

**THE EFFECT OF USING CONCEPT MAP (CMAPTOOLS)
PROGRAM ON THE STUDENTS' ACHIEVEMENT
IN WRITING DESCRIPTIVE TEXT**

SKRIPSI

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ABSTRACTS

DeaVyolina Sari. “The Effect of Using Concept Map (CmapTools) Program on The Students’ Achievement in Writing Descriptive Text. Skripsi, English Education Program, Faculty of Teachers Training and Education, University Muhammadiyah of Sumatera Utara. Medan. 2018.

This research was carried out to investigate the effect of using Concept Map (CmapTools) program on the students’ achievement in writing descriptive text. The method of the research was experimental research method. The population of this study was the eighth (VIII) students of SMP Tarbiyah Islamiyah on Jalan Perintis Kemerdekaan – Simpang Beringin Hamparan Perak in academic year 2017/2018, which consist of three classes. The number of population were 90 students’. The classes were defined into two groups, namely experimental and control group. All the population was taken as sample. The experimental group was taught by using Concept Map (CmapTools) program as media and control group was not taught by using Concept Map (CmapTools) program. The instrument of research was written test. That were writing descriptive text about “elephant”. The finding indicated that $t_c > t_t$ or $18,87 > 2,639$. The finding of the research showed that there was a significant effect of using of Concept Map (CmapTools) program as media has a significant effect on the students’ achievement in writing descriptive text because t_c was higher than t_t ($18,87 > 2,639$). It meant that alternative hypothesis (H_a) was accepted. The students’ difficulties by using Concept map (CmapTools) program on the students’ achievement in writing descriptive text are the students needed a little time when they are asked to understand the diagram of CmapTool, the students were not able to use the infocus when the researcher asked to help the researcher. And the facility of the school did not support to use the media as CmapTool. when the electricity was off.

Keyword : Concept Map (CmapTools), writing, descriptive text.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Writing is one of the language skills that should be taught besides the other skills. Writing a paragraph is not as simple that write a paragraph by our mother tongue. We need extra knowledge to find out a theme to be arranged in a good paragraph. Writing is also regarded as a productive skill. It aims assisting students in expressing their idea by writing. The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something. They also need full attention to make the paragraph in the best arrangement as its generic structure of the text.

Teaching English as a foreign language (TEFL) is compulsory in Junior High School according to *Kurikulum Tingkat Satuan Pendidikan (KTSP)2006*. According to *KTSP 2006* which is the current curriculum in Indonesia, the students must be able to understand and create various kinds of short functional text and monolog text. Since descriptive text is included in the curriculum, the students of junior high school have to accomplish it well. A descriptive text is one of the text that should be taught in Junior High School. Descriptive text is a text which describes particular person,

things and places. The basic competence that should be reached by the students of Junior High School to make them have knowledge about descriptive text, how to make a descriptive text and make them are able to write a descriptive text. And the most important make them feel interest in learning descriptive text.

However, most of the students of junior high school cannot achieve this target learning which is caused by several factors. It is caused by the students did not have any idea about the theme that they want to convey as a writing. So that they are lazy and bored if the teacher asked them to write something even it just writes a descriptive text. The students could not describe things, places, and a person in detail. In fact the factor does not only come from the students but also appear from the teacher. The teacher used to use old media such as text book. They just read and give the example of descriptive text through the book in explaining descriptive text. It is related to teaching technique, material, and media. It is teacher's responsibility to increase and maintain students' interest in learning. So that the teacher should consider in selecting teaching technique, material, and last but not least, the media. Those aspects are very crucial to make learning easier and comprehensible in order to obtain the successful teaching learning process.

Based on researcher's experience in PPL (Field Experience Practice) in SMP Tarbiyah Islamiyah Hamparan Perak, the researcher noticed several aspects that made learning descriptive text became stressful and uninteresting. One of the aspects was students' attitude toward learning descriptive text. They still did not understand well

about what they should write and describe. Their background knowledge about the material were very low. They still do not understand how to pour their idea to be a sentence for make a descriptive text. Another aspect is the teacher's uninteresting media in teaching descriptive text. English teacher in that school is lack of using variety media. The media which exist in that school are only white board and text books. Teacher uses the white board and text books to deliver the lesson. It makes the students feel bored because the students only listen to the teacher's explanation. In this case, the teacher should use the media and choose a suitable media in teaching writing descriptive text.

Considering the problem in that school, the students need something which will motivate them to do writing activity in the classroom. The used of appropriate media supposed to be considered to achieve the target learning. The media affect the students' motivation and interest as well which contribute in obtaining target learning. Media takes a big role in teaching learning process. Media has crucial function that support teaching learning process. is one of the media that can be used in teaching writing in CmapTools program descriptive text. This media was helped the students in writing a descriptive text. Adhe and Havid in the *journal of The Implementation of CmapTools Program in Teaching Descriptive Text* : The concept mapping is a strategy to comprehend descriptive text. Therefore, concept mapping is included as meaningful learning. Traditional concept mapping is usually created on A4 or A3 size and are often black and white or two-color. Now days, there is a free

downloadable program that can create concept mapping through computer, CmapTools program. Cmaptools program is a breakthrough to implement concept mapping to become more attractively since it is applied by using computer. Moreover, concept mapping through CmapTools program is created by using technology in some unique features that contribute to teach learning process become more interesting and attractively to students.

Based on explanation above, the teacher must use media. It is CmapTools program. CmapTool is a good media in practice descriptive text. CmapTools help students to understand key concept vocabulary and the relationship among the concepts. The involvement of technology in using CmapTools makes learning descriptive text more enjoyable and interesting because CmapTools is attached by multimedia as an entertainment. The use of CmapTools can make class atmosphere become more active and alive. Since CmapTools is attached by multimedia, it takes the students close to the real object described in descriptive text by picture or video displayed. Thus, students will comprehend the descriptive text easily. In this case, CmapTools program can give solution for teacher and students to succeed the education.

B. The Identification of the Problem

The problems of this research were identified as follows :

1. The students are not understand well about what they should write and describe.
2. The students are not have any ideas when they asked to describe the topic
3. The students are not know how to relate the ideas being the sentences

C. The Scope and Limitation

The scope of this study was focused in Concept Map (Cmaptools) program and it was limited in writing descriptive text.

D. The Formulation of the Problem

The problems of this study have been formulated as the following :

1. Is there any significant effect of using Concept map (CmapTools) program on the students' achievement in writing descriptive text?
2. What are the students difficulties by using Concept map (CmapTools) program on the students' achievement in writing descriptive text?

E. The Objective of the Study

The objective of this study were formulated as the following :

1. To find out the significant effect of using Concept map (CmapTools) program on the students' achievement in writing descriptive text.

3. To find out the students difficulties by using Concept map (CmapTools) program on the students' achievement in writing descriptive text.

F. The Significance of the Study

The findings of this study were expected to be useful theoretically and practically.

1. Theoretically :

To enrich media in writing descriptive text and to give more references about Concept Map (CmapTools) as one of media that can be used in teaching writing descriptive text.

