map that includes words or sentences is analogous to a hand that is restrained by stiff splints.

- g. Throughout, use images. Considering that each image, like the main image, is equivalent to a thousand words. Therefore, if you only have 10 images on your mind map, that's equivalent to 10,000 words of note.

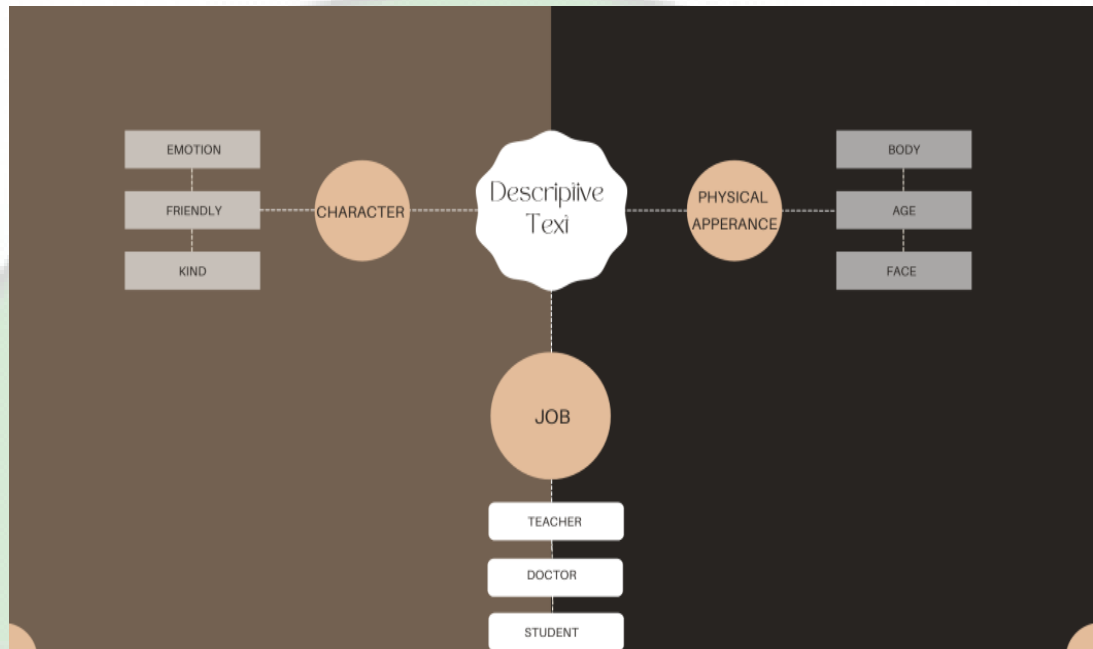


Figure 2.4 *Illustration of Mind Mapping*

A rapid technique for writing creative and effective notes is mind mapping. Additionally, it may aid students in memorizing data. People can come up with and arrange ideas into a nice sentence by using mind mapping. Additionally, because there are vibrant images, mind mapping can make students joyful while they are studying. Because of this, using the mind mapping method to acquire writing skills is a good idea.

4. Previous Studies

Many studies related to use of mind mapping in descriptive writing have existed. Several researchers such as Nurlaila (2013), Fitria (2016), Agustina and Sudamarji (2018), Karminah et al., (2017), Marpaung and Sinulingga (2013) examine this research regarding the effectiveness of the mind mapping technique in increasing students' interest of skills in writing, and students' perceptions of mind mapping itself. The mind mapping technique is a technique to overcome students' difficulties in conveying their ideas related to writing.

a. Effectiveness of using mind mapping

A summary of effectiveness of using mind mapping based writing is provided by a number of research. The first research by Nurlaila (2013) conducted with quantitative and qualitative research into one methodology which was held at Junior High School in Bandung with 36 participants of seventh grade. The researcher used a pre-experimental one group pretest-posttest design in this study to determine the treatment's effects. According to the results of post-test, students' writing scores for descriptive text improved after they used mind mapping technique.

Then, another research from Fitria (2016) with quantitative method which located at SMAN 4 Banda Aceh. This research used experimental design with experimental group and control group and a test as an instrument for collecting data. The researcher chose 2 classes from the first grade and each class consisted of 32 students. The mean score of experimental group and control group was compared using independent sample t-test, it applies to pre-test and post-test. The data showed

that using mind mapping was effective to improve student's score of descriptive text written by experimental group students.

Meanwhile, Agustina and Sudamarji (2018) at SMAN 7 Kota Tangerang with sample 34 students as participants. This study employed a quantitative methodology with pre-experimental design. The result that mind mapping technique had improvement students' ability and it gives good advantages and influence students' writing skill in biographical recount text. in the research of Karminah et al., (2017) which gaining data in Junior High School in Jaten Karanganyar with qualitative and quantitative methods. The researcher asks students to do pre-test to find details problem on students' writing skill and the result that student's writing should be improved.

It has a same result with research from Marpaung and Sinulingga (2013) which used quantitative and qualitative data to apply this study, it took place in Junior High School Methodist 1 Medan with 37 students as participants. In the first meeting, students' score still low after they do pre-test, the still confused and did not develop their idea into a recount text. After that, the researcher applied mind mapping technique as treatment, then the students ask to do post-test. It shown student has improvement in recount because they got higher score in post-test.

b. Students' Perception

Several studies provide an overview of students' perceptions in learning writing using mind mapping. In research of Alma (2013) states that most of students have positive response toward mind mapping technique in learning writing. The

findings of the interviews show that the students loved this technique because it successfully inspired them to produce descriptive texts in a fun way. So, the majority of students reacted favorably to this approach. However, a tiny percentage of students had negative reactions to the use of mind mapping in the creation of descriptive texts.

In other studies from Fitria (2016) also have similar result, that during learning process, students shown a good response and enthusiasm in learning writing with mind mapping technique. As a result, their writing became of high quality. The students also learned how to diagnose in their writing so they might prevent them in future compositions. It indicated mind mapping technique give good impact for students of SMAN 4 Banda Aceh.

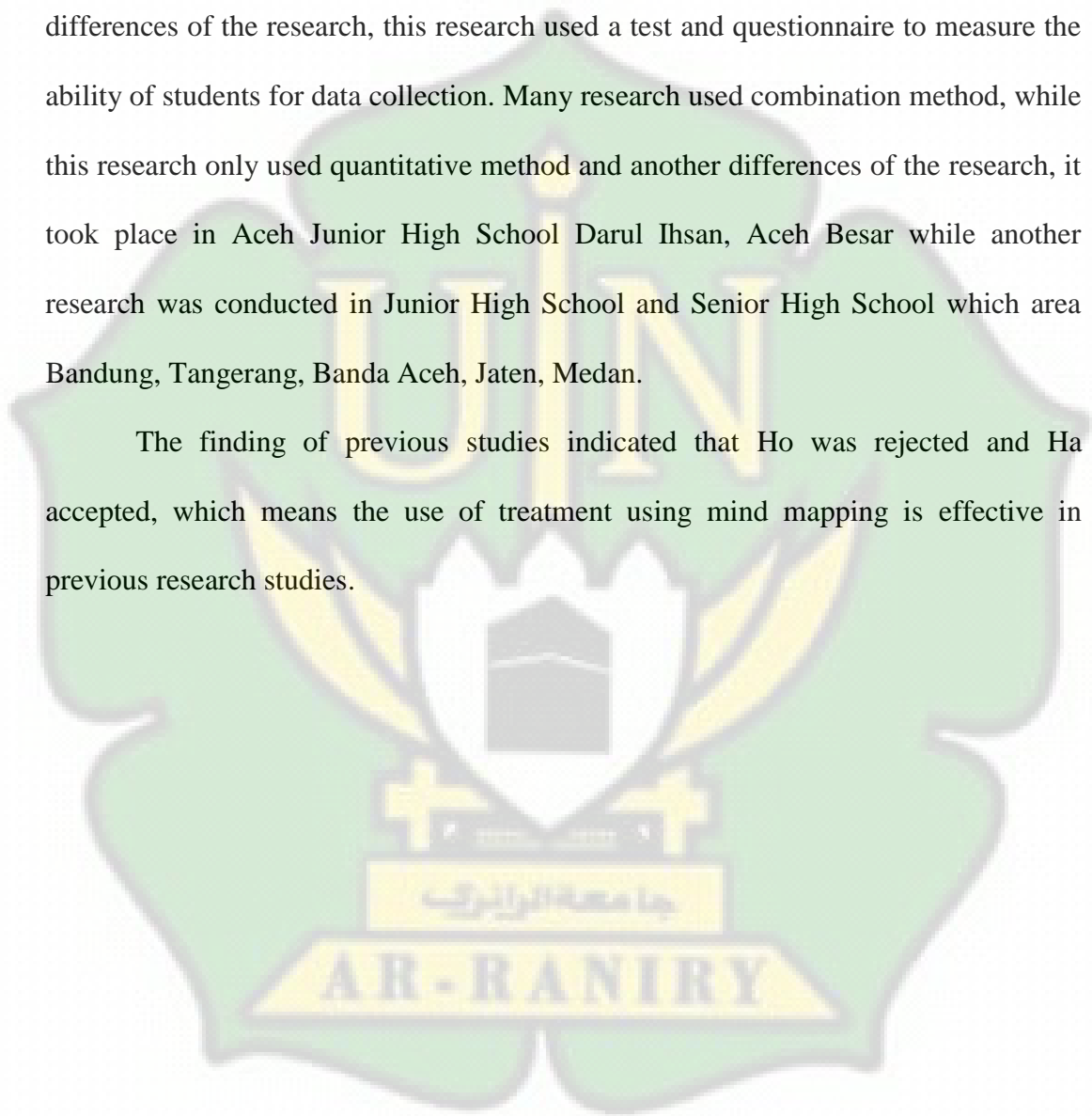
In the research of Agustina and Sudamarji (2018) which conducted in SMAN 7 Kota Tangerang, it was good impact and gave positive influence for students' writing skill in biographical recount text and it shown awareness that story characters and events are interrelated.

Furthertmore, Karminah et al., (2017) also found that using mind mapping in Junior High School Jaten Karanganyar increased students' enthusiasm and interest, enhanced their participation in class and attention to the subject, made writing pleasant and lively, and helped them develop good writing habits.

Whereas, Marpaung and Sinulingga (2013)gained that using mind mapping helped student in writing recount text. During learning process, it showed good responds and has positive impact after using mind mapping of students in Junior High School Methodist 1 Medan.

