THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA PGRI LARANGAN PAMEKASAN

Fujiono
University of Madura
Fujionoku@gmail.com

Abstract

This study is categorized as a classroom action research (CAR). This study proposed the use of mind mapping technique to improve the students' writing skill on descriptive text at the tenth grade of SMA PGRI Larangan Pamekasan. The instruments of this study consisted of a scoring rubric for students' writing skill on descriptive text, questionnaires and observation checklist. The participants of the study were 20 students at the tenth grade of SMA PGRI Larangan Pamekasan. In preliminary study, the students ' writing skill on descriptive text and students' motivation were still low, it was indicated that 5 students or 25% of the students passed the minimum standard achievement/KKM (76).

Therefore, the researcher tried to apply the mind mapping technique to improve the students' writing skill on descriptive text, he found the Students' interest in learning English , students' activeness, students' confidence in writing. But, most students had difficulities dealing with grammar usage and less vocabularies, it was indicated in the first cycle that 9 students or 45% of the students passed the minimum standard achievement/KKM (76). Then, the second cycle would be done by revising the teaching strategy in cycle one that stated in lesson plan by considering the students' weaknesses they made on the writing test before. In the second cycle was proven that 16 students or 80% of the students passed the minimum standard achievement/KKM (76), and the researcher stated that the students gave better respond in the second cycle than in the first cycle, more students in the second cycle were motivated so that the classroom was more active during the class. So, the results of this research stated that the use of mind mapping technique could improve the students' writing skill on descriptive text, and class more motivated and enjoyable.

Keywords: *mind mapping technique, improve, writing, descriptive text.*

Introduction

In Indonesian government has realized the importance of English and has decided that English is a compulsory subject at the secondary school level. Since the launch of the 1994 Curriculum, the teaching of English has been extended to the elementary school level, as a local content subject (Fachrurrazy, 2012, p. 1).

In *permendiknas no 23 th 2006 on the graduate competence standard for primary and secondary schools* (depdiknas, 2006) states that there are four language skills in studying English. They are listening, speaking, reading, and writing. In teaching writing for senior high school students, the students must be taught several kinds of writing practice. They are

supposed to be able to write short passages of different kinds of texts. One of them is writing a descriptive text.

The researcher chooses writing skill in this research because "writing is an active or productive skill" (Fachrurrazy, 2012, p. 88). It means that writing involves in producing language rather than receiving it. As foreign language learners, the students should be able to organize ideas and to clarify concepts as well to absorb and process information. It makes the students as active learners rather than passive receiver of information. They are required to write efficiently by producing good sentences and even good text.

Susanto (2013, p. 23) states "Writing is the most complicated and hard skill in comparison with the other three English language skills (listening, speaking, and reading)".

According to Browne (2007, p. 81) described that "writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others".

According to Prayogo (2009, p. 15), many students do not consider writing as leisure and easy activity, writing often make them frustated, this is because they do not have an adequate knowledge and skill, which are needed in writing. The problem of most students is that they are worry to make mistake about writing in English. They are worry about paragraph writing, research paper, expressing idea. They think everything they write is full of errors. Most

of the students feel that writing is not an easy skill. Most of students also feel that writing is more difficult than speaking.

As a consequence of the students' writing learning outcome, which is still considered as unsuccessful, has always been the focus of criticism towards the failure of teaching of English in Indonesia. English teachers are demanded to be responsible for the failure, and they should effort how to make the students capable in writing English.

The same problem is also faced by the students at the tenth Grade of SMA PGRI Larangan Pamekasan. The problems occured when they want to construct and arrange their ideas or sentences into paragraph so that they are not interested and enthusiastic in learning writing. They feel writing is hard. In this research, the researcher wants to solve the difficulties which the students face when they compose descriptive text. Based on the researcher's preliminary survey, the students' writing achievement on descriptive text is low and under KKM (standart minimal score/the minimum standard achievement). KKM of English for the tenth grade of SMA PGRI Larangan Pamekasan is 76 and most of the students get under 76 score.

To overcome the students' problems and make them enjoy in writing activity, the researcher should provide materials in the form of descriptive text, for example about: A perfect body, A borobudur temple, A computer, etc. And explain how to develop the ideas into paragraph of descriptive text.

According to Larson (1984), a

descriptive text is "a text which says what a person or a thing is like". Its purpose is to describe and reveal a particular person, place, or thing. The descriptive text has generic structure or general form of genre. According to Paltridge (1996) explains that generic structure describes text structure based on its internal patterning of rhetorical organization. Besides, according to Gerot and Wignell (1994, p. 208), the generic structures of descriptive text are identification and description.