2. Practically :

- a. For teacher, as an input to increase the quality of teaching writing descriptive text.
- b. For students, to overcome their difficulties in writing descriptive text.
- c. For the researcher, to add reference for further research in writing descriptive text.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, the researcher discussed theoretical framework which consisted of several main topic. In this case, the theoretical framework was aimed at giving clear concept applied in this research. These theories helped the researcher limited the study. Besides the discussion was started from the theoretical concept to avoid misinterpretation of the term used in particular situation. There were many points in this thesis that were discussed as follows :

1. Definition of Effect

Richard & Plat (1992:133) that effect is defined to change of ability that the students have by using certain technique of teaching. It is usually experimental technique in which an idea or hypothesis is tasted or verified by setting up situation in which relationship between different subjects or variable can determined.

Buehl (1995:78) stated that the result of effect in teaching is the improvement of ability. The ability is result of learning process which involves teacher with students. Effect of teaching treatment in language is related to the changes of getting

something into human cognitive system. The final result of effect in language teaching is the improvement of ability.

Littlewood (1984:75) defined effect as the result or product of the cause or agency, consequences resulting from observation or external impression of means that the result existence is caused by multiple factors conditioning in a given situation.

Therefore, effect can be defined as the result of the product of the teaching that is shown by the change of the ability. It can be caused by main factors, so that using media of teaching has a big role in making improvement on the students' ability.

2. Concept of Media

2.1 Definition of Media

While Brown (1977:2-3) defines media as the tools or physical things used by a teacher to facilitate the instructions. In general, a medium may be defined as any form of device or equipment, which is normally used to transmit information between persons.

According to Biddle & Rossi (1966:3) While an educational medium is such a device used for educational purposes become media only when associated with those peculiar processes of human behaviour, which we have termed the transmission of information.

Based on the definition above, the media support the learning of writing effectively and help to transmit the materials given by the teachers to the students. However, the use of media needs to be selected properly in order to be effective and relevant to the objectives of the study

2.2 Function of Using Media

There are some board functions of visual materials or media stated by Wright (1976:38) :

- a. to motivate the students
- b. to create a context within which his written text will have meaning.
- c. to provide the students with information to refer to, including objects, actions, events, relationships.
- d. to provide non-verbal cues for manipulation practices.
- e. to provide non-verbal prompts to written composition.

2.3 Benefit of Using Media

According to Soekowati (1996) asserts that there are some benefits that can be obtained by using media :

- a. Increasing students' motivation
- b. Preventing students' boredom during teaching learning process
- c. Make the teaching learning process systematically
- d. It is easier for students to comprehend teacher's instruction

- e. To strengthen students' comprehension toward the lesson expected

3. Concept of Concept Map (CmapTools)

One of the powerful uses of concept maps is not only as a learning tool but also as an evaluation tool, thus encouraging students to use meaningful-mode learning patterns (Mintzes et al., 2000; Novak, 1990; Novak & Gowin, 1984).

3.1 Definition of Concept Map (CmapTools)

Concept maps have been used in all facets of education and training. With the fundamental goal of fostering learning (Novak & Canas , 2004).

Concept mapping has been used in variety of classroom applications for vocabulary development, reading comprehension, study skills, and prewriting =organizers (Sturm and Erickson, 2002: 125).

According Novak and Canas (2006:01) define Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Words on the line, referred to as linking words or linking phrases, specify the relationship between the two concepts.

According to J. D. Novak (1984: 568-569) as cited in Ioana, Moraru, Miron (2010: 2-3) in Cici Murdiyan says :

A concept map is a diagram showing the relationships among concepts. They are graphical tools for organizing and representing knowledge. Concept maps are

diagrammatic representations which show meaningful 11 relationships between concepts in the form of propositions. Propositions are two or more concept labels linked by words which provide information on relationships or describing connections between concepts. The most useful form of a concept map for teaching and learning is one arranged in a hierarchical organization which the more general and more inclusive concepts at the top of the map and the more concrete and specific ones at the bottom.

According to Yongjin Lee (2013: 1) in Cici Murdiyan

Concept mapping is a reflective process and emphasizes the reasons and rationales of associations with related concepts. In the initial stage of concept mapping process, students are expected to focus more on their memorized vocabulary and cultural knowledge related to the given topic, rather than on complete sentence structures. Further the concept mapping activity has students feel less concerned about making mistakes, and provoke students to develop ideas, words, concepts or statements on a writing topic. Students can also elaborate various perspectives by attempting to develop more comprehensive concept maps.

3.2 Objectives of Concept Map (CmapTools)

According to Novak and Canas, CmapTools was developed with key objectives in mind:

1. Low Threshold, High Ceiling

Myers, Hudson, and Pausch (2000) referred to the “threshold” as how difficult it is to learn how to use a system, and the “ceiling” as how much can be done using that system. Most systems have either a low threshold and a low ceiling, or a high threshold and a high ceiling. Our aim was to combine a low threshold (a system that can be learned in a few minutes and does not have an intimidating interface e.g., filled with icons surrounding the canvas, so that the user is able to concentrate on

concept mapping), together with a high ceiling (an environment that supports the construction of large sets of concept maps by experts).

2. Extensive Support for the Construction of Knowledge Models

Concept maps enable users to graphically express their understanding of a domain of knowledge. This representation can consist of a small concept map constructed by a child, or, in the case of a detailed representation of a domain, a large collection of related maps. In CmapTools, we refer to a set of concept maps and associated resources about a particular domain as a knowledge model (Cañas, Hill, & Lott, 2003). Our objective was to provide an environment that supports the development of knowledge models of all sizes, without limitations on where the resources and maps physically reside.

3. Extensive Support for Collaboration and Sharing

The WWW was conceived by Tim Berners-Lee to be a global system to assist collaboration through hypertext (Berners-Lee & Fischetti, 2000). Unfortunately, it has turned out to be an environment where it is easy to browse (although not necessarily easy to find what one is looking for), hard to publish, and much more difficult to collaborate. Berners-Lee envisioned a system that would facilitate collaboration among scientists. We share this vision and believe that the best use of the Internet in education is to enable and foster collaboration among students. However, there continues to be a lack of constructivist-based collaborative learning environments. Similarly, scientists and other professionals have few tools with which to share their knowledge and inquiries. Our goal was to develop an environment

where users of all ages and from all domains can collaborate and share in their knowledge construction efforts.

4. Modular architecture

CmapTools was designed based on a modular architecture, in which components can be added or removed as needed from a Core module. This facilitates the development and evaluation of modules in a research environment without affecting other parts of the program. It also allows different ideas to be tested concurrently and independently, as well different versions of the program to be tailored to the needs of different users. On the server side, the various components are services that can be added or removed from the program, or started and stopped, as needed.

3.3 The Power of Concept Map (CmapTools)

Novak (2004) have depicted the act of mapping as a creative activity, in which the learner must exert effort to clarify meanings, by identifying important concepts, relationships, and structure within a specified domain of knowledge.

3.4 The Structures of Concept Map (CmapTools)

According Walsh (2010: 1), the structures of concept mapping as follow :

- a. A concept is unit of meaning and is described by a word or phrase. Concepts consist of labels (enclosed in circles or boxes) and relationships (a connecting line) linking two concepts.