Several previous researches above have similarities with this research. They mostly describes about using mind mapping technique in writing. Meanwhile, the differences of the research, this research used a test and questionnaire to measure the ability of students for data collection. Many research used combination method, while this research only used quantitative method and another differences of the research, it took place in Aceh Junior High School Darul Ihsan, Aceh Besar while another research was conducted in Junior High School and Senior High School which area Bandung, Tangerang, Banda Aceh, Jaten, Medan.

The finding of previous studies indicated that H_0 was rejected and H_a accepted, which means the use of treatment using mind mapping is effective in previous research studies.



CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research design, the research location, the data gathering techniques, and methods of data analysis.

A. Research Design

This research used a quantitative research with an experimental design. Adedoyin (2020) defines that quantitative research is systematic investigation of phenomena through the gathering of numerical data and use of mathematical, statistical, or computational methods. The researcher wants to explore how the mind mapping technique influences the students' writing skill of descriptive text. So that, choose an experimental design for this study. The major goal of the experimental design is to determine how a specific action impacts the investigation's results is the main objective of the experimental design. In experimental research, Mackey and Gass (2005) state that researcher actively modify one or more variables (independent variables) in order to determine the effect on other variables.

In this research, pre-experimental research was used as the design. Creswell (2016) state observing a large group and making observations within it during the investigation known as pre-experimental design. The method is the most effective method for one experimental group. The selection of pre-experimental design was

based by previous research which only took one class for using the post-test and pre-test and it turned out to be effective to see the effect of the treatment given.

First, a pre-test was carried out to obtain statistics, it intended to find out the application of mind mapping in teaching descriptive writing before being given remedial. Second, can be conducted a post-test to collect statistics after the treatment is finished. The results of the pre-test and post-test will be compared to find out the differences.

The research design involved evaluating the dependent variable before and after treatment. In this determination O1 was a pretest or assessment at baseline followed by years of treatment described as X which was then observed through other comments O2 was a post-test assessment. Example of Pre-Experimental Design: One Group Pre-test and Post-test Design based on Creswell (2016):

O1 _____ X _____ O2.

Above is the experimental design, where o1 means pre-test, X represented as research treatment and O1 illustrated as a pre-test and O2 means post-test. In this study, O1 was administered before administration treatment and O2 after giving treatment and X is used after giving pre-test.

In this study there are two variables, namely mind mapping was independent variable and teaching descriptive text as the dependent variable. The independent variable is the variable to influence another variable while the dependent variable is the variable being affected. The following table shows the research design.

Group	Independent Variable	Dependent Variable
Experimental Group	Mind Mapping	Teaching Writing Descriptive Text

B. Research Location

This research took place at Islamic Senior High School Darul Ihsan, which located in Siem, Darussalam Aceh Besar Districts. The motive for carried out this research at Islamic Senior High School Darul Ihsan Aceh Besar because there was a special subject that taught about English writing, it made easier for researcher to focus on students' writing abilities. The participants of this study are eleven grade students at MA Darul Ihsan. It had 10 classes total of eleven grade.

1. Population

The complete item of the study is referred to as the population. Shukla (2022) states that the population is a group or group of all units that are used as a reference for research findings. The population of this study was eleventh grade of Madrasah Aliyah Darul Ihsan consisting of 26 students where class XI-A, class XI-B consisted of 28 students, class XI-C consisted of 26 students, class XI-D consisted of 27 students, class XI- Class E consists of 29 students, class XI-F consists of 25 students in the 2022/2023 school year.

2. Sample

In this part, one class took to function as a sample. Sample selection was the most important step in conducting research. Arikunto (2006 as cited in Hatmoko, 2015) suggests that the sample was part or representative of the population studied. Sampling is intended to obtain information about the object of research and can be provided an overview of the population. In this study the researcher chose 1 class XI-A as the sample. The reason for choosing this class as a sample is because this class has studied descriptive text material so that it is in accordance with the research teaching materials of this study.

C. Technique of Data Collection

Data collection is an important part of research, data collected by quantitative research. In fact, quantitative can be done from tests and questionnaires in the experimental group. Tests are needed for this study to gain the effectiveness of using mind mapping techniques in teaching writing and students' perceptions of writing performance. To answer the problems, it offered pre-test, post-test, and questionnaires for each individuals.

The researcher did teaching, and it allotted in three part, there are; pre teaching, teaching, and post teaching. In pre-teaching, explained about purposing of learning and gave them comprehension based on lesson plan. Then, it was did teaching and gave students pre-test. After getting a score of pre-test, another action that conducted in teaching was treatment for students by taught mind mapping technique to enhance students' skill in descriptive text. Following the completion of

the preliminary review, then offered a remedy employing mind mapping approaches to enhance their writing. After treatment, the students did a post test to see whether there was a difference between the initial exam and the subsequent exam before and after treatment. Last of part teaching preparation was post-teaching. In this section, students asked to answer questionnaire to describe their perceiving of using mind mapping technique in writing performance. This section held in last day.

1. Test

One of the data collection techniques used in this study is a test. The test aims to measure intelligence, understanding and potential of students. Examination give to measure students' writing ability. The benefit of this test made it possible to evaluate how well mind mapping helped students' writing skills. The pre-test is carried out before giving treatment, trying to make students aware of the writing challenges they faced. The test divided into two parts. Students asked to determine the structure of text, then asked to write related texts about "describing people" in the first part. Each student was given 15 minutes, then rate how well they wrote about describing people.

After first section was completed, the treatment of mind mapping technique used as solution to perfect the descriptive writing. After undergoing treatment, students did a post-test with re-writing a descriptive text about describing people to see whether difference between the initial exam and the next exam. The pre-test and post-test tried to obtain quantitative data for comparing the two tests.

2. Questionnaire

Kothari (2004) argues this strategy involves sending a questionnaire to the individuals in question and asking them to complete and return it. A questionnaire is made up of a number of questions that are printed or typed on a form or set of forms in a specific order. The questions must be answered independently by the respondents.

A questionnaire was the following method of data collection. Using Likert Scale in filling out the questionnaire. The Likert Scale is a non-comparative scaling method that assessed only one natural characteristic. There are 12 questions in this questionnaire which consisted of three parts of writing process, namely; pre-writing which contained planning of writing before starting to write. Then, the next process is writing, in this sub-chapter the writing process is carried out by combining the ideas of selecting appropriate descriptive elements to the writing. The last stage is post-writing, whereas in this stage are editing and revision of the writing that is ready.

The questionnaire statements asked respondents to choose the level of agreement that best described their feelings. There are five differences response levels: 1. Strongly Disagree (SD) 2. Disagree (D) 3. Neutral (N) 4. Agree (A) 5. Strongly Agree (SA). However, in this study only four responses will be used due to the suitability of the statements in the questionnaire, there are; 1. Strongly Disagree (SD) 2. Disagree (D), 3. Agree (A) 4. Strongly Agree (SA). Twelve statements from the questionnaire must be answered by students. The students have 10 minutes for completing the questionnaire in order to obtain the results.

D. Technique of Data Analysis

There were two research questions have already been mentioned. The main point research question concerned the effectiveness of using mind mapping technique in teaching writing descriptive texts with the second research question concerned on students' perceptions. Pre-test and post-test were used to collect data. When the data was obtained, it was analyzed by using SPSS, a tool for statistical analysis. Statistical Package for the Social Sciences is known as SPSS.

The second one of research problem concerns student's perceiving of writing performance, a questionnaire employed as data collecting. Calculating the average score of pre-test and post-test:

$$\bar{X} : \frac{\sum Fx}{N}$$

\bar{X} : Mean

Fx : Total score of frequency

N : The number of sample

To classify the data, it was necessary to analyze the results of the questionnaire. The answers are presented in the form of observed frequencies. After calculated the frequency the data, then it calculated in percentage calculations, with the following formula:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : Frequency

N : Number of sampling

100% : Constant value

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

The finding of the research presented are from with pre-test, post-test, and questionnaire.

1. The Result of the Test

The results of the test aims to answer the first research question. To see the difference between pre-test and post-test average score. There are 26 students worked as a result of the pre-test. However, two of they are presented as the sample for data analysis in this section. Another results displayed in appendix.

a. The Result of the Pre-test

The image shows a handwritten pre-test analysis of a text about Barack Obama. The text is annotated with grammatical labels and corrections. The text is as follows:

Identification: Barack Obama is the president of United States. He is an African-American. He is tall and thin.
He is bald. He has dark complexion, pointed nose, and oval face.

Description: He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

Mr. farhan
Mr. farhan is ~~good~~ my friend. He is handsome. He is student in Dayah Darul Ibtan

The annotations include:

- Under "Barack Obama": "Specific participant"
- Under "United States": "Specific participant"
- Under "African-American": "Specific participant"
- Under "tall and thin": "SP"
- Under "He is bald": "SP"
- Under "He has dark complexion, pointed nose, and oval face": "R"
- Under "smart": "Adj"
- Under "He also looks friendly because he always smiles a lot.": "R"

Figure 4. 1 *Result of Pre-test*

The figure 4.1 is the result sample of data analysis in pre-test from one of the students who was the respondent in this study. This student gained a score of 50 for his pre-test result, the students' text result were assessed based on consideration determining structure of descriptive text, writing technique, and the results of student texts that have been worked on.

In the first text, students are required to analyze the structure and characteristics of descriptive text as an assessment. From the text, students only mentioned 4 language features in the text. However, students succeed to identify the structure of the text. So that students got score 30 of the task. While in the second assignment, students are required to make descriptive texts about describing people.

While, in the next task given students only wrote identification in the form of two sentences. This caused the text to be imperfect and very short, so it does not become a perfect text the score of 20 was given by researchers, which is totaled in the two tasks of texts to 50.

Table 4. 1 Table of Students' Pretest Score

No	Name	Score					Final Score
		Form at	Content and Organization	Punctuation, Capitalization, and Spelling	Grammar and Sentence Structure	Checking Personal Grammar	
1	AK	10	15	10	10	15	60
2	A	10	10	20	10	10	60
3	EA	5	5	15	15	10	50
4	FA	10	10	10	10	10	50

The pre-test values presented in the table above can also be presented in the frequency distribution table as below.