According to Mardiyah, *et al.* (2013, p. 281-282), "the aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragaph to introduce reader what to be described in the next paragraph. It also can be in form of definition. While, the function of description is to describe part, qualities, and characteristics. In this part, the writers explain about the subject in detail. It uses to support the identification".

However, it is not enough to develop some ideas into a good English text . There must be steps for students to have practice, especially dealing with English writing conventions such as; form/ generic structure, content, grammar, mechanics and style. The most important thing in teaching descriptive text is about the right choice of appropriate technique or strategy which is used by English teacher in order to make it easier for students in composing descriptive text.

To solve the problems above, the researcher implimented a model of teaching that the researcher thinks it is suitable technique to help the students solving their problems. This is called mind mapping model/technique. *"Mind Mapping merupakan alat paling hebat yang membantu otak berfikir secara teratur".* "Mind mapping is the most excellent tool which helps the mind to think regularly" (Buzan, 2006, p. 4).

The reason why the researcher choose mind mapping strategy because this strategy can make students easy to remember things which they want to express. It can be supported with several things such as color pencil, a paper, picture, curve lines, symbols, etc. Then, it can be connected with lines in order to make their imagination colorful and more interesting toward writing skill.

Based on the situation above, the researcher is interested to conduct a research entitled *"The Use of Mind Mapping Technique to Improve the Students' Writing Skill on Descriptive Text at the Tenth Grade of SMA PGRI Larangan Pamekasan".*

Buzan (2005, p. 6) claims that a mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills –word, image, number, logic, rhythm, color and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The brain of human works to process information through observation, reading or hearing about something organized as functional relationship between concept and keyword.

In classroom setting, particularly in writing class, mind map is as a means of organizing ideas, knowledge, or information in the form of conceptual or visual representation. Mind mapping will help the students to see the whole picture of their arguments and judge them objectively whether their argument and the structure of their writing is logic or not (Cahyono & Indah, 2012, p. 95).

The mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, procedure, discussion, descriptive, recount, persuasive, argumentative, essay etc. The students can improve their ideas and lend themselves to discuss ideas in groups (Riswanto & Putra, 2012, p. 1).

When you use Mind Maps on a daily basis, you will find that your life becomes more productive, fulfilled, and successful on every level. There are no limits to the number of thoughts, ideas and connections that your brain can make, which means that there are no limits to the different ways you can use Mind Maps to help you.

Without mind-maps, writing assignments can be tough for pupils, producing low grades in return for hard work and stress. Planning a writing assignment this way will save time in the long run and will help pupils to be organized and write well. A mind-map can help pupils to plan out exactly what they are going to write and simulates their creativity to write a brilliant letter (Hofland, 2007, p. 42).

There are seven steps in creating mind mapping (Buzan, 2005, p. 15-16) as follows:

1. Start at the center of the paper and put it horizontally. Why? It does so as starting from the central will provides a free thinking to the way of thinking mind and also follows the natural rule.

2. Use a picture or photos for the central ideas. Why? The saying "A picture is worth a thousand words" may be a cliche, but it is true. The pictures will help us focus, and activate our brain.

3. Use colors. Why? Because color is as interesting as pictures for our brain that are able to trigger thinking.

4. Draw a thick line out from the centre and write an idea associated with the topic. Then draw thine lines from the thick line and write ideas associated with it. Continue to map until any more ideas can not be thought of.

5. Use a curve line, not a straight line. Why? Because the straight line will make our brain bored.

6. Use one word per line. Why? Since each word has an enormous number of associations, and this rule allow each one more freedom to link to other associations in our brain

7. Use as many images as possible. Why? As like the centre picture, a picture is worth a thousand words.

A reasearch written by Supriyanto (2013, p. 79), as a student in UNISMA, stated in his research undertitle "*The Effect of Mind Mapping Strategy on the Students' Writing ability*". The research was try to find out the significant difference between students' writing ability who use mind mapping strategy and the students who do not use mind mapping strategy. The research

result showed that the experimental group got higher score than the control group. In other words, the students who use mind mapping strategy has better writing ability than the students who do not use the strategy.

The research is experimental research design. But, this research was difference with Supriyanto's research design because this research used a Classroom Action Research design. Other differences in this research was specifically the implementation of writing by using descriptive text.