- b. The text on the line (linking words or phrases) describes the relationship between the two concepts.
- c. A proposition consists of two or more concepts connected using linking words or phrases to form a meaningful statement

3.5 The Characteristics of Concept Map (CampTools)

According to Steve Walsh (March, 2010: 2) there are some characteristics of concept mapping as follow:

- a. Focus question - clearly specifies the problem or issue the concept map should help to resolve.
- b. Propositions - a concept map consists of a graphical representation of a set of propositions about a topic.
- c. Hierarchical structure - the most general concepts are at the top of the map and the more specific, less general concepts are arranged hierarchically below. Because of this, concept maps tend to be read from the top, progressing down towards the bottom. This is not a rule, it could be cyclic as long as there is logical order (e.g. using arrows or numbers). Also there can be more than one root.
- d. Cross-Links - relationships or links between concepts in different segments or domains of the concept map. Cross-link soften represent new insights on the part of the knowledge producer.

According to Joseph D. Novak & Alberto J. Cañas (2008: 2) in Cici Murdiyan stated that the important characteristic of concept maps is the inclusion of cross-links.

These are relationships or links between concepts in different segments or domains of the concept map. Cross-links help students to see how a concept in one domain of knowledge represented on the map is related to a concept in another domain shown on the map. In the creation of new knowledge, cross-links often represent creative leaps on the part of the knowledge producer. There are two features of concept maps that are important in the facilitation of creative thinking: the hierarchical structure that is represented in a good map and the ability to search for and characterize new cross-links.

3.6 The Benefits of Concept Map (CmapTools)

According to Novak (1997: 1-2) in Cici Murdiyan concept mapping has several benefit for learners:

- a. Helping students brainstorm and generate new ideas.
- b. Encouraging students to discover new concepts and the propositions that connect them.
- c. Allowing students to more clearly communicate ideas, thoughts and information
- d. Helping students integrate new concepts with older concepts
- e. Enabling students to gain enhanced knowledge of any topic and evaluate the information

According to I. Stoica (2011: 569) in Cici Murdiyan states that concept mapping can be used for several purposes:

- a. to design complex structures

- b. to assess understanding or diagnose misunderstanding
- c. to aid learning by explicitly integrating new and old knowledge
- d. to communicate complex idea

3.7 Teaching Procedures using Concept Map (CmapTool)

Novak & Gowin (2003: 16) define the teaching procedures of concept mapping into several steps:

1. Define the topic or focus question. Concept maps that attempt to cover more than one question may become difficult to manage and read.
2. Once the key topic has been defined, the next steps is to identify and list the most important or “general” concepts that are associated with that topic.
3. Next, those concepts are ordered top to bottom in the mapping field, going from most general and inclusive to the most specific, an action that fosters the explicit representation of sub sumption relationships.
4. Once the key concepts have been identified and ordered, links are added to from a preliminary concept map.
5. Linking phrases are added to describe the relationships among concepts.
6. Once the plemilinary concept has been built, a next step is to look for cross-links, which link together concepts that are in different areas or sub-domains on the map. Cross-links help to elaborate how concepts are interrelated.
7. Finally, the map is reviewed and any necessary changes to structure or content are made.

3.8 The Importance of Questions in Concept Map (CmapTools)

Novak says that

.....Within this environment, the concept map evolves as the student learns, reflecting his/her increased understanding, and its through questions from the teacher, from colleagues, or questions that the student asks him/herself that the student pursues a deeper understanding that is reflected in the map.

a. The Focus Question(s)

A good way to define the context for a concept map is to construct a Focus Question, that is a question that clearly specifies the problem or issue the concept map should help to resolve. Every concept map responds to a focus question, and a good focus question can lead to a much richer concept map, as will be examined later. When learning to construct concept maps, learners tend to deviate from the focus question and build a concept map that may be related to the domain, but which does not answer the question.

b. Asking Students Questions

As a student is building a concept map, the teacher should probe the student to (a) find out how much the student knows about the topic, and (b) help the student improve, refine or expand the concept map.

c. Learning to Ask Questions: the Interviewing Experience

Learning to interview requires that one listen carefully to what the interviewee is saying.

d. Questions among Students: Collaboration

CmapTools was designed with the purpose of facilitating collaboration (Cañaset al., 2004). Within this collaboration framework, the software provides for students to easily collaborate in building a concept map. They can either work on a given map at the same time.

4. Concept of Program

4.1. Definition of Program

According to Oxford Advanced Learner's Dictionary states that program is the series of action done by machine.

Neuhold and Paul states that program is single, indivisible structure which prescribes an algorithm of some data structure.

4.2. Definition of Program Software

According to Neuhold and Paul program software is collection of program for the specific purpose of solving an externally stated problem.

5. Definition of Achievement

Kelly (1980:25) stated that achievement is the act of achieving of performing; an obtaining by exertion; successful performance; accomplishment; as the achievement of his subject. Based on Merriam (1998:44) achievement is related to get the effort of getting something into cognitive system.

According to Hornby (1994:73) achievement is thing done successfully. Especially with effort and skill. There are three aspects of learning achievement namely Cognitive, Affective and Psychomotor.

Cognitive consist of knowledge, understanding application, analysis synthetic and evaluation application includes the method on concrete case. Analysis includes the ability to defined the small parts into whole.

Synthetic includes combining the new things into the new understanding and evaluation merits the ability to perform an opinion about something. Affective is the changing of behavior that the effects someone lies to do something. There are acceptance, sign with acceptance by using their sense and responds. Decision, decide a problem with a simple up to complex.

Psychomotor is the skill to do something, ready to do it based on physic and emotion. Self control become a habit.

Based on the explanation above, achievement can be defined as the act of someone when she or he has a successful performance by using afford and skill that effects the system, mainly the system cognitive, synthetic and psychomotor.

6. Concept of Writing

6.1. Definition of Writing

According to Brown (1999:1) writing is produced and the stage a piece of writing passes through before it is completed. Based on Delton (1985:2) Actually,

writing is something warm and dependable to snuggle up to when everything else in flux. It's a little secret that you carry with you in a public the knowledge that you alone have the ability to escape to a wonderland where you can make anything happen.

Brereton (1978:2) states that writing differs from speaking in one very important way: the text has to carry all the meaning, because the writer is never around to explain. This is not all like normal speech situations, in which listeners can tell you they don't understand, or you can use tone of voice or body language to help you explain some points. In writing, the words on the page do it all. Brereton (1978:4) also says that the type of writing and the style of writing depend on who is expected to read it (audience) and the circumstances that give rise to the writing.

Harmer (2007:33) states, writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. Harmer (1990:330) suggested that there are some roles of the teacher when students asked to write, the ones that are special important are as follow :

- a. Motivator : writing task will be motivated the students, creating the right conditions for the generation of ideas.
- b. Resource : especially during more extended writing task, we should be ready to supply information and language where necessary.
- c. Feedback Provider : teacher should respond positively and encouragingly to the content of what the student have written.

According to Heaton (1974:127) writing is not just putting words in graphic form down. The writing of a composition is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer's thoughts and ideas on a certain topic.

White (1986:12-1) also states that writing is a public discourse and for that reason it should be worthwhile, well organized, sufficiently developed to accomplish its intended purpose and clearly and effectively written. He continues that the act of writing is also an act of sharing new ideas-or old ideas with new perspective- with the human community. To write means to put our favorites or most important thoughts forward, to unveil a line of thinking too elaborate, to communicate through conversation. Putting our thoughts on paper not only "fixes" them, like verbal photographs for anyone at any time to read, but it also allows for repeated and in depth perusal, which is so often necessary for thoughts too rich and complex to be absorbed in one reading.