Table 4. 2 The Percentage Table of Students' Pre-test Score

Score Range	Student's Frequency	Student's Percentage
40 – 50	9	35%
51 – 60	6	23%
61 – 70	6	23%
71 – 80	4	15%
81 – 90	1	4%
91 – 100	0	0%
Total	26	100%

Table 4.2 showed that the highest score in the pre-test is 85. The table above also showed the number of students in different score ranges. There was only 1 student scored in the interval 81-90 (4%) in the pre-test, students in the interval 71-80 (15%) consisted of 4 students. Students in the interval 51-60 were the same as in the intervals 61-70 (23%) consisted 6 students and 40-50 that is 9 students (35%).

From the table above, the average value of the pre-test can also be calculated as follows:

$$X : \sum \frac{Fx}{N}$$

$$X : \frac{1580}{26}$$

$$X : 60,76$$

The average score can be calculated by dividing frequencies by the total number of students. The mean score of the pre-test was 60,76. These results indicated that the students' writing scores are still in the low category, 60,76.

b. The Result of the Post-test

The test's outcome tries to answer to the initial research question. To compare the average score between the pre-test and post-test. As a result of the post-test, 26 students were assigned to work. However, only 2 of them are used as a sample in this section's data analysis. While additional results are shown in the appendix.

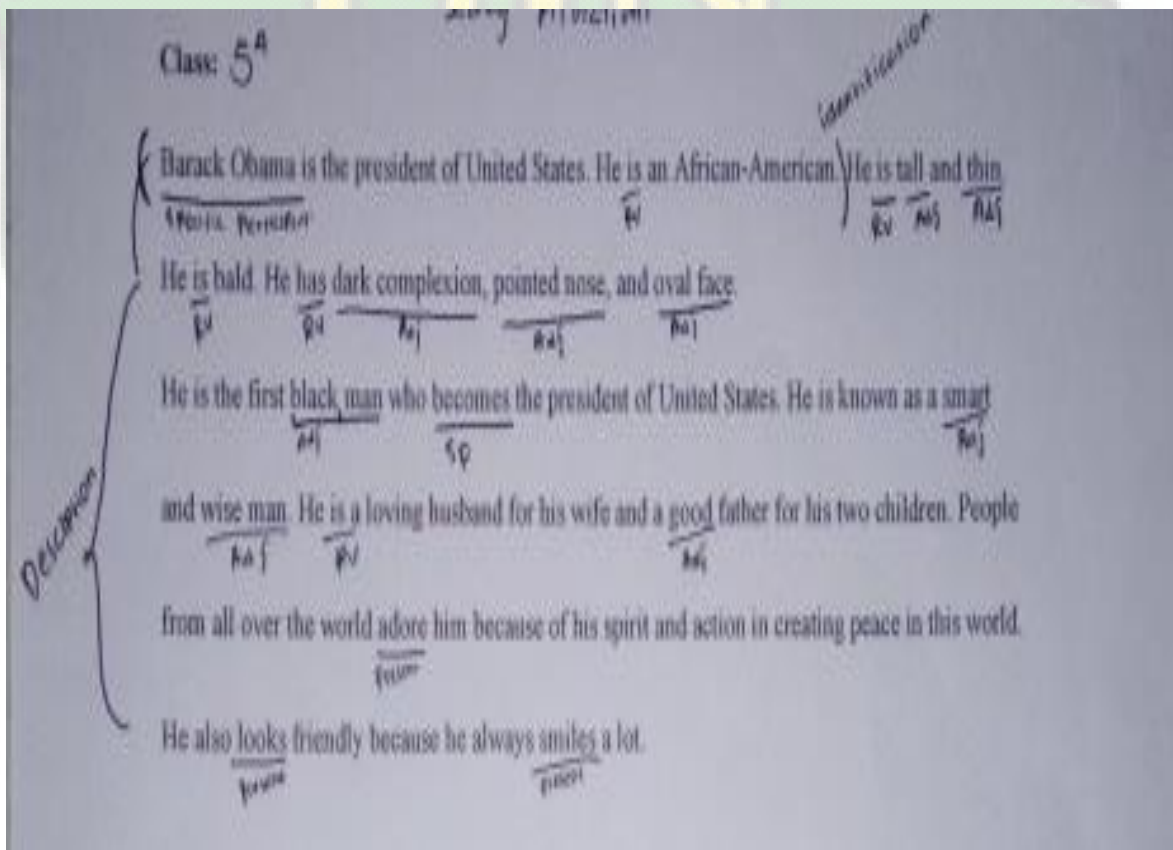


Figure 4. 2 *The result of post-test*

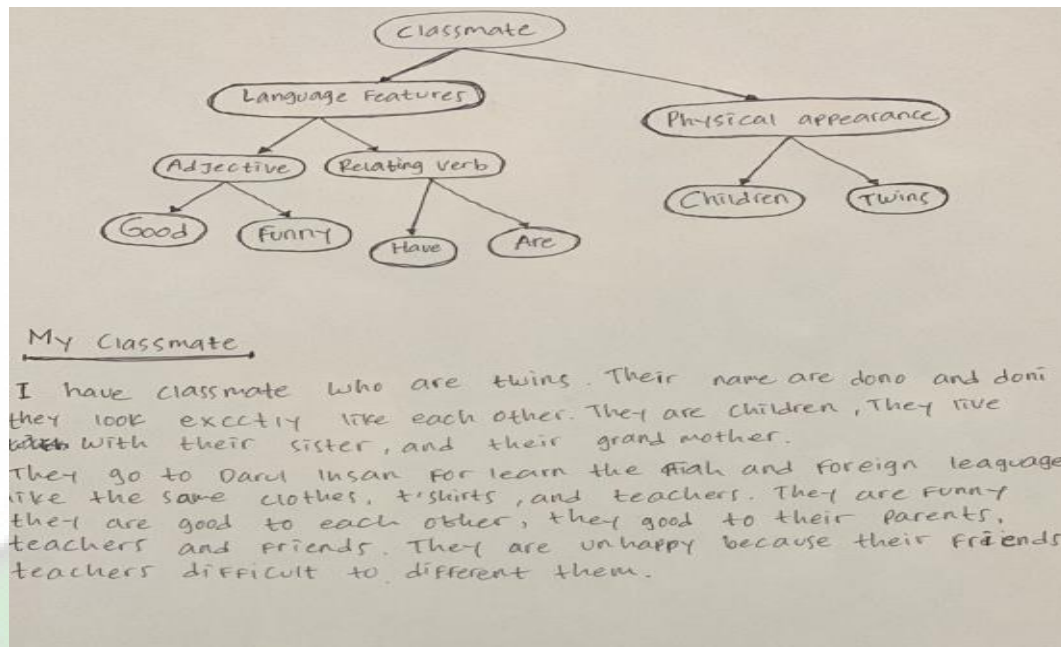


Figure 4. 3 *The result of post-test*

The assessment carried out on the task was based on the results of the student's analysis of the first text. In this section, students are asked to create mind mapping and text based on mind mapping which are available, at the same time they succeeded in identifying the components and structure of a descriptive text. However, in analyzing the text the student did not underline the present sentence, but only underlined the word so that a score of 45. The scoring based on consideration of the assessment aspects which seen from the determination of the structure of the text and language features, as well as the results of writing the text. Meanwhile, in the second text the student succeeded in writing a descriptive text after using mind mapping according to the instructions and the student got 50, and the text result appropriate to mind mapping created. From the two scores combined it becomes 95.

The post-test values presented in the table above can also be presented in the frequency distribution table as below.

Table 4. 4 The Percentage Table of Students' Post-test Score

Score Range	Student's Frequency	Student's Percentage
40 – 50	0	0%
51 – 60	3	12%
61 – 70	6	23%
71 – 80	7	27%
81 – 90	9	35%
91 – 100	1	4%
Total	26	100%

Table 4.4 Indicated that the lowest score in the interval began at 51 and that the maximum score students could receive on the post-test was 100. According to the table above, there was 1 student whose is the best in the range of 91–100 (4%), students whose score in the range 81-90 (35%) are 9 students whose score in the range 71-80 (27%) were 7 students, students whose score in the range 61-70 (23%) are as many as 6 students, students who scored in the range 51-60 (12%) were 3 students, whereas there was 0 student who scored in in interval 40-50 (0%).

Regarding to the table above, the maximum score got by students was 95, it means the result of number post-test increased from the pre-test score. From the table above, the average value of the post-test can also be calculated as follows:

$$X : \sum \frac{Fx}{N}$$

$$X : \frac{2000}{26}$$

$$X : 76,93$$

The average score gained by dividing frequencies by the total number of students. The result of the students' average score on the post-test was 76,93. These results indicated an increasing in the scores of the post-test. On the pre-test, the students got an average score of 60,76 and then there was an increasing of the post-test score of 76,93. In short, the students' mean scores improved by 16 points.

c. The Result of the Pre-test and Post-test

Table 4. 5 The Students' Scores of Paired Writing Pre-test and Post-test

No	Student's Initial	Final Score Pre-test	Final Score Post-test
1	AK	60	90
2	A	60	70
3	EA	50	75
4	FA	50	65
5	FS	60	85
6	FA	80	85
7	FA	40	65
8	FA	70	75
9	IF	45	60
10	MFR	50	75
11	MFA	50	60
12	MR	60	85
13	MN	70	80
14	M	80	90

15	MF	65	80
16	MH	75	85
17	MDF	80	85
18	ML	85	90
19	MZA	60	95
20	MA	60	65
21	RS	65	75
22	TFB	50	85
23	SM	70	60
24	SR	40	70
25	YZ	65	70
26	SAPJ	40	80

Table 4. 6 Comparison Score by Using T-Test

Paired Sample Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	60,7692	26	13,16756	2,58237
	Post-test	76,9231	26	10,3997	2,03955

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test and Post-test	26	.485	.012

Paired Sample Test									
Paired Sample Test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)	
				Lower	Upper				
Pair 1	Pre-post	16,15	12,1908	2,39081	-21,078	-11,23	6,757	25	.000

t table :

$$t_{\alpha/2, n-1} = t_{0,05/2, 26-1} = t_{0,025, 25} = 2,059$$

$$t_{tes} = - 6,757$$

Based on paired sample test table above showed a significance value of (2-tailed) $0,000 < 0,05$ which indicated a significant difference between post test and pre test. It can be concluded that there are differences score in the effect of the treatment given to each test. initial hypothesis was rejected and H_a accepted, which means the use of treatment using mind mapping was effective in this research study.