The second, a research was written by Susanto (2013, p. 28) in B. Y. Cahyono (Ed.). In his research, *he stated that writing a descriptive text using mind mapping and pictures* are very useful to attract their attention and to develop their ability in writing. The writing activity will no longer be boring. The students more active and enthusiastic to follow the writing process without ignoring rules of writing.

The research is a descriptive qualitative research design. But, this research was difference with the research written by Susanto because this research used a Classroom Action Research design to know the students' writing skill improvement on descriptive text using mind mapping technique.

The third, a research was written by Prayogo (2009, p. 55) undertitle *"Using Mind Mapping in Teaching Descriptive Writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor)"*.This research using experimental research design. The result of the research showed that the students'scores who were taught

using mind mapping strategy in writing a descriptive text is better than   the students' writing scores who are taught without mind mapping strategy. So, the researcher concluded that there was a positive effect of using mind mapping in teaching descriptive writing.

The results of those researches convinced the researcher to conduct a research dealing with the use of the same strategy or technique (mind mapping technique) but using different research design because the researcher believe that the mind mapping strategy or technique could improve the students' writing skill. The researcher decided to use Classroom Action Research (CAR) design because the researcher want to know the mechanism of how the mind mapping technique can improve the students' writing skill, especially in writing descriptive text.

The objective of this research is to describe how mind-mapping technique can improve the student's writing skill on descriptive text at the tenth grade of SMA PGRI Larangan Pamekasan in the second semester, academic year of 2014/2015.

Method

Based on the focus of the research, this research intends to the use of mind mapping technique to improve the students' writing skill on descriptive text at the tenth grade of SMA PGRI Larangan Pamekasan. Therefore, the design of this research is Classroom Action Research (CAR). The researcher designs planning, acting, observing (the process of collecting data), and reflecting (the process of

analyzing data).

Planning the Action

In this planning stage, the researcher prepared the teaching strategy by using mind-mapping technique to improve the students' writing skill on descriptive text. The preparation covered designing the lesson plan which included lesson plan identity, standard of competence, basic competence, specified objectives (indicators), learning objectives (goal), instructional materials, teaching method, instructional media and sources, procedure/learning activity, and assessment, and the last planning is setting-up the criteria of success.

Designing Learning Strategy of Mind – Mapping.

Based on the findings of the preliminary study, the researcher needed to design the appropriate learning strategy to solve the problems in order to help the students in writing descriptive text easier than before. The researcher chose mind-mapping technique because he believed by using the technique, the students can express their ideas, thoughts, feelings, and emotions based on the lines of the mind mapping into their writing of descriptive text.

Designing the Lesson Plan

To determine the lesson plan, it must be adjusted with some considerations. In designing the lesson plan, the consideration was taken dealing with the course. The consideration covered the lesson plan identity, the standard of competence, the basic competence, the

specified objectives (indicators), the learning objectives (goal), the instructional materials, the teaching method, the instructional media and sources, the procedure/learning activity, and the assessment.

Setting-up the Criteria of Success

In order to make judgment whether the implementation of mind-mapping technique has been successful to improve the students' writing skill on descriptive text or not, the criteria of success should be determined. In this study, the first criteria was students' writing skill on descriptive text and the second criteria was the classroom atmosphere.

Table 3.2 Setting-up the criteria of success, Data Sources, and Instruments

The criteria of success	Data Sources	Instruments
The score of KKM (76)	The result of their writing skill on descriptive text	Assessment of writing for descriptive text
All students respond positively during the teaching and learning	The students comment toward teaching-learning	Questionnaires
All students are motivated	The students' involvement	Observation checklist

In order to assess the students' writing skill on descriptive text, the researcher used the scoring rubric that was adapted from

English lesson plan that formulated by (MGMPS) for the second semester of the tenth grade of SMA PGRI Larangan Pamekasan.

The test was developed to measure the students' writing skill on descriptive text by assigning a number to each box according to the various assessment aspects of the students' composition. The various assessment aspects are Form/Generic Structure (Body/Parts of the Text), Content (Logical development of ideas), Grammar (the use of simple present tense), Mechanics (related with spelling and punctuation) and Style (related with vocabulary usage).

Implementing the Action

Based on the lesson plan that the researcher made, it was time to go to implementation stage. Here, the implementation of the strategy (mind – mapping technique) needed **four** meetings with 2 x 45 minutes of each meeting for one cycle. In the first meeting on Tuesday, April 21st 2015, the researcher reviewed the material of descriptive text by asking the students about the problems or difficulties which they faced when learning the text, the researcher gave more explanation related with the descriptive text, it started with the nature of descriptive text, then moved to generic structure and language features of the descriptive text. The next, the researcher provided an descriptive text and ask the students to read it carefully, the students were demanded to identify and determine generic structure and language features of the text,

the researcher asked the students to explain the generic structure and language features, then the researcher gave respond to their explanations.