Nunan (2003:88) states that writing as both physical and mental act. At the most, basic level is a physical act communicating words or an email message into computer. Writing is the mental work of inventing ideas, thinking about how to express them into statement and paragraph. Writing can be called as an activity in using long in the form of written text. The writer should move their idea through a series activities or stage in writing process to produce a piece of writing. Activities are selected according to opportunities they provide for developing composing skills

as planning, drafting, revising. The writer's activities includes generating their ideas organizing them into paragraph drafting, editing, reading and re-reading.

Rackham (1984:3) adds that writing is an act of communication to a reader (an audience). Few beginning writers realize how significant the audiences is, both in the way they perceive the subject and in the way they write about it. The audience may well influence the way a writer looks at the subject.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

6.2. Importance of Writing

According to Graves, there are many several ways in writing which are important in lives:

- a. As a contribution to the development of a person, no matter what the person's background and talents. Writing is a highly complex act that demands the analysis and synthesis of many levels of thinking.
- b. Writing develop initiative. In reading, everything is provided. In writing, the learner must supply everything such the right relationship between sounds and letters, their form on the page, the topic, information, question and answer.

- c. Writing develops courage. At no point is the learner more vulnerable than in writing.
- d. Writing, more than any other subject, can lead to personal breakthroughs in learning.
- e. Writing can contribute to reading from the first day of school. Writing, somehow, is active, where as reading is passive.
- f. Writing contributes strongly to reading comprehension as children grow older. The ability to revise writing to greater power and economy is one of the higher forms of reading.

White (1986:3) explains that knowing how to write is important from a purely practical stand point as well. Here are three cases in point:

- a. Writing can improve your academic performance.

Because writing is a way of learning, you can actually achieve deeper insight into any subject from calculus to criminology, by writing out your thoughts. Most unexpressed thoughts are insufficiently developed, but writing them out allows you to see where further development is needed and to examine details you would not otherwise have thought twice about.

- b. Writing allows you to create and maintain a marketable image of yourself in the eyes of potential and current employers.

Good writing skills suggest a logical mind, an ability to interact with a wide public (crucial in business related fields), and a knack for comprehending complex

situations in depth. Moreover, in virtually every career requiring a college education your ability to write well can increase your opportunities for promotions.

c. Writing enhances personal and community relationships.

Whether you need to persuade or to inform, writing can help you reaching your goals more effectively. Some of these activities may include: corresponding with politicians, families and friends; persuading your community (via letters to the editor) to resolve a controversial issue in a certain way, preparing a memoranda or newsletter for church and social groups, writing publicity releases for benefit concerts or lectures.

6.3. Genre of Writing

Genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used.

There are various genres of text: Narrative, Descriptive, Procedure, Recount, Explanation, Analytical Exposition, Hortatory Exposition, Report, Anecdote, Spoof, Review, and News.

From the variety of genres above, the researcher choose the genre of descriptive to be applied in writing.

7. Definition of Paragraph

According to White (1986:293) that the word paragraph comes from the Greek word “ paragraphos ” meaning to write beside and is represented by the familiar sign, which scribes once placed the margins of manuscripts to indicate a new section of the discourse, or a new speaker in a dialogue. Brereton (1978:28) proposes that a paragraph is a group of sentences all related to a single idea. When a new idea comes up, begin a new paragraph. Thus a paragraph is a neat, compact unit of writing. It is longer than a single sentence but shorter than an essay or chapter.

A paragraph is a group of sentences that belong together because they deal with one topic (Robinson, 1975:9). He also adds that when free writing is one paragraph long, the topic sentence begins the paragraph. When the composition is longer, the topic sentence is occasionally stands last in the paragraph acting as summary. Also after the opening, the topic sentence may not be expressed but implied in a group of closely related sentences that form the paragraph.

Butler (1978:37) states that a paragraph is a linked series of related sentences that develop one central idea. The central idea of a paragraph is usually stated in a topic sentence somewhere in the paragraph. Other sentence list details, provide examples, or offer evidence that support the central idea. Moreover, each sentence should fit into a logical pattern. Many paragraphs also have a concluding sentence which summarizes the central idea.

8. Concept of Descriptive Text

8.1 Definition of Descriptive Text

D'Angelo (1980) states that descriptive text is the way of picturing images in verbally on written form and arranging those images systematically. Descriptive text is “a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern.

According to Stanley (1988) descriptive text presents the appearance of things that occupy space, whether they are object, people, buildings or cities. Otherwise Mark & Anderson (2003), that descriptive text is a text that states a factual description specifically to describe a particular place or thing.

White (1986:61) defined a description is a drawing in words. If the aim of narration is to help your readers experience an incident, then the aim of description is to help your readers see the objects, person, and sensation you present.

According to Corbett (1983) that descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects.

Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the

writer is interested in. Thus, in, writing a [descriptive text](#) the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

Johnston & Morrow (1981) states that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

Harwell and Dorril (1976:19) explain that the twofold purpose of description is to share sense impressions and to record thoughts and feelings stimulated by those impressions, in other words, they are both an objective relaying of sense data and a subjective interpretation of that data. Furthermore, he continues that a descriptive paragraph shares its writer's sense impressions. This method, relying heavily on visual details, begin by establishing the perspective from which something is seen and then guides a reader's eyes from this point to other points. The movement may be from top to bottom, bottom to top, near to far, far to near, or the like.

According to Tompkins (1994) descriptive text as painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place. In descriptive text, the students must describe what is look like the

object details. As the result, the readers get information about object or picture clearly.

8.2 Aspects of Descriptive Text

According to Hyland (2004:214) descriptive text is a text which has social purpose to give an account of imagined or factual events. Hyland explains more about description that it tends to use present tense, and description makes use of “be” and “have”. There are three stages within a descriptive text:

- a. Identification : has purpose to define, to classify or generalize about phenomenon.
- b. Aspect : has purpose to describe attributes of each category of the phenomenon.
- c. Conclusion : has purpose to sum up the description.

8.3 Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1. Description of a people

Description of a people are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, ”What’s so and like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

a. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

c. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the

characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

2. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

3. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that

readers recognize easily can make what we are describing more familiar to them.

b. Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

B. Conceptual Framework

Writing as a part of the language skills beside speaking, listening, and reading, must be taught maximally by the teacher to the students. Writing is also one media of communication. Writing is not easy, because there are many aspects to be considered in writing such as, word choices, grammar, punctuation, spelling and coherence. Writing has some genres. One of the genres is descriptive. In teaching descriptive text there are some media can be used in writing descriptive text. Concept Map (CmapTools) is one of media that can be used to increase the students’ writing descriptive text. This study is intended to find out the effect of teaching using Concept Map (CmapTools) as media on students’ writing descriptive text.

In teaching writing descriptive text to students, the teacher must be able to present the lesson in such way to make it more interesting and relevant to the needs of

learning. Learning writing descriptive text refers to students' capability in pour the ideas about the topic to be sentences. Usually, teachers use conventional media to teach writing descriptive text. They explain the material by making speech in front of the class in delivering the material of learning. And sometimes the teacher asked students' to write descriptive text without tell them about the ideas from the topic. So, it makes the process of teaching learning will also run slowly.