2. The Result of the Questionnaire

Based on the questionnaire results, a number of students perceive for improving students in writing process. They into three types of process writing: pre-writing, writing, post-writing

a. Pre-writing

Prewriting is the initial action. Pre-writing helped students to generate the ideas. Students selected a topic and organize ideas into simple outline in this step. Based on the data from the questionnaire, it has similar dominant improving of students writing process in pre-writing between brainstorming ideas for writing and using ideas for making outline by mind mapping, it has a number students of 22 from 26 students. This was the data in table below:

Table 4. 7 Pre-writing

No	Statements	Frequency (F)				Total
		SA	A	D	SD	
1.	Mind mapping helps me in brainstorming ideas for writing	12 (46,2%)	10 (38,5%)	-	2 (7,7%)	26 (100%)
2.	Mind mapping helps me in using ideas for making outline	12 (46,2%)	10 (38,5%)	1 (3,8%)	-	26 (100%)

Table 4.7 showed that the first question received a percentage of (84.7%) totaled from agree and strongly agree which means that 22 students who are assisted in brainstorming ideas for writing by mind mapping technique. While, there were 2 students (7.7%) chose strongly disagree answer for the first question, it means mind mapping technique did not help them for it. It was same case for second statement which found that there were 22 students (84.7%) felt that mind mapping helped them in using ideas for making outline. So, it can be concluded that mind mapping dominance helped students in pre-writing.

b. Writing

There are several process of writing for students in writing descriptive text. It can be seen that percentage of students who answered differently. It follows the data obtained based on the table below:

Table 4. 8 Writing

No	Statements	Frequency (F)				Total
		SA	A	D	SD	
3.	Mind mapping helps me in interconnecting of the idea	13 (50.0%)	7 (26.9%)	2 (7.7%)	-	26 (100%)
4.	Mind mapping helps me in determining the identification and description of descriptive text	14 (53.8%)	7 (26.9%)	1 (3.8%)	-	26 (100%)
5.	Mind mapping makes me easier in choosing of proper adjective in descriptive text	9 (34.6%)	12 (46.2%)	3 (12%)	-	26 (100%)
6.	Mind mapping helps me in drafting ideas of writing	11 (42.3%)	10 (38.5%)	1 (3.8%)	-	26 (100%)
7.	Mind mapping gives me sequential ideas in composing descriptive text	14 (53.8%)	7 (26.9%)	-	-	26 (100%)

Based on table 4.8 found the result of the questionnaire there were 20 students (76,9%) who perceived that mind mapping helped them in interconnecting the idea, and 2 students (7,7%) thought that mind mapping did not work for the statement. A number of 21 students (80,7%) argued that mind mapping helped them in determining the identification and description of descriptive text and easier them in choosing of proper adjective in descriptive text, and 1 student argued it did not work for determining of identification and description of descriptive text, it has same percentage for the statement that mind mapping helped them in drafting ideas of writing and gave them sequential ideas in composing descriptive text. While 3

students (11,5%) disagreed that mind mapping easier them to choose proper adjective for the text, and 1 student (3,8%) argued mind mapping could not help them in drafting ideas of writing.

c. Post-writing

There are many percentage of post writing from students who answered differently. The data gained from the table below:

Table 4. 9 Post Writing

No	Statements	Frequency (F)				Total
		SA	A	D	SD	
8.	Mind mapping helps me in evaluating what I have written	8 (30.8%)	11 (42.3%)	1 (3.8%)	-	26 (100%)
9.	Mind mapping helps me in revising the ideas whether they have been incorporated in the descriptive text	7 (26.9%)	9 (34.6%)	1 (3.8%)	1 (3.8%)	26 (100%)
10.	Mind mapping helps me in revising the writing how both of identification and description in structure of descriptive text have relation	11 (42.3%)	8 (30.3%)	2 (7.7%)	-	26 (100%)
11.	Mind mapping helps me in editing of transition signals such as relating verb and proper adjective for accomplishing descriptive text	7 (26.9%)	10 (38.5%)	1 (3.8%)	-	26 (100%)

12.	Mind mapping makes me in editing descriptive text and corrected most of errors in descriptive text	11 (42.3%)	7 (26.9%)	3 (12%)	-	26 (100%)
-----	--	---------------	-----------	------------	---	----------------------

Table 4.9 the eighth statement found that there were as many as 19 students (73.1%) that the use mind mapping helped them in evaluating what they have written, and 1 student did not think so for the statement. While, 16 students (61.5%) admitted mind mapping technique helped them in revising the ideas whether they have been incorporated in the descriptive text, and there were 2 students (7.7%) that mind mapping did not help them for that. The ten questions gained 19 students (73.1%) have dominant answer that means mind mapping helped them me in revising the writing how both of identification and description in structure of descriptive text have relation, nevertheless a number of 2 students did gain it. Then, for the next statement it has 17 (65.4%) students thought that mind mapping me in editing of transition signals such as relating verb and proper adjective for accomplishing descriptive text, and only 1 student (3.8%) do not think so. The last question of post-test found that 18 students (65.4%) admitted that the use mind mapping technique helped them in editing descriptive text and corrected most of errors in descriptive text, but it was 3 students (11.5%) considered that mind mapping did not work. These results showed mind mapping technique overall really helped students in every aspects of post-writing.

The overall data from the questionnaire based on student's perceiving of using mind mapping during process writing from pre-writing, writing, and post writing concluded that students are assisted in the writing process by using mind mapping technique. There was no significant difference result from pre-writing, writing, and post writing.

B. Discussions

This part discusses the findings to answer research questions. The questions in this study:

- 1) How do the use mind mapping improve students' performance of descriptive text?
- 2) How do the students perceive the use mind mapping for improving their writing performances?

The first research question is about whether the use mind mapping improve students' in writing descriptive text. From the result of T-test above, it can be concluded that the use mind mapping technique improved students in writing descriptive text through using mind mapping technique. Based on the result of pre-test, the mean showed was 60.76 while the result of post-test average score gained 76.93. The data showed that the mean score both of test differences. It proved that students' ability changed and improvement after using mind mapping technique in writing descriptive text. In addition, the use of mind mapping also made students easier to determine the structure of texts and to write the text.

The outcome is related to a study carried out by Nurlaila (2013) that chose students' results using the T-Test. Because the post-test scores after treatment were higher, it was concluded in this study that there was a significant change in the students' scores from pre-test to post-test. Therefore, it became clear that mind mapping helped students write more descriptive writings.

Then, another research from Fitria (2016) with quantitative method which located at SMAN 4 Banda Aceh. This research used experimental design with experimental group and control group and a test as an instrument for collecting data. The mean score of experimental group and control group was compared using independent sample t-test, it applies to pre-test and post-test. The data showed that using mind mapping was effective to improve student's score of descriptive text written by experimental group students.

Meanwhile, in research of Agustina and Sudamarji (2018) at SMAN 7 Kota Tangerang with sample 35 students as participants. This study employed a quantitative methodology with pre-experimental design. The result that mind mapping technique had improvement students' ability and it gives good advantages and influence students' writing skill in biographical recount text.

In the research of Karminah et al., (2017) which gaining data in Junior High School in Jaten Karanganyar with qualitative and quantitative methods. The researcher asked students to do pre-test to find details problem on students' writing skill and the result that student's writing should be improved.

It has a same result with research from Marpaung and Sinulingga (2013) which used quantitative and qualitative data to apply this study, it took place in Junior High School Methodist 1 Medan with 37 students as participants. In the first meeting, students' score still low after they do pre-test, the still confused and did not develop their idea into a recount text. After that, the researcher applied mind mapping technique as treatment, then the students asked to do post-test. It shown student has improvement in recount because they got higher score in post-test.

The second research question is about students' perceiving of using mind mapping technique for improving their writing process. From the questionnaire data found most of students are helped by using mind mapping technique for improving their writing process. A total of 84.7% agreed that mind mapping helped students in brainstorming ideas for writing, while only 7.7% disagreed with it. Overall, it means mind mapping technique helped student during writing process from pre-writing up to post-writing.

The study's findings and discussion suggested that the mind technique was effective in inspiring students to compose descriptive texts. Students who used mind mapping were able to create descriptive text more skillfully by expanding their vocabulary, increasing their originality, structuring their sentences, and organizing their thoughts.

This finding is consistant with Nurlaila's (2013) research finding that most of students had positive response toward mind mapping technique in learning writing. The findings of the interviews showed that the students loved this technique because

it successfully inspired them to produce descriptive texts in a fun way. So, the majority of students reacted favorably to this approach. However, a tiny percentage of students had negative reactions to the use of mind mapping in the creation of descriptive texts. However, this finding is different from this research because this research used questionnaire to measure student's perceiving, while alma's research used interviews for that.

Meanwhile, Fitria (2016) assumed that during learning process students shown a good response and enthusiasm in learning writing with mind mapping technique. As a result, their writing became of high quality. The students also learned how to diagnose in their writing so they might prevent them in future compositions. It indicated mind mapping technique gave good impact for students of SMAN 4 Banda Aceh.