In the second meeting on Wednesday, April 22nd 2015. The researcher would do a short review about the material that discussed the day before. The researcher continued the session by introducing mind – mapping technique to the students in learning english esspecially in writing descriptive text. After that,the researcher demonstrated how to use it in developing a topic into the lines of ideas on mind – mapping. The researcher added in his explanation that mind mapping strategy was easier for students to organize their idea become a good descriptive text. The researcher gave the students a topic about " My Dream house", he wrote the topic on the board in large size and delivered some questions related with the topic to students, such as : What do you think of your dream house?, The researcher starting to draw mind – mapping lines towards the points of students' answer and explained how to construct ideas on mind – mapping lines into paragraphs of descriptive text.

In the third meeting on Thursday, April 23rd 2015. The researcher gave a chance to students to ask more about mind-mapping, the researcher divide the students into 4 groups, every group consists of 5 students, the researcher gave different topics for each group, the topics are *1. My Ideal Teacher; 2. My School ; 3. My Television; 4. My Animal.*

After that, all groups were asked to draw mind-mapping lines based on the topic they got. Then, the researcher asked the students to develop the lines of ideas on mind maps into paragraphs of descriptive text, the researcher walked around the class and gave helping to the group who got difficulty. After finishing their work, the researcher asked all groups to submit their work altogether.

In the fourth meeting on Friday, April 24th 2015. The researcher returned the students' works and asked a student of each group to present their work. Each group conveyed their presentation by drawing the lines of mind – mapping on board about the topic before reading the text in front of the class. After reading the text, the researcher asked the presenter to show generic structure and language features, the researcher asked another groups to give a question or comments. Then, the researcher gave responds to their comments. In the end of the class, the researcher concluded the materials that already discussed and motivated the students to keep practicing at home. The researcher also announced that for the next meeting there would be a test, so they were reminded to prepare themselves as good as possible.

Observing the Action

The researcher observed the process while the implementation during CAR was carried out. The data was used as a reflection to know if the strategy applied was successful or not. There are two data that would be collected, they were : numerical data and verbal data. The numerical data were obtained from the students' writing achievement on descriptive text, in this part the students are data sources, and writing test on descriptive text was an instrument. While verbal data were obtained from the students' responses toward the implementation of mind – mapping technique. The students' attitude in responding the mind – mapping technique which was applied in writing activity, and they were collected through observation checklists and questionnaire results, the questionnaires and observation checklists were used to know the improvement of students' responses and motivation in learning writing on descriptive text by using mind-mapping technique.

Reflecting the Action

In this stage, it was time to analyze the data collected from the student's activity . It was the last stage of classroom action research. In this research, the data were analyzed based on types of data. The verbal data related to the students' involvement during the learning activities obtained from the observation checklists and questionnaires were analyzed using percentage. While, the numerical data related to the students' writing skill on descriptive text. The data or the information derived from the data which was analyzed then compared with the criteria of success. If the data showed that the indicators in the criteria of success had been achieved covered the students' writing achievement on descriptive

text (the students obtained the passing grade or the minimum standard achievement / KKM = 76) and the classroom atmosphere (the students' respond to the teaching-learning positively, and the students' motivation), it means that mind-mapping technique successfully solved the problems faced by the students, and the cycle was stopped. However, if the indicators in the criteria of success had not been achieved yet, some revisions were needed to continue to the next cycle.

Finding

Based on the result of students' test of writing in preliminary study, the data showed that the percentage of success was 25 % and the evarage score of the students were 61,3.

The Following was the Table of the Result of Students' Writing Skill on Descriptive Text in Preliminary Study

Number of Students	Students whose Score was below 76	Students whose Score was above 76	Percentage of Success	Average	Passing Grade
20	15	5	25%	61,3	76

Based on the result of the questionnaires in preliminary study, the researcher found that most students had difficulities dealing with writing activities on descriptive text. Those difficulties dealing with the students' grammar usage, students' ideas Development ability and students'interest (low motivation) in joining writing activity.

So, based on these findings the researcher concluded that it must be needed an appropriate technique in teaching writing of descriptive text. One of the techniques that can be implemented to minimize those students' difficullties was mind mapping technique. It was related with Buzan (2005, p. 6), he claims that mind-mapping is a powerful graphic technique which provides universal key to unlock the potensial of the brain.