In Concept Map (CmapTools) is attached by multimedia, it takes the students close to the real object described in descriptive text by picture or video displayed. The teacher can guide them to search the ideas about the topic. Than, write the ideas into the concept box's that related. It can makes the students' easily to pour the ideas to be the descriptive text. So that, Concept Map (CmapTools) program as media can give solution for teacher and students to succeed the education. Especially, for help the students' achievement in writing descriptive text.

CHAPTER III

METHOD OF RESEARCH

A. Location of The Research

This research was conducted at SMP Tarbiyah Islamiyah Hamparan Perak on Jalan Perintis Kemerdekaan Simpang Beringin – Hamparan Perak in academic year 2017/2018. The location of the research was chosen because the students have problems in writing, especially in writing descriptive text, based on previous observation conducted during teaching practice at school, the researcher finds the students uninteresting to learning descriptive text. It because, english teacher in that school is lack of using variety media. The media which exist in that school are only white board and text books. Teacher used the white board and text books to deliver the lesson. It is related to teacher’s responsibility to increase and maintain students’ interest in learning

B. Population and Sample

1. Population

The population of this study was taken from the students of VIII of SMP Tarbiyah Islamiyah in academic year 2017/2018 which VIII grade consists of three parallel classes. They are VIII-A, VIII-B, and VIII-C. they are 30 students in VIII-A

class, 30 students in VIII-B class, and 30 students in VIII-C class. They are all as population, it means that the total of population is 90 students.

2. Sample

Total sampling was applied in this research. There are three classes, they are VIII-A, VIII-B, and VIII-C class, taken as the sample of this research. It is caused by the total population is relative little, less than 100 students.

Table 3.1

Population and Sample

No.	Class	Population	Sample
1	VIII-A	30	30
2	VIII-B	30	30
3	VIII-C	30	30
Total		90Students	90 Students

C. Research Design

The experimental research was used to carry out this research. Quantitative design was used in this research. In this research two groups samples were needed. The first group was experimental group, they are taught by using Concept Map (CmapTools) program and the second group was control group, they are not taught by using Concept Map (CmapTools) program.

Both of two groups were given pre – test before doing the treatment. In the experimental group, the treatment was taught by using Concept Map. While in the control group, the treatment was not be taught by using (CmapTools) program. After

the treatment, both of groups were given the post – test. The design was applied in order to investigate the effect of program on the students’ achievement in writing descriptive text.

Table 3.2
Research Design

Group	Pre – Test	Treatment	Post - Test
A (Experimental)	√	Concept Map (CmapTools) program	√
B (Control)	√	–	√

Group A consists of 45 students was taught by Concept Map (CmapTools) in writing descriptive text and group B consists of 45 students was not be taught by Concept Map (CmapTools).

1. Pre – Test

Pre test was administrated to the experimental group and control group before doing the treatment. Writing descriptive text about “elephant” was given to the pre-test.

2. Treatment

The experimental group was learning a descriptive text that taught by using Concept Map (CmapTools) program as media, meanwhile the control group was learning a descriptive text that did not taught by using Concept Map (CmapTools) program.

Table 3.3

Treatment for Experimental Group

Researcher's activities	Students' activities
Researcher preparation the equipment (has been finish to downloading CmapTools program, laptop, LCD Projector).	Students' prepared their equipment to study
Researcher greeted the students to open the class.	Students' answer the researcher's greeting
Researcher tell to the students' what they are doing to learn that day and explains a bit about the topic (descriptive text).	Students' listened carefully to the researcher's explanation
Researcher showed a picture of the topic.	Students' seen a picture of the topic
Researcher asked several questions to the students about the picture to trigger students' knowledge	The students' answer the question from the researcher
Researcher distributed the text which is related to the picture	The students' taken the text from the researcher
Researcher asked the students to read that text	Students' read the text
Researcher explained about descriptive text itself it is related to the purpose, generic structure, and language features	Students' listened to the teacher

Researcher designed a mapping of the topic by using CmapTools by asking students related to the text	Students' are involved in designing the mapping with the teacher altogether
Researcher asked students to sit in a group	Students' make a group
Researcher distributed other printed blank mapping which designed by the teacher before. For the example, the topic of the mapping was "elephant"	The group of the students' choose the topic randomly
Researcher asked the group to fill in the missing points of the blank mapping	The group of the students' fill in the missing points of the blank mapping
Researcher discussed each blank mapping together with the groups by using CmapTool by asking the groups	Students' from the groups discussed with the researcher and answer the researcher's question
Researcher asked the group to ungroup.	Students' sit in their chair
Researcher asked the students to write a descriptive text individually based on the topic that they choose of blank mapping which have been discussed from the previous phase	Students' write a descriptive text by them self
Researcher asked the students' about the lesson that has been learned at that day, create conclusion together and close the class	Students' answer the researcher's question and create the conclusion with the researcher

3. Post – test

Post – test was given to each group. The items of the post test exactly the same as the ones in the pre – test, it was intended to discover the means score of the experimental group and the control group.

D. Instrument of Collecting Data

In this research, written test was used as the instrument of collecting data. Writing descriptive text about “elephant” was applied to collect the data. The term was given to both groups, experimental and control group. The score was calculated by using criteria of the scoring. According to Hughey (1983: 141) there were five component scales in scoring students’ writing. There are content, organization, language use, and mechanics. The specific criteria would be described in detail in the following:

Table 3.4
Criteria of The Scoring

Component	Score	Criteria
Content	27-30 Excellent to very Good	The writing should be knowledge, substantive, through, development of thesis and relevant to assigned topic and picture.
	22-26 Good to Average	Some knowledge able of subject, adequate, range, limited development of topic sentence, mostly relevant to topic and lack detail.
	17-21 Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
	13-16 Very Poor	Does not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
Organization	18-20 Excellent to Very Good	Fluent expression, ideas clearly stated/ supported, succinct, well-organized,

		logical sequencing, comprehensive.
	14-17 Good to Average	Somewhat copy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13 Fair to Poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	7-9 Very Poor	Does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20 Excellent to Very Good	Sophisticated range, effective word/idiom choice, and usage, word form mastery, appropriate register.
	14-17 Good to Average	Adequate range, occasional errors of word / idiom form, choice, usage but meaning not obscured.
	10-13 Fair to Poor	Limited range, frequent errors of word / idiom form, choice, usage, meaning confused or obscured.
	7-9 Very Poor	Essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.
Language Use	22-25 Excellent to Very Good	Effective complex construction, view errors of argument, tense, number, word order / function, articles, pronouns, preposition.
	18-21 Good to Average	Effective but simple construction, minor problems in complex construction, several errors agreement, tense, number, word order / function, articles, pronounce, prepositions, but meaning seldom obscured.
	11-17 Fair to Poor	Major problems in simple / complex constructions, frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, preposition or fragments, run on selections, meaning confused or obscured.
	5-10 Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicated, or not enough to evaluate.

Mechanics	5 Excellent to Very Good	Demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4 Good to Average	Occasional errors of spelling, punctuation, capitalization, paraphrasing, but meaning confused not obscured.
	3 Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2 Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate.

The material of the test was given one topic and some ideas about a “elephant”, that was shown by using Concept Map (CmapTools) program. After that, the researcher asked to the students to created a descriptive text about “elephant” as the topic.

E. Technique of Data Analysis

After collecting the data from the test, the data was calculated by using post – test. The following procedure was implemented to analyze the data :

1. Scoring
2. Listing their score into two tables, first for experimental group score and second for the control group score.

3. Calculating the total score pre test and post test in the experimental group and control group.

a. Standart deviation of sample 1 (experimental group)

$$S_1 = \frac{\sqrt{n(X_1^2) - (X_1)^2}}{n_1(n_1 - 1)}$$

b. Standart deviation of sample 2 (control group)

$$S_2 = \frac{\sqrt{n(X_2^2) - (X_2)^2}}{n_2(2 - 1)}$$

c. t-test for decide the data is Separated Varians (Heterogenic) or polled Varians (Homogeny)

$F_C = \frac{s_1^2}{s_2^2}$, if $F_C < F_t$, So the data is Polled Varians (Homogeny)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiono 2012:273})$$

d. Correlation of product moment between X_1 and X_2

$$r_{X_1X_2} = \frac{n \sum x_1 \cdot x_2 - \sum x_1 \sum x_2}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}} \quad (\text{Sugiono 2012:255})$$

$$t_c = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

Notes :

$t = t$ test

$t_c = t$ count

$t_t = t$ table

$\bar{x}_1 =$ average of variable 1 (experimental group)

$\bar{x}_2 =$ average of variable 2 (control group)

$S_1 =$ standart deviation of sample 1 (experimental group)

$S_2 =$ standart deviation of sample 2 (control group)

$n =$ total sample

$n_1 =$ number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

F_c = F count

F_t = F table

1 = number constant

r = correlation of product moment between X_1 and X_2

4. Finding the students difficulties by using Concept map (CmapTools) program on the students' achievement in writing descriptive text.

F. Statistical Hypothesis

In this research, statistical hypothesis was used to describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

H_0 : T - critical < T - table

H_a : T - critical > T - table

Where :

H_0 : There is no significant effect of using Concept Map (CmapTools) program on the students' achievement in writing descriptive text.

- H_a : There is a significant effect of using Concept Map (CmapTools) program on the students' achievement in writing descriptive text.
- H_0 : There is a larger equals effect of using Concept Map (CmapTools) program on the students' achievement in writing descriptive text.
- H_a : There is a smaller equals effect of using Concept Map (CmapTools) program on the students' achievement in writing descriptive text.
- H_0 : There is a larger equals effect of using Concept Map (CmapTools) program on the students' achievement in writing descriptive text.
- H_a : There is a smaller equals effect of using Concept Map (CmapTools) program on the students' achievement in writing descriptive text.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data were collected by giving the students a test. The test was given writing descriptive text about “elephant” as the topic. The students’ score was taken from their Content, Organization, Vocabulary, Language Use and Mechanics. In this research, they were divided into two groups experimental and control group was given pre-test and post-test. After pre-test and post-test were administrated, the score were obtained. The following were the scores of pre-test and post-test from experimental and control group.

Table 4.1

The score of Pre-Test in Experimental Group

No	Students’ Initial Name	Indicator					Total Pre- Test
		C	O	V	LU	M	
1	AD	18	8	9	11	3	49
2	AK	14	10	9	9	2	44
3	AKF	14	8	8	5	2	37

4	AMDSP	17	13	10	8	2	50
5	ANP	14	7	10	6	2	39
6	ANS	15	8	7	5	2	37
7	AN	15	8	7	5	2	37
8	AR	15	7	8	9	2	41
9	AZA	16	9	8	14	3	50
10	CIA	18	12	12	16	3	61
11	CIAS	19	10	10	15	2	56
12	DAP	15	8	7	5	2	37
13	DANP	20	13	13	17	3	66
14	DIRS	19	12	12	16	3	62
15	DWAW	21	13	13	17	3	67
16	EL	14	8	7	6	2	37
17	ENAF	14	8	7	6	2	37
18	FEDU	18	8	8	5	2	37
19	INS	14	12	15	17	3	65
20	JOWS	14	8	8	5	2	37
21	M.HG	14	8	8	5	2	37
22	M.IK	21	13	13	17	3	67
23	M.NA	20	12	10	15	3	60
24	M.F	14	8	8	5	2	37
25	MIPM	20	13	13	17	3	66
26	MHD.A	20	13	12	15	3	63
27	MHD.F	18	12	12	15	2	59
28	MHD.RS	14	8	8	5	2	37
29	MHD.RT	14	8	8	5	2	37
30	NA	14	8	8	5	2	37

31	NS	17	8	11	15	2	53
32	PEA	15	8	8	5	2	38
33	PUC	14	8	8	5	2	37
34	RA	17	8	8	8	2	40
35	RIA	14	8	8	7	2	39
36	RIKSS	15	10	9	7	2	43
37	RIZIR	16	10	10	15	3	54
38	RIZYA	13	9	8	6	2	38
39	SAS	18	9	9	15	2	53
40	SRW	14	8	8	5	2	37
41	SUP	14	8	8	5	2	37
42	SY	14	8	8	5	2	37
43	UMER	14	8	7	6	2	37
44	WAR	14	8	8	5	2	37
45	WIMS	19	12	10	12	2	55
Total							2081
Mean							46,24

The data in the table 4.1 showed that the highest score of the pre-test in the experimental group was 67 and the lowest was 37.

Table 4.2

The Score of Post-test in Experimental Group

No	Students' Initial Name	Indicator					Total Post-Test
		C	O	V	LU	M	
1	AD	28	17	19	23	4	91
2	AK	25	18	19	21	4	87
3	AKF	24	18	15	15	4	76
4	AMDSP	25	17	19	22	4	87
5	ANP	24	16	18	24	5	87
6	ANS	24	17	14	18	5	73
7	AN	25	19	19	21	4	88
8	AR	23	17	16	19	4	79
9	AZA	24	18	18	18	4	82
10	CIA	26	19	19	22	4	90
11	CIAS	24	19	18	20	4	85
12	DAP	28	18	18	20	4	88
13	DANP	29	18	18	24	4	93
14	DIRS	28	20	19	20	5	92
15	DWAW	27	19	19	20	4	89
16	EL	26	19	18	20	4	87
17	ENAF	27	18	17	18	4	84
18	FEDU	27	18	19	23	4	91
19	INS	25	18	19	23	5	90
20	JOWS	28	17	19	23	4	91
21	M.HG	25	16	14	18	4	77
22	M.IK	25	17	18	20	5	85

23	M.NA	23	16	16	19	4	78
24	M.F	25	17	19	23	4	88
25	MIPM	24	16	17	18	4	79
26	MHD.A	28	18	19	23	5	93
27	MHD.F	25	19	18	20	4	86
28	MHD.RS	26	15	18	23	4	86
29	MHD.RT	27	19	19	23	4	92
30	NA	25	17	16	20	4	82
31	NS	25	19	19	22	5	90
32	PEA	30	18	20	17	5	90
33	PUC	25	18	18	20	4	85
34	RA	25	18	18	22	5	88
35	RIA	25	18	18	20	5	86
36	RIKSS	25	16	18	24	4	87
37	RIZIR	23	17	18	20	4	82
38	RIZYA	17	12	10	17	4	60
39	SAS	28	18	15	21	4	86
40	SRW	25	17	19	23	4	88
41	SUP	25	15	16	21	4	81
42	SY	28	17	18	19	4	86
43	UMER	17	12	10	17	4	60
44	WAR	24	18	18	21	4	85
45	WIMS	29	18	18	24	4	93
Total							3828
Mean							85,07

The data in the table 4.2 showed that the highest score of the post-test in the experimental group was 93 and the lowest was 60.

Table 4.3
The Score of Pre-test in Control Group

No	Students' Initial Name	Indicator					Total Pre-Test
		C	O	V	LU	M	
1	ADP	13	7	7	5	2	34
2	AFT	14	7	7	8	2	38
3	AGI	18	8	8	8	3	45
4	ALDIP	14	7	7	5	2	35
5	ALDYA	16	9	9	8	3	45
6	AR	15	10	9	6	2	42
7	ASDN	15	8	8	6	2	39
8	AUAS	15	9	9	8	3	44
9	AUR	13	7	7	5	2	34
10	AYDA	20	12	12	15	3	62
11	BEI	20	13	13	16	3	65
12	CIAP	13	7	7	5	2	34
13	DEA	15	7	7	5	3	37
14	DUS	15	8	8	8	3	42
15	DWA	13	7	7	6	2	35
16	EDSP	15	9	9	6	2	41
17	FEA	14	8	7	5	2	36
18	FER	13	7	7	5	2	34

19	FIA	15	10	8	6	3	42
20	HAH	13	8	8	5	2	36
21	HUA	20	8	8	10	2	48
22	ICDL	20	12	12	5	3	52
23	IR	15	12	12	8	3	50
24	JAP	14	8	8	6	2	38
25	JUF	13	8	8	6	2	37
26	KHA	15	8	8	5	3	39
27	M.YS	20	10	10	6	3	49
28	MESR	13	7	7	5	2	34
29	MHD.R	20	11	11	15	2	59
30	MUHD.N	14	7	7	5	3	36
31	MUN	20	13	13	16	3	65
32	NUH	15	9	9	8	2	43
33	NUR	15	8	8	6	2	39
34	RIAD	15	8	8	7	2	40
35	RIR	13	7	7	5	2	34
36	ROA	15	12	12	6	2	47
37	SAFA	15	8	8	6	2	39
38	SANG	13	7	7	5	2	34
39	SIM	13	7	7	5	2	34
40	SILAP	20	11	11	10	3	55
41	SITF	20	10	10	9	3	52
42	SITMA	18	12	12	12	3	52
43	TIA	13	7	7	5	2	34
44	VIP	20	10	10	17	3	60
45	WUA	13	8	8	6	2	37

Total	1932
Mean	42,93

The data in the table 4.3 showed that the highest score of the pre-test in the control group was 65 and the lowest was 34.

Table 4.4

The Score of Post-test in Control Group

No	Students' Initial Name	Indicator					Total Post-Test
		C	O	V	LU	M	
1	ADP	19	14	12	12	3	60
2	AFT	15	12	9	8	2	46
3	AGI	16	12	10	12	3	53
4	ALDIP	16	10	10	10	3	49
5	ALDYA	16	14	12	13	3	58
6	AR	16	14	12	13	3	58
7	ASDN	15	12	11	10	3	51
8	AUAS	19	12	10	13	3	57
9	AUR	18	14	10	10	4	56
10	AYDA	14	13	11	10	4	52
11	BEI	19	14	14	15	4	66
12	CIAP	15	12	12	12	2	53
13	DEA	18	10	11	10	2	51
14	DUS	17	13	12	8	3	53

15	DWA	20	14	14	12	4	64
16	EDSP	20	10	11	12	4	57
17	FEA	18	12	10	8	3	51
18	FER	17	11	11	12	3	54
19	FIA	17	15	13	12	3	60
20	HAH	18	12	14	13	3	60
21	HUA	21	10	12	12	4	58
22	ICDL	23	14	14	15	2	68
23	IR	20	10	12	12	3	57
24	JAP	20	10	10	12	3	55
25	JUF	20	13	10	12	4	59
26	KHA	18	14	10	10	3	55
27	M.YS	20	14	10	12	4	60
28	MESR	17	12	12	15	3	59
29	MHD.R	18	16	16	14	4	68
30	MUHD.N	18	11	10	13	3	55
31	MUN	18	13	13	12	3	59
32	NUH	17	14	13	15	4	63
33	NUR	20	14	14	15	4	67
34	RIAD	19	12	12	11	4	58
35	RIR	22	13	11	12	4	62
36	ROA	20	11	10	12	3	56
37	SAFA	18	10	12	10	2	52
38	SANG	19	10	10	10	2	51
39	SIM	18	12	11	9	4	54
40	SILAP	18	14	13	10	4	59
41	SITF	18	13	13	15	3	62

42	SITMA	18	15	13	10	4	60
43	TIA	16	8	8	8	2	42
44	VIP	19	13	12	12	3	59
45	WUA	16	12	11	10	3	52
Total							2546
Mean							56,58

The data in the table 4.4 showed that the highest score of the post-test in the control group was 68 and the lowest was 42.

B. Data Analysis

Based on the data from the pre-test and post-test, the score was changed into the table of calculation of standard deviation.

Table 4.5

The Calculation of Standard Deviation

No	X_1	X_2	X_1^2	X_2^2	$X_1 X_2$
1	91	60	8649	2809	4100
2	87	46	7225	2116	6750
3	76	53	5776	2809	6264
4	87	49	7569	2401	5673
5	87	58	7569	2025	4488

6	73	58	6084	3364	5520
7	88	51	7744	2601	5518
8	79	57	6241	3249	4959
9	82	56	6724	1764	4284
10	90	52	8100	2704	5187
11	85	66	7569	4356	6480
12	88	53	8649	2809	4929
13	93	51	7744	2601	3910
14	92	53	8464	3600	4028
15	89	64	7921	3364	4263
16	87	57	7569	3249	3915
17	84	51	7056	2601	4524
18	91	54	8281	2916	4488
19	90	60	8100	3600	4503
20	91	60	8281	3600	3444
21	77	58	5929	4096	4680
22	85	68	7225	4489	5742
23	78	57	6084	3249	4929
24	88	55	7744	3025	4488
25	79	59	6241	3481	5520
26	93	55	8649	3025	5162
27	86	60	7396	3600	4959
28	86	59	7396	3481	4284
29	92	68	8464	4624	4914
30	82	55	6724	3025	5400
31	90	59	8100	3481	5460
32	90	63	8100	3969	4928
33	85	67	7225	4624	5695
34	88	58	7744	3364	4446
35	86	62	7396	3844	4840
36	87	56	7569	3136	4661
37	82	52	6724	2704	5115
38	60	51	3600	2601	4100
39	86	54	7396	2916	6750
40	88	59	7744	3844	6264
41	81	62	6561	3481	5673
42	86	60	7396	3600	4488
43	60	42	3600	3136	5520
44	85	59	7225	3481	5518
45	93	52	8281	2704	4959

	$\sum X_1 =$ 3828	$\sum X_2 =$ 2546	$\sum X_1^2 = 327828$	$\sum X_2^2 = 145518$	$\sum X_1X_2 = 221016$
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Based on the table 4.5 previously, the calculation of standard deviation was as below :

For experimental group:

$$S_1 = \frac{\sqrt{n(X_1^2) - (X_1)^2}}{n_1(n_1 - 1)}$$

$$S_1 = \frac{\sqrt{45(327828) - (3828)^2}}{45(45 - 1)}$$

$$S_1 = \frac{\sqrt{14752260 - 14653584}}{45(44)}$$

$$S_1 = \frac{\sqrt{14752260 - 14653584}}{1980}$$

$$S_1 = \frac{\sqrt{98676}}{1980}$$

$$S_1 = \sqrt{49,84}$$

$$S_1 = 7,06$$

For control group:

$$S_2 = \frac{\sqrt{n(X_2^2) - (X_2)^2}}{n_2((n_2 - 1))}$$

$$S_2 = \frac{\sqrt{45 (145518) - (2546)^2}}{45(45 - 1)}$$

$$S_2 = \frac{\sqrt{6548310 - 6482116}}{45(44)}$$

$$S_2 = \frac{\sqrt{66194}}{1980}$$

$$S_2 = \sqrt{33,43}$$

$$S_2 = 5,78$$

The score of standard deviation for experimental and control group was calculated, then it was needed to decide the data was Separated Variants (Heterogenic) data or Polled Variants (Homogeny).

$$F_C = \frac{S_1^2}{S_2^2}$$

$$F_C = \frac{49,84}{33,43}$$

$$F_C = 1,49$$

To find the homogeneity F_C , is compared with F_t got by F distribution for probability $\alpha = 5\% = 0,05$. Degree of freedom (df) for numerator $df_1 = k-1 = 3-1 = 2$ and degree of freedom (df) for denominator $df_2 = n - k = 45 - 3 = 42$. From F table it

was found that $F_t = 4,0510$ and $F_C = 1,49$. So it meant that $F_C < F_t = 1,49 < 4,0510$. It showed that the data was Polled Variants (Homogeny).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{85,07 - 56,58}{\sqrt{\frac{(45 - 1)49,84 + (45 - 1)33,43}{45 + 45 - 2} \left(\frac{1}{45} + \frac{1}{45}\right)}}$$

$$t = \frac{85,07 - 56,58}{\sqrt{\frac{(44)49,84 + (44)33,43}{88} \left(\frac{2}{45}\right)}}$$

$$t = \frac{28,49}{\sqrt{\frac{2192,96 + 1470,92}{88} \left(\frac{2}{45}\right)}}$$

$$t = \frac{33,43}{\sqrt{\frac{3663,88}{88} \left(\frac{2}{45}\right)}}$$

$$t = \frac{33,43}{\sqrt{41,635(0,044)}}$$

$$t = \frac{33,43}{\sqrt{1,832}}$$

$$t = \frac{33,43}{1,35}$$

$$t = 24,76$$

t was compared with t table. The value of t table got by distribution for probability $\alpha = 5\% = 0,05$. Degree of freedom $df = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$. From t table it was found that t table = 2,639 So it meant that t test > t table = 24,76 > 2,639 It showed the data homogeny.

Correlation of product moment between X_1 and X_2

$$r_{X_1X_2} = \frac{n \sum x_1 \cdot x_2 - \sum x_1 \sum x_2}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\}\{n \sum x_2^2 - (\sum x_2)^2\}}}$$

$$r_{X_1X_2} = \frac{90 \cdot 221016 - 3828 \cdot 2546}{\sqrt{\{90 \cdot 327828 - (3828)^2\}\{90 \cdot 145518 - (2546)^2\}}}$$

$$r_{X_1X_2} = \frac{19891440 - 9746088}{\sqrt{\{29504520 - 14653584\}\{13096620 - 6482116\}}}$$

$$r_{X_1X_2} = \frac{10145352}{\sqrt{\{14850936\}\{6614504\}}}$$

$$r_{X_1X_2} = \frac{10145352}{\sqrt{98231575575744}}$$

$$r_{X_1X_2} = \frac{10145352}{9911184,37}$$

$$r_{X_1X_2} = 1,024$$

T_C between X_1 and X_2

$$t_c = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$t_c = \frac{85,07 - 56,58}{\sqrt{\frac{49,84}{45} + \frac{33,43}{45} - 2(1,024)\left(\frac{7,06}{\sqrt{45}}\right)\left(\frac{5,78}{\sqrt{45}}\right)}}$$

$$t_c = \frac{28,49}{\sqrt{\frac{186,19}{45} - 2,048\left(\frac{7,06}{6,7}\right)\left(\frac{5,78}{6,7}\right)}}$$

$$t_c = \frac{28,49}{\sqrt{4,1375 - 2,048(1,054)(0,863)}}$$

$$t_c = \frac{28,49}{\sqrt{4,1375 - 2,048(0,91)}}$$

$$t_c = \frac{28,49}{\sqrt{4,1375 - 1,86}}$$

$$t_c = \frac{28,49}{\sqrt{2,28}}$$

$$t_c = \frac{28,49}{1,51}$$

$$t_c = 18,87$$

t_c , is compared with t_t . The value of t_t got by t distribution critical value table with significant rate $\alpha = 0,05$ with $df = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$. So, t_t was 2,639. It showed that $t \text{ test} > t \text{ table} = 18,87 > 2,639$. It meant that H_a was accepted and H_o was rejected. So it can be concluded that there was a significant effect of using Concept Map (CmapTools) program on the students' achievement in writing descriptive text.

C. Research Findings

Based on the calculation, it was found that the result of t_c was higher than t_t ($18,87 > 2,639$) at $df = 88$ and $\alpha = 0,05$. It showed that the alternative hypothesis was accepted and it means that the using of Concept Map (CmapTools) program as a media gave significant effect on the students' achievement in writing descriptive text.

It was proved from the data showed that the score of experimental group (students who were taught by using Concept Map (CmapTools) program) was higher than control group (students who were taught by using conventional media). It was proved from the post test of both of groups. The highest score the post test of experimental group was 93 and the lowest was 60, while the highest score the post test of control group was 68 and the lowest was 42.

In this research, it was found that there were some difficulties faced by the students. The students needed a little time when they are asked to understand the diagram of CmapTool. They thought first to analyze the diagram well. The students were not able to use the infocus when the researcher asked to help the researcher. They were confused to place the plug of the infocus to the laptop. The facility of the school did not support to use the media as CmapTool. when the electricity was off. The school did not have any alternative electricity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in Chapter IV, the conclusion can be describe as following :

1. There was significant effect on the students' achievement in writing descriptive text. the result of t_c was higher than t_t ($18,87 > 2,639$) at df 88 and $\alpha = 0,05$. It showed that the alternative hypothesis was accepted and it means that the using of Concept Map (CmapTools) program as a media gave significant effect on the students' achievement in writing descriptive text.
2. The students' difficulties by using Concept map (CmapTools) program on the students' achievement in writing descriptive text are the students needed a little time when they are asked to understand the diagram of CmapTool, the students were not able to use the infocus