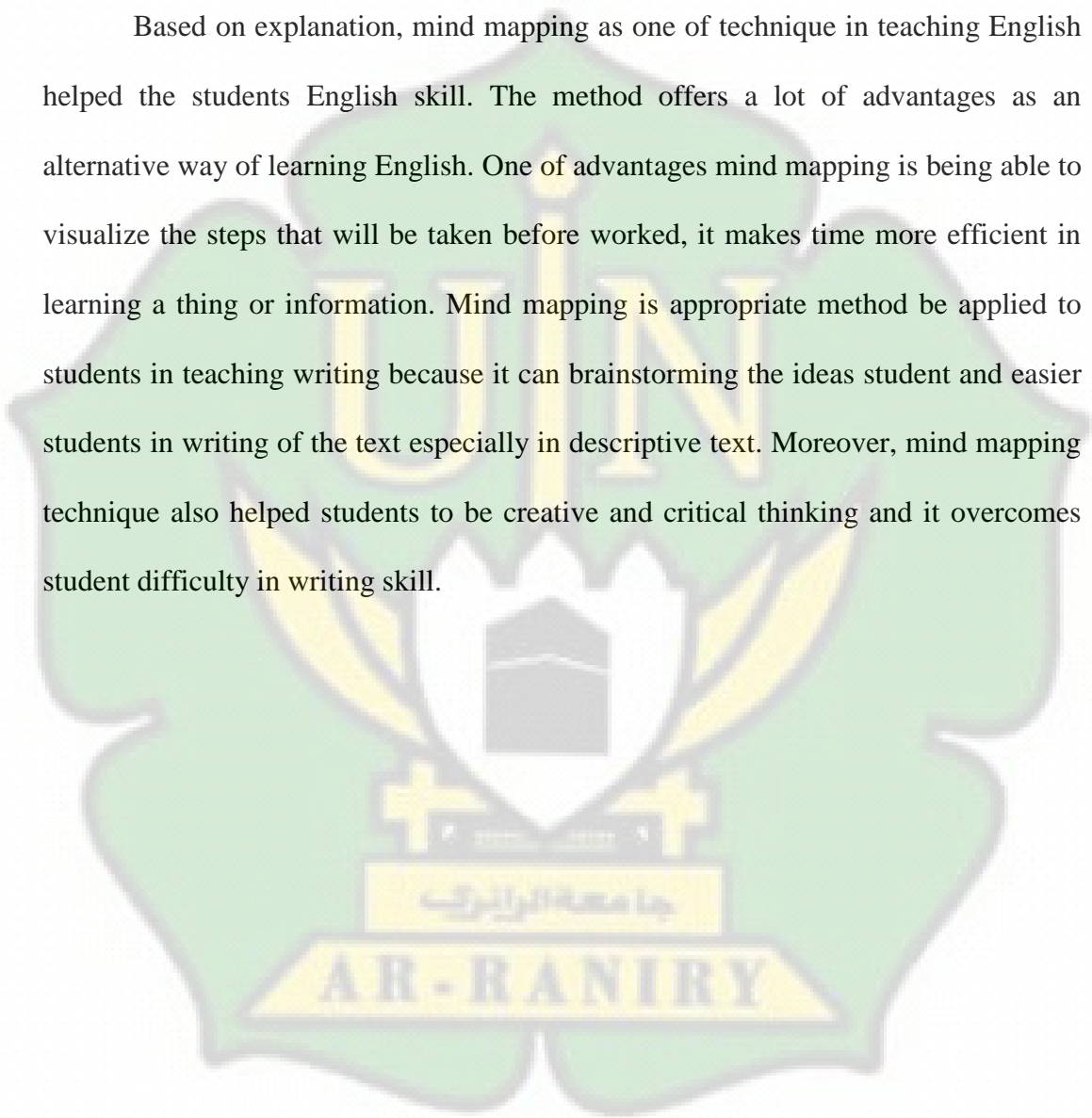
In the research of Agustina and Sudamarji (2018) which conducted in SMAN 7 Kota Tangerang, it was good impact and gave positive influence for students' writing skill in biographical recount text and it shown awareness that story characters and events are interrelated.

Furthertmore, Karminah et al., (2017) also found that using mind mapping in Junior High School Jaten Karanganyar increased students' enthusiasm and interest, enhanced their participation in class and attention to the subject, made writing pleasant and lively, and helped them develop good writing habits.

This relatedness with Marpaung and Sinulinga (2013) gained that using mind mapping helped student in writing recount text. During learning process, it showed

good responds and had positive impact after using mind mapping of students in Junior High School Methodist.

Based on explanation, mind mapping as one of technique in teaching English helped the students English skill. The method offers a lot of advantages as an alternative way of learning English. One of advantages mind mapping is being able to visualize the steps that will be taken before worked, it makes time more efficient in learning a thing or information. Mind mapping is appropriate method be applied to students in teaching writing because it can brainstorming the ideas student and easier students in writing of the text especially in descriptive text. Moreover, mind mapping technique also helped students to be creative and critical thinking and it overcomes student difficulty in writing skill.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

The study's conclusions and recommendations are presented in this chapter. The writing of conclusions is founded on the analysis of the data based on of the research question. Also given are some suggestions.

A. Conclusion

First, it can be concluded that study focused on the effectiveness of using mind mapping in teaching writing descriptive text to students in Darul Ihsan. It can be inferred from the previous chapter's description that the mind mapping technique has been effectively applied and has improved students' writing as well as their learning process. The conclusions reached in previous chapters are described in the paragraphs that follow. According to the data collected, MA Darul Ihsan students have been successful in implementing learning through mind mapping technique, and using of this media aids helps students during process writing performance in producing descriptive text. The pre-test results showed the average score has 60.76 and in post-test has mean 76.93. After being tested by t-test using SPSS gained a significance value of (2-tailed) $0,000 < 0,05$ which indicated difference score between pre-test and post-test. It concluded that there is an effect of the treatment given to each test. Briefly, the use of mind mapping technique in writing descriptive text improved student's writing skill.

Secondly, during process of writing performance students also gave positive answer of perceiving from the questionnaire. During the use of mind mapping in the pre-writing process, students are assisted in brainstorming their ideas, making an outline before writing. However, there has been progress in their writing process using mind mapping so that they are able to interconnect the ideas, determine the structure of the descriptive text and choose the proper adjectives. Besides that, mind mapping also helped students in drafting ideas to write sequentially in composing descriptive text. While, in the post-writing, it was found that mind mapping really helped students in evaluating and revising the writing they have written. Mind mapping also helped students in editing transition signals and can correct errors in writing descriptive text. So, based on the questionnaire learning writing through mind mapping technique really assisted students in every aspects of writing.

B. Recommendations

After conducting research of using mind mapping technique in teaching writing descriptive text, I would like to recommend several things.

1. Teacher

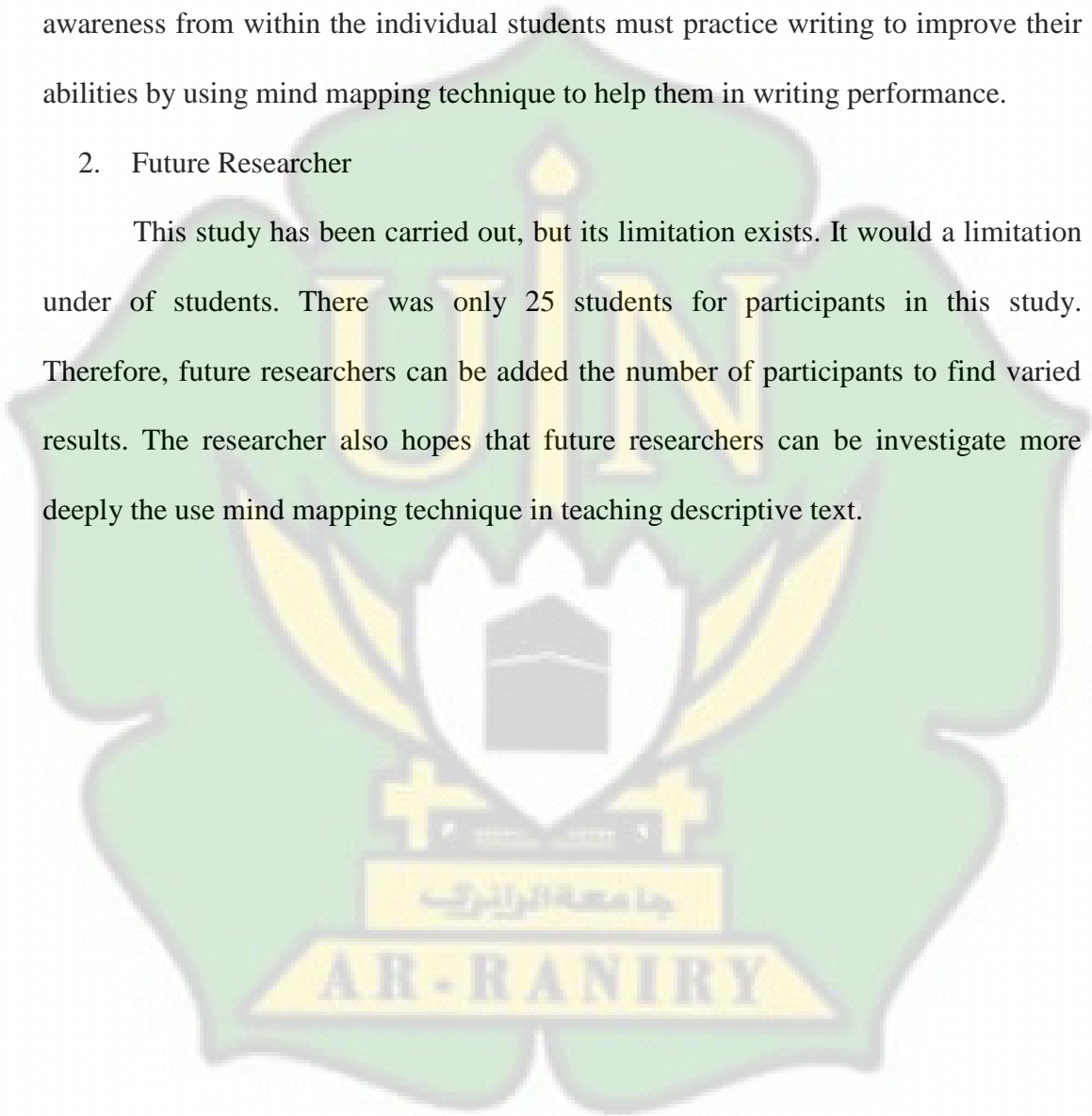
Teaching English writing, especially in descriptive text English teacher should use mind mapping technique to teach writing descriptive text. Mind mapping technique is appropriate technique for teaching writing. In addition, teachers can be applied mind mapping is not only for descriptive text, but also for teaching any kind of writing.

1. Students

After seeing students' ability of writing descriptive text, the most expected is awareness from within the individual students must practice writing to improve their abilities by using mind mapping technique to help them in writing performance.

2. Future Researcher

This study has been carried out, but its limitation exists. It would a limitation under of students. There was only 25 students for participants in this study. Therefore, future researchers can be added the number of participants to find varied results. The researcher also hopes that future researchers can be investigate more deeply the use mind mapping technique in teaching descriptive text.



REFERENCES

- Adedoyin, O. B. (2020). Quantitative research methods. *Principles of Social Psychiatry*, 77-87.
- Afzal, N. (2019). A study on vocabulary learning problems encountered by BA english majors at the university level of education. *Arab World English Journal (AWEJ)*, 10, 81-98.
- Agibuay, R. M. (2016). Descriptive writing using the process-genre approach. In *Third Asia Pacific Conference on Advanced Research (APCAR), Melbourne, July*, 218-228. ISBN:978 0 9943656 20.
- Agustina, H. N., & Sudarmaji, I. (2018). The use of mind mapping on improving students' writing ability at tenth grade of SMAN 7 Kota Tangerang in the academic year of 2018/2019. *Pelita: Jurnal Penelitian dan Karya Ilmiah*, 18(2), 112-120.
- Almubark, A. A. (2016). Exploring the problems faced by the teachers in developing english writing skills for the students in Saudi Arabia. *International Journal of English Language Teaching*, 4(10), 10-23.
- Basri, N. and Syamsia, S. 2020. The effect of applying mind mapping method in writing descriptive text. *Journal of Linguistics, Literature, and Language Education*, 3(2), 36-56. DOI: <https://doi.org/10.5281/zenodo.4087103>
- Bobbi, D., & Hernacki, M. (2002). *Quantum learning membiasakan belajar nyaman dan menyenangkan*. Bandung: Kaifa Learning, p. 172.
- Buzan, B., & W'ver, O. (2003). *Regions and powers: the structure of international security* (Vol. 91). Cambridge University Press.

- Buzan, T. (2005). *The ultimate book of mind maps*. Jakarta: Gramedia Pustaka.
- Creswell, J. W, & Creswell, J. D. (2018). *Research design: qualitative and quantitative and mixed methods approaches (5th ed.)*. Los Angeles: Sage.
- Dyan, V. L. (2010). *Improving writing skill through guided writing (a classroom action research at the third year of SMU Negeri I Karanganyar in the academic year of 2009/2010)*. (Undergraduate Thesis, Sebelas Maret University). Institutional Repository UNS.
- Fahmi, F. (2019). *Implementing mind mapping technique to develop student's writing of procedure text (A classroom action research at the ninth grade students of SMP Islam Ruhama Cireundeu in academic year 2019/2020)*. (Bachelor's Thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). Institutional Repository UINJKT.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: problems, factors and suggestions. *Journal of education and social sciences*, 4(2), 81-92.
- Farih, A., & Karimata, M. A. (2022). Using blended learning to develop vocational high school english writing material. *Acitya: Journal of Teaching and Education*, 4(2), 486-502.
- Fitria, F. (2016). Using the mind mapping technique for better teaching of writing in English. *English Education Journal*, 7(1), 16-28.
- Fitriani, F., Nur, R. H., Bustamin, B., Ali, S. M., & Nurisman, N. (2019). Improving students' descriptive text writing by using writing in the here and now strategy at the tenth grade students of vocational high school. *International Journal for Educational and Vocational Studies*, 1(6), 632-636.

- Haikal, A. F. (2022). *The use of flash card for teaching vocabulary in the 3rd grade of Muhammadiyah elementary school Purwokerto*. (Doctoral dissertation, State Islamic University). Institutional Repository UIN Saizu.
- Harmer, J. (2001). *The practice of english language teaching*. London/New York, 401-405.
- Hasanah, A., Usman, B., & Heriansyah, H. (2016). The use of mind mapping technique in improving students' writing skill. *Proceedings of EEIC*, 1(1), 57-65. ISSN: 2527-8037
- Hatmoko, J. H. (2015). Survei minat dan motivasi siswa putri terhadap mata pelajaran penjasorkes di SMK se-kota Salatiga tahun 2013. *ACTIVE: Journal of Physical Education, Sport, Health and Recreation*, 4(4).
- Husna, L. (2017). An analysis of students' writing skill in descriptive text at grade X1 IPA 1 of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1), 16-28. DOI: 10.36057/jips.v1i1.281.
- Laeliyah, S. (2021). *The use of mind mapping technique in teaching writing at 10th grade of SMK Asy-Syifa Padaheran Pangandaran*. (Bachelor's Thesis, IAIN Purwokerto). Institutional UIN Saizu.
- Listyowati, R., & Hanna, I. D. (2021). The use of mind mapping technique to improve the students' writing skill on analytical exposition text In senior high school. *English Studies Journal*, 14(1), 19-30. DOI: <http://dx.doi.org/10.32678/loquen.v14i01>
- Karminah, S., Nurkamto, J., & Martono, M (2017). Enhancing students' writing skill by using mind mapping. *English Education Journal*, 5(2), 54-60.

- Karimah, N. (2016). *Teaching writing of descriptive text (A case study at the seventh grade students of SMPN 3 Tangerang Selatan in academic year of 2015/2016)*. (Bachelor's Thesis, UIN Syarif Hidayatullah Jakarta). Institutional UINJKT.
- Kothari, C. R. (2004). *Research methodology methods and techniques*. New Age International.
- Lestari, D. S (2019). *LKPD describing people english for 7th graders*. SMP 2 Muhammadiyah Gamping.
- Mackey, A., & Gass, S. M. (2005). *Second language research: methodology and design*. Routledge. London: Lawrence Erlbaum Associates.
- Marpaung, M. R., & Sinulingga, J. (2012). Improving students' writing recount text achievement through mind mapping technique in junior high school. *Journal of English Language Teaching and Learning*, 2(1). Retrieved from <https://jurnal.unimed.ac.id/2012/index.php/jelt/article/viewFile/904/713>.
- Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL contexts: A literature review. *Creative Education*, 10(13), 3385-3391.
- Nurlaila, A. P. (2013). The use of mind mapping technique in writing descriptive text. *Journal of English and Education*, 1(2), 9-15.
- Nurleni, N. (2018). *The influence of using picture word inductive model (PWIM) strategy toward student's descriptive writing ability at the second semester of the eight grade of SMP Al Huda Jatiagung Lampung Selatan in the academic*

of the year 2017/2018 (Doctoral dissertation, UIN Raden Intan Lampung).
Institutional Radenintan.

Nuraeni, C. (2022). Students' experiences on using mind mapping in writing descriptive text. *Professional Journal of English Education*, 5(3), 584-589. ISSN 2614-6258

Oshima, A., and Hogue, A. (2007). *Introduction to academic writing* (3rd ed.). Pearson/Longman.

Pollitt, D. (2003). Mind mapping your way to a better career. *Career Development International*, 8(5), 253-256.

Putri, S. C., & Sujiati, R. (2021). Mind mapping to teach writing in descriptive text. *Darussalam English Journal (DEJ)*, 1(2), 141-154. DOI: 10.30739/dej.v1i2.1248

Purba, R. (2018). Improving the achievement on writing narrative text through discussion starter story technique. *Advances in Language and Literary Studies*, 9(1), 27-30.

Rahman, I. F., Nur, M. J. A., & Sulastri, D. (2022). The comparison between using mind mapping and think talk write technique in teaching writing skill in the tenth grade students of senior high school 3 Pinrang. *English Language Teaching for EFL Learners*, 4(2), 49-62. DOI: <https://doi.org/10.24252/elties.v4i2.24567>.

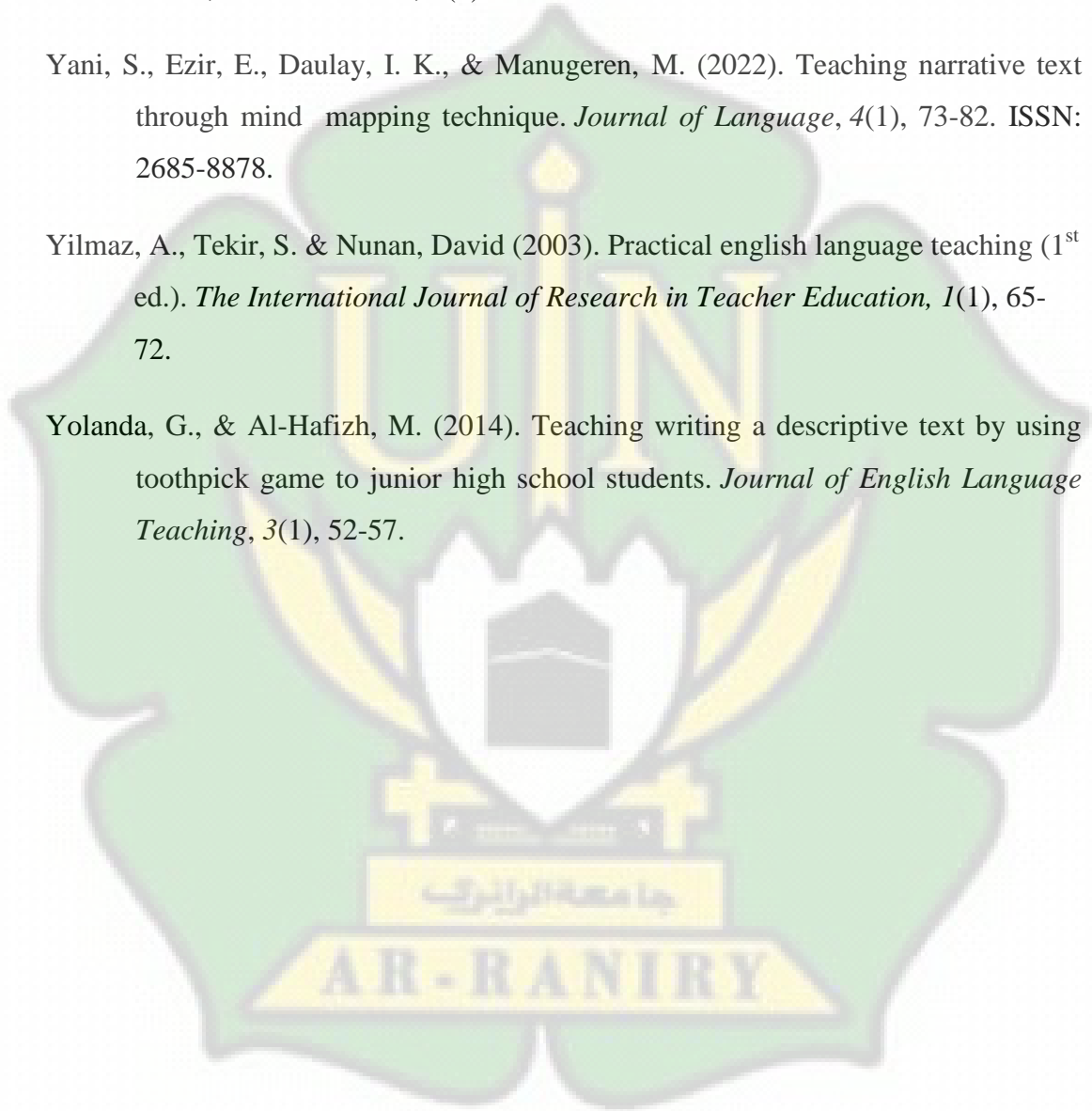
Rahmawati, S., A. (2018). The implementation of mind mapping in teaching writing of recount text to eighth graders of junior high school. *Journal of Retain*, 6 (2), 195-205.

Rajagopalan, I. (2019). Concept of teaching. *Shanlax International Journal of Education*, 7(2), 5-8. Retrieved from <https://doi.org/10.12973/eu-jer.10.2.907>.

- Ratnaningsih, E. (2016). Improving students' writing ability through the use of dictogloss technique. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, 12(2), 1-14.
- Sahli, A. (2021). Improving students' writing recount text achievement through mind mapping technique and journal at SMA KORPRI Banjarmasin school year 2016/2017. *Journal of Compound: Improving the Quality of English Education*, 9(2), 99-105.
- Salawazo, I. S., Simbolon, M., Hutabarat, V. E., Veronika, A. N., & Saragih, E. (2020). Analysis of students' vocabulary in learning English. *Linguistic, English Education and Art (LEEA) Journal*, 3(2), 469-475. Retrieved from <https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/1017>
- Sasongko, F. K. (2017, October). Improving the 8th graders' writing skill using mind mapping at SMP Negeri 2 Geneng. *International Seminar on Language Education and Culture* (pp. 47-55). Retrieved from https://sastra.um.ac.id/wp-content/uploads/2017/11/47-55-Febry-K-Sasongko-edited_LAYOUTED.doc.pdf
- Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning approach to teaching writing. *Indonesian Journal of Applied Linguistics*, 2(1), 10-22.
- Sequeira, A. H. (2012). Introduction to concepts of teaching and learning. *Social sciences education e-journal*. DOI: 10.2139/ssrn.2150166.
- Serevina, V, Andriana, W & Fernandianto, A (2018). Improving creative thinking ability of class x students public high school 59 Jakarta through guided inquiry learning mode. *American Journal of Educational Research*, 6(12), 1593-1599. DOI:10.12691/education-6-12-1.

- Shukla, S. (2020). Concept of population and sample. *How to Write a Research Paper, June*, 1-6.
- Silulu, R., & Nasir, V. (2022). The use of mind mapping technique in improving students' writing ability at SMA Al-Khazanah Tidore Kepulauan. *Jurnal Ilmiah Wahana Pendidikan*, 8(8), 283-291. DOI: <https://doi.org/10.5281/zenodo.6668700>.
- Silalahi, D. E. (2016). The effect of using mind mapping technique in writing descriptive text at the first year students of SMA Negeri 4 Pematangsiantar. *Journal of English Teaching as a Foreign Language*, 2(1), 1-6. ISSN: 2459-9506.
- Siregar, T. M. S. (2015). The effect of mind mapping technique in writing narrative text. *Majalah Ilmiah Politeknik Mandiri Bina Prestasi*, 4(2).
- Sriyono, S. (2022). *My descriptive text*. Bandung: Lakeisha, p. 28. ISBN: 623553602X, 9786235536026.
- The University of Adelaide (2014). *Mind mapping writing learning centre guide*. <https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-mindmapping.pdf>
- Uriva, K. (2020). *Writing exercises in textbook when english rings a bell*. (Bachelor's Thesis, IAIN Purwokerto). Institutional UIN Saizu.
- Wati, S., Siburian, T. A., & Lubis, M. (2018). Development of descriptive text module based on contextual for students class x of state senior high school Gunung Meriah Aceh Singkil. *European American Journal*, 6(12) 64-70. ISSN: 2054-6300
- Willy, R. A., & Richards, J. C. (2002). *Methodology in language teaching an anthology of current practice*. United States: Cambridge University Press.

- Yahrif, M. (2021). The effectiveness of using mind mapping technique in teaching recount text to increase the students' writing ability. *Jurnal Pendidikan, Sosial, dan Humaniora*, 1(1) 27-35.
- Yani, S., Ezir, E., Daulay, I. K., & Manugeran, M. (2022). Teaching narrative text through mind mapping technique. *Journal of Language*, 4(1), 73-82. ISSN: 2685-8878.
- Yilmaz, A., Tekir, S. & Nunan, David (2003). Practical english language teaching (1st ed.). *The International Journal of Research in Teacher Education*, 1(1), 65-72.
- Yolanda, G., & Al-Hafizh, M. (2014). Teaching writing a descriptive text by using toothpick game to junior high school students. *Journal of English Language Teaching*, 3(1), 52-57.



APPENDIXES

Appendix A

Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15378/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **21 Oktober 2022**


MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Jarjani Usman, S.Ag., SS., M.Sc., M.S Sebagai Pembimbing Pertama
2. Drs. Aminuddin, M. Pd. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Zurrafiqah**
NIM : **180203020**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Using Mind Mapping Techniques in Teaching Writing Descriptive Text**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan

Samud Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2954/Un.08/FTK.1/TL.00/02/2023
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Kepala MA/MAS Darul Ihsan
 Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ZURRAFIQAH / 180203020**
 Semester/Jurusan : / Pendidikan Bahasa Inggris
 Alamat sekarang : Gampoeng Lamgugob, Kec. Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Using Mind Mapping Technique in Teaching Writing Descriptive Text***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 03 Maret 2023
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,



Berlaku sampai : 08 April
 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C

Confirmation Letter from School




KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA DARUL IHSAN
 معهد دار الإحسان للتربية الإسلامية
 DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE

SURAT KETERANGAN PENELITIAN
 Nomor: 026/Ma.01.038/PP.00.6/2023

Kepala Madrasah Aliyah Swasta Darul Ihsan, Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, menerangkan bahwa:

Nama : Zurrafiqah
 NIM : 180203020
 Prodi/Jurusan : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan Ihsan dengan judul:

Using mind mapping technique in teaching writing descriptive text.

Demikian surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

11 Maret 2023
 Kepala Madrasah,

 Alauddin S. Ag
 00103 200710 1 002

Appendix D

Lesson Plan

Rencana Pelaksanaan Pembelajaran

Sekolah : MA Darul Ihsan
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Materi Pokok : Teks Deskriptif Lisan dan tulis sederhana tentang orang
 Alokasi Waktu : 2 x 45 Menit (2 JP)

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana sesuai dengan konteks penggunaannya	3.7.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang 3.7.2 Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang
4.10 Menyusun teks deskriptif tentang dengan memperhatikan struktur teks dan unsur kebahasaan secara benar	4.10.1 Menyusun teks deskriptif lisan sederhana tentang orang dengan memperhatikan struktur teks, dan unsur kebahasaan secara benar sesuai dengan konteks 4.10.2 Menyusun teks deskriptif tulis sederhana tentang orang dengan memperhatikan struktur teks, dan unsur kebahasaan secara benar sesuai dengan konteks

B. Tujuan Pembelajaran

1. Peserta didik terampil menganalisis dan menangkap makna teks deskripsi tentang orang untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar sesuai konteks.

2. Peserta didik menyusun teks deskriptif tentang orang untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar sesuai konteks.

C. Materi Pembelajaran

Materi Pokok

Teks deskriptif tulis sederhana tentang “describing people”

Fungsi Sosial

Mendeskripsikan seseorang baik dari segi penampilan, sifat, maupun kebiasaan dalam kehidupan sehari-hari.

Struktur Teks

- a. Penyebutan nama orang dan nama bagian-bagian yang dipilih untuk dideskripsikan
- b. Penyebutan sifat seseorang dan bagiannya
- c. Penyebutan tindakan dari atau terkait seseorang

Unsur Kebahasaan

- a. Menggunakan adjective
- b. Tata bahasa: Simple Present
- c. Menggunakan action verb

Topik

Mendeskripsikan tentang orang terdekat

D. Langkah-langkah Pembelajaran

Indikator pencapaian pada pertemuan-1:

- 3.7.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang
- 3.7.2 Menyimpulkan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang

Indikator pencapaian pada pertemuan-2:

4.10.1 Menyusun teks deskriptif lisan sederhana tentang orang dengan memperhatikan struktur teks, dan unsur kebahasaan secara benar sesuai dengan konteks

4.10.2 Menyusun teks deskriptif tulis sederhana tentang orang dengan memperhatikan struktur teks, dan unsur kebahasaan secara benar sesuai dengan konteks

Tahapan Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam kepada seluruh peserta didik. 2. Guru meminta salah satu 3. Peserta didik untuk memimpin doa. 4. Guru mengajukan pertanyaan terkait tema yang akan dipelajari. 5. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik. 6. Guru menyebutkan tujuan pembelajaran. 	10 Menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik memperhatikan penjelasan Guru terkait deskriptif text. 	25 Menit

	<p>2. Peserta didik mendengar dan mengamati guru dan gambar yang ditampilkan</p> <p>3. Peserta didik belajar menemukan gagasan pokok dan informasi yang rinci dari teks deskripsi yang ditampilkan</p> <p>Menanya</p> <p>1. Peserta didik menyimak pertanyaan guru</p> <p>2. Peserta didik menanyakan tentang fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif</p> <p>3. Peserta didik menyimak pernyataan guru</p> <p>4. Peserta didik merefleksi diri dengan menanyakan hal-hal penting terkait teks deskriptif</p> <p>Mengumpulkan informasi/ experimenting</p> <p>1. Peserta didik</p>	
--	---	--

	<p>mencari dan mengumpulkan informasi tentang deskriptif text</p> <ol style="list-style-type: none"> 2. Peserta didik menemukan gagasan pokok 3. Peserta didik menanyakan tentang fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif 4. Peserta didik menyimak pernyataan guru 5. Peserta didik merefleksi diri <p>Menalar/mengasosiasi</p> <ol style="list-style-type: none"> 1. Peserta didik mendeskripsikan tentang orang yang mereka sayangi 2. Peserta didik menuliskan tentang deskripsi orang yang mereka sayangi <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik mengkomunikasikan kesulitan yang dihadapinya 2. Peserta didik menuliskan tentang deskripsi 	
--	--	--

	orang sekitar mereka	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik membuat kesimpulan terhadap pembelajaran 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan peserta didik 3. Guru memberikan umpan balik dari proses dan hasil pembelajaran 4. Guru memberi tugas selanjutnya 5. Guru menyampaikan rencana pembelajaran pada pertemuan mendatang 	10 Menit

E. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Penilaian

Pengetahuan

2.1 Tes Kemampuan

a. Teknik Penilaian : Tes Tertulis

b. Bentuk Instrumen : Essay

c. Pedoman Penskoran : Berdasarkan hak yang terkait dengan teks deskriptif

2.2 Keterampilan

a. Teknik Penilaian : Unjuk Kerja

b. Bentuk Instrumen : Tulis Teks deskriptif

c. Pedoman Penskroran : Berdasarkan hak yang terkait dengan teks deskriptif

F. Media/Alat, bahan dan sumber belajar

1. Media/alat : Papan tulis, spidol, kertas
2. Bahan : Teks Deskriptif
3. Sumber Belajar : Internet

G. Pendekatan, Model, dan Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model : Discovery Learning
3. Metode : Tanya Jawab dan Unjuk Kerja

Mengetahui:
Kepala Sekolah

Banda Aceh, 05 Maret 2023
Guru Mata Pelajaran

.....

Zurrafiqah

Appendix E

Assessment Rubric

Aspect	Score	Criteria
Format	5	The format is not correct format
	10	The format is almost relevant to the structure that has been defined
	15	The format has suitability with the context
	20	The format very relevant
Content and Organization	5	The content is not indeed relevant with the topic at all.
	10	The content and organization that is not relevant still exist but it is understandable and it is not too bad
	15	There are several words that are used irrelevantly but do not influence the intended meaning much.
	20	The topic and the content are very relevant.
Punctuation, Capitalization, and Spelling	5	The punctuation and spelling of words of the content is very bad
	10	So many disorderliness of capitalization and comma are found in the content of the writing but don't make the readers confused yet.
	15	The punctuation of the writing is not neither too good nor too bad.
	20	Every part of the writing is in good order, either in punctuation, capitalization and spelling.
Grammar and Sentence Structure	5	There are many irrelevant uses of descriptive language, many errors in using verbs, tense and linking words.
	10	There are many irrelevant uses of descriptive language, many errors in using verbs, tense and linking words.
	15	Generally accurate, the use of descriptive languages, verb, tense and linking words.
	20	No errors on the use of descriptive languages, verbs, tense and linking words.
Personal Grammar Checking	5	Error in determining proper grammar
	10	Errors of grammar never interfere with understanding
	15	Errors in checking grammar are quite rare.
	20	Grammar checks are carried out thoroughly and correctly

Adapted from Oshima and Hogue (2007)

Appendix F

Questionnaire

A. Students' Perceive of Pre-writing Process

Absolutely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

No.	Statements	SA	A	D	SD
1.	Mind mapping helps me in brainstorming ideas for writing				
2.	Mind mapping helps me in using ideas for making outline				

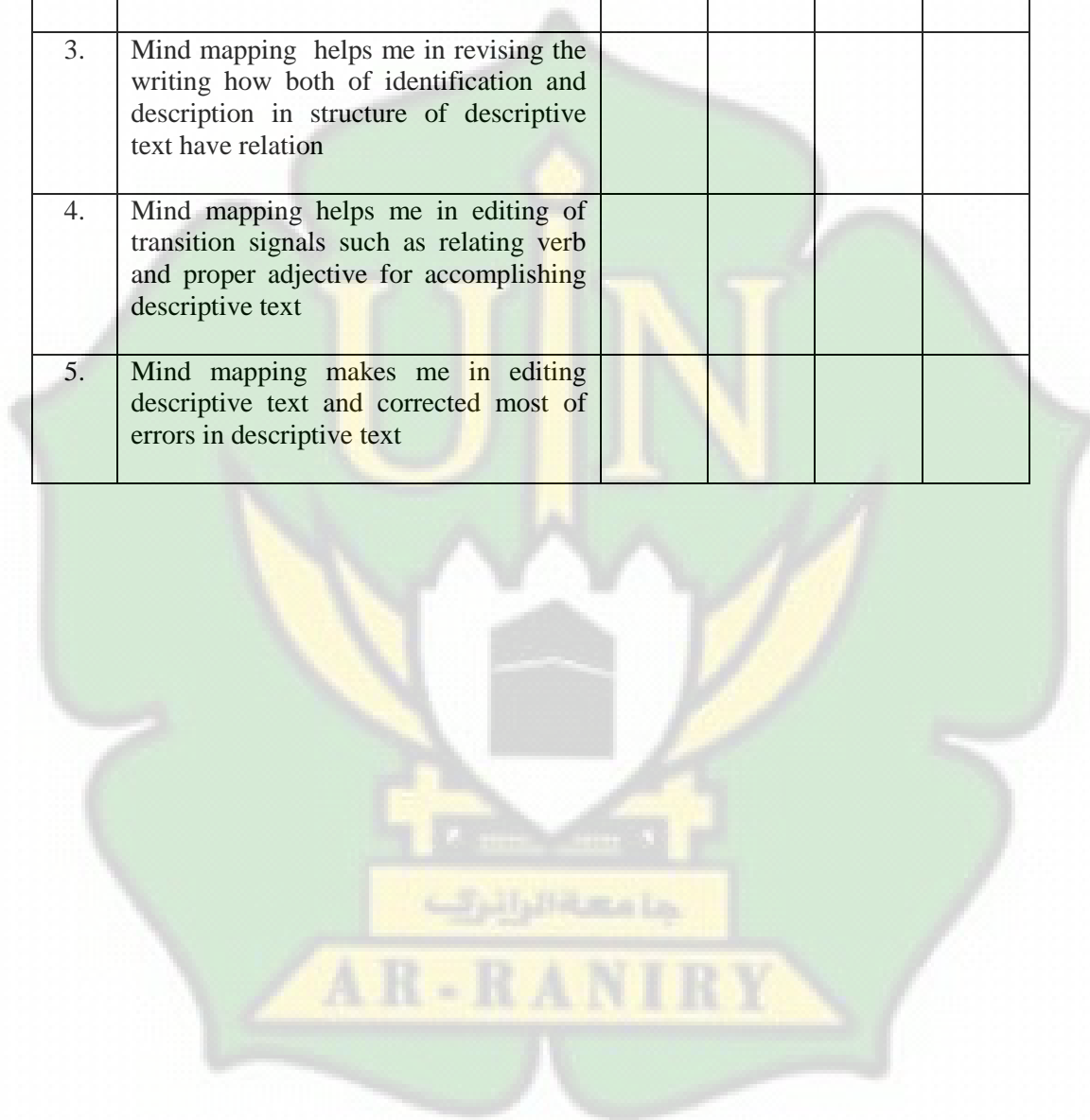
B. Students' Perceive of Writing Process

No.	Statements	SA	A	D	SD
1.	Mind mapping helps me in interconnecting of the idea				
2.	Mind mapping helps me in determining the identification and description of descriptive text				
3.	Mind mapping makes me easier in choosing of proper adjective in descriptive text				
4.	Mind mapping helps me in drafting ideas of writing				
5.	Mind mapping gives me sequential ideas in composing descriptive text				

C. Students' Perceive of Post-writing

No.	Statements	SA	A	D	SD
1.	Mind mapping helps me in evaluating what I have written				

2.	Mind mapping helps me in revising the ideas whether they have been incorporated in the descriptive text				
3.	Mind mapping helps me in revising the writing how both of identification and description in structure of descriptive text have relation				
4.	Mind mapping helps me in editing of transition signals such as relating verb and proper adjective for accomplishing descriptive text				
5.	Mind mapping makes me in editing descriptive text and corrected most of errors in descriptive text				



Appendix G

Performances Result

A. Pre-test Result

Identification Barack Obama is the president of United States. He is an African-American. He is tall and thin.

He is bald. He has dark complexion, pointed nose, and oval face.

Description He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world.

He also looks friendly because he always smiles a lot.

sample text

↳ I have a friend, named Danyu Muhammad, he is short like me, he is a good friend, achieves people, and oval face.

! he always is a funny people, but I rarely angry to him, cause he is annoying for me.

al

In the results of this pre-test the score given is 60, this is because the grammar is still lacking and the writing of sentences is not regular. Students also do not identify the overall structure of the text of the text provided.

action { Barack Obama is the president of United States. He is an African-American. He is tall and thin.
He is bald. He has dark complexion, pointed nose, and oval face.

action { He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world.
He also looks friendly because he always smiles a lot.

Mr. Dylan

Mr. Dylan is my teacher. He is a good teacher. He is handsome and kind. He is bald.

He is the first teacher who come from foreign country. He is an English teacher.

Moreover, the results of this pre-test the score given is also 60 because the student does not identify the structure of the text in first text. Then, the student write short text, and it does not describe all the specific participant in the text.

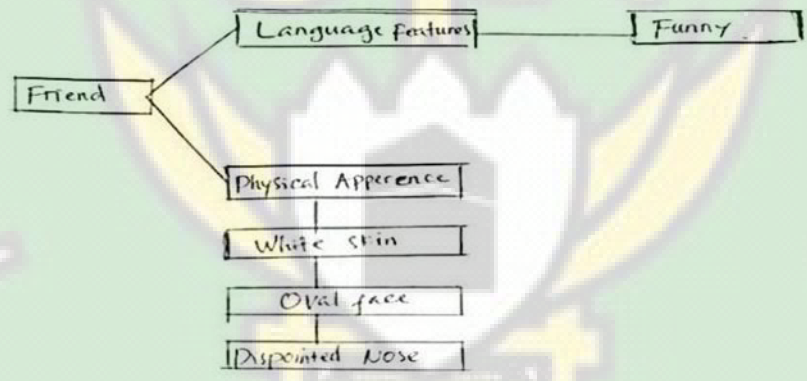
B. Post-test Result

identific
 Fictice
 ca

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose and oval face.

des
 crip
 ti
 on

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.



I have a friend named Dzaty Muarif, he is one of my friendship student of DI. He is short and thin, he has a white skin, oval face and dispointed nose.

He is a funny people, but I usually angry with him cause he is annoying people. He usually debate me disimportant thing. Sometimes he is jealous with me cause I can what he can't.

But he is still my friend, and I still like him although that, and he is my friendship although unperfect.

This text is given a score of 90 because the student in the student's text still has errors the punctuation of text.

Handwritten analysis of a text about Barack Obama, showing grammatical annotations and a structural diagram.

Identification:

Barack Obama is the president of United States. He is an African-American. He is tall and thin.

Description:

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

Language feature:

- Adjective: handsome, kind, smart
- Relating verb: is

Physical Appearances:

- Curly hair
- blue eyes
- white skin

Mr. Dylan

Mr. Dylan is my English teacher. He is handsome and kind. He is fat. He has curly hair, blue eyes, and white skin.

He is the first teacher in my school who come from foreign country. He is a smart man. He is a loving teacher for his student. All student adore him because that.

This text has a score of 85 because the text is quite short but students have succeeded in identifying and writing the text according to a predetermined structure.