In the first cycle, the result of students' test of writing descriptive text showed that the percentage of success was 45 % and the evarage score of the students were 68, 2.

The Following was the Table of the Result of Students' Writing Skill on Descriptive Text in Cycle 1

Number of Students	Students whose Score was below 76	Students whose Score was above 76	Percentage of Success	Average	Passing Grade
20	11	9	45%	68,2	76

From the result of the questionnaires in cycle 1, the researcher concluded that most of students gave positive respond to implementation of mind – mapping technique. It could be noticed from the improvement of some points of several indicators in the questionnaires in cycle 1, such as : The Students' interest in learning English , the students' activeness, the students' confidence in writing., but, there were still problems that found, most students had difficulities dealing with grammar usage and less vocabularies. The questionnaires used to obtain the students' respond towards the implementation of the strategy or technique in the class.

While, based on the obsevation checklist; the students paying attention 60%, responding to the teacher's instruction 55%, participation in group 65%, question and answer 50%, writing on descriptive text 100%. The observation checklist used to know the classroom atmosphere.

Based on all findings above the researcher and the observer agreed that it was necessary to continue to the second cycle, because it showed that the indicators in the criteria of success had not been achieved yet. It was only 45% of the students obtained the passing grade or the minimum standard achievement / KKM = 76. The second cycle would be done by revising the teaching strategy in cycle one that stated in lesson plan by considering the students' weaknesses they made on the writing test.

In the second cycle, the result of students' test of writing descriptive text showed that the percentage of success was 80 % and the evarage score of the students were 80,4.

The Following was the Table of the Result of Students' Writing Skill on Descriptive Text in Cycle 2

Number of Students	Students whose Score was below 76	Students whose Score was above 76	Percentage of Success	Average	Passing Grade
20	**4**	**16**	**80%**	**80,4**	**76**

From the result of the questionnaires in cycle 2 , the researcher concluded that the students gave better respond in the second cycle than in the first cycle, more students in the second cycle were motivated tobe more active during the class, it caused by additional strategies that included in the second cycle, those strategies proved that they could decrease the weaknesses in the cycle 1.

While, based on the obsevation checklist; the students paying attention 85%, responding to the teacher's instruction 80%, participation in group 75%, question and answer 70%, writing on descriptive text 100%. The observation checklist used to know the classroom atmosphere.

Since the result of the second cycle had achieved the minimum standard achievement

/KKM (76), the researcher and the observer stopped this classroom action research. It could be concluded that the use of mind mapping technique could improve the students' writing skill on descriptive text at the tenth grade of SMA PGRI Larangan Pamekasan.

Discussion

Based on the result of the preliminary study, the researcher and observer found that most students had difficulties dealing with the writing activities on descriptive text. Those difficulties dealing with the students' grammar usage, students' ideas Development ability and students'interest in joining writing activity. After they discussed the problems they found, the researcher then implemented the mind-mapping technique to improve the students' writing skill on descriptive text to the first cycle.

At the first cycle, the students faced various problems, some of them get difficulties in writing descriptive text. The teacher guided them to wrire the text based on mind mapping. But, in this cycle, the researcher did not meet the criteria of success because of some reasons. First, the researcher did not control the students' grammar enough. Second, the researcher did not give students more chances to get involved themselves in teaching-learning process and less giving approach to the students in the class. Third, the researcher also did not provide the list of vocabulary dealing with the topic would be used, the researcher could not make class more enjoyable because there was not a game. While, the result of classroom atmosphere was still low. Therefore, the researcher and the observer decided to continue to the next cycle. Before

going to the second cycle, the researcher discussed with the observer to evaluate the weaknesses in cycle 1 and also gave the solution to overcome the problems .The researcher also used the result of questionnaires in cycle 1 as a consideration to make additional strategy in cycle 2 by revising the lesson plan of the first cycle. The additional strategy that the researcher made with the observer covered: the using of power point in presenting the materials; giving the students a game to strengthen grammar understanding in writing descriptive text and make class more enjoyable, giving the students the lists of vocabularies dealing with the topic.

In the second cycle, the researcher conducted an additional teaching strategy to solve the problems happened in the first cycle. Therefore, the researcher planed to give the students game. The researcher implemented mind mapping technique by using pictures, using LCD Projector, doing approach to the students, giving the students a game dealing with the present simple, giving more chances to get involved themselves in teaching-learning process, giving the students a topic of descriptive text but it was different with the topic in preliminary and the first cycle, then asking the students to make paragraph of descriptive text based on their own mind mapping individually, controlling the students' writing components.

After conducting the implementation of the use of mind mapping technique with additional teaching strategy, the researcher analyzed the students' task, the additional strategy showed that it could help the students in improving the students' writing skill, they felt

more motivated and enjoyable.

Based on the research findings from teaching-learning process in the two cycles, the researcher found the instructional strategy in using mind mapping technique could solve the problems in writing descriptive text so that the class more motivated and enjoyable. There are some steps in using mind mapping technique to improve the students' writing skill on descriptive text so that the class more motivated and enjoyable as follows:

1. Involving the students in brainstorming activity related to knowledge and skill which were going to be learned before beginning the teaching.
2. Showing the students the example of mind mapping pictures based on topic discussed.
3. Giving the students the ways how to make mind mapping such as starting at the center of the paper and put it horizontally, using a picture or photos for the central idea, using colors, draw a thick line out from the centre and write an idea associated with the topic.
4. Explainning that mind mapping is visual display of information that always have one main idea. Branches of subtopics spread out from the main idea.
5. Providing the students paper to draw mind mapping using based on the topics given.
6. Asking the students to write descriptive text based on the lines of ideas on their mind-mapping.
7. Controlling the class by observing students's activity and giving help to the students who get difficulty,
8. Asking the students to present their work by drawing the lines of mind mapping on the board, then the students reading the text and explaining the generic structure and language features of the text.
9. Asking the students give comment on their friends' presentation.
10. Giving comments on students' work, clarify the students' mistakes and fix them.
11. Giving feedback to the students and summarizing the learning writing activities on descriptive text.
12. Using the facilities such as LCD, Projector, etc. In teaching writing of descriptive text in the class.
13. Giving a game and list of vocabulary as the additional strategy to solve the problems in writing skill of descriptive text so that the class more motivated and enjoyable.

Teaching and learning process by using mind mapping technique was effective to help the students in improving their writing skill on descriptive text. This was proven by the result of the observation checklists, questionnaires and the students' scores obtained in the two cycles raised than preliminary study scores. It showed that 45% of students reached the target in cycle 1 and increased 80% in cycle 2. It means that the criteria of success was achieved. From the result of the questionnaires in cycle 2 , the researcher concluded that the students gave better respond in the second cycle than in the first cycle, more students in the second cycle were motivated and enjoyable, more active during the class, it was caused by additional strategies that included in the second cycle, those strategies proved that they could decrease the weaknesses in the

cycle1.

Conclusion

Referring to the findings obtained during teaching-learning process, the students writing descriptive text by using mind mapping technique in the two cycles, it could be concluded that the technique was effective to improve the students' writing skill on descriptive text at the tenth grade of SMA PGRI Larangan Pamekasan.

In preliminary study, 5 students or 25% of the students achieved the minimum standard achievement. It showed that they still faced difficulties in writing descriptive text. While, in the first cycle, the achievement of the students' writing skill on descriptive text was improved, 9 students or 45% of the students reached the minimum standard achievement but it still did not meet the criteria of success of this research. Therefore, the researcher and the observer decided to continue to the next cycle.

In the second cycle, the researcher found the improvement of the students' writing skill. The scores of the students' writing skill on descriptive text by using mind mapping technique who achieved the minimum standard achievement/KKM was 16 students, it showed that 80% of the students reached the target, even most of the students achieved more than the target of success criteria/KKM 76, and class more active, motivated and enjoyable than in the first cycle so that it made the researcher and the observer were satisfied with the final result of the research. So, the students' writing skill on descriptive text by using mind mapping technique at the tenth grade of SMA PGRI Larangan Pamekasan was developed increasingly from the first cycle to the second cycle.

Suggestion

Based on the findings of this study, it is suggested for the English teacher of SMA PGRI Larangan Pamekasan and the other English teachers whose students have similar classroom problems such as: passive classroom atmosphere, low students' achievement in writing descriptive text. The researcher suggested to use mind mapping technique as an altenative teaching way to improve the students' writing skill on descriptive text.

While, the suggestion to SMA PGRI Larangan Pamekasan as the institution where this research was conducted, the school policy maker should ask the English teacher to join any workshop to improve the teaching-learning strategy in teaching the four language skills (listening, speaking, reading, and writing) creatively. In addition, the school should provide many materials as well as facilities that can help the teachers in conducting a more creative and interesting teaching and learning process.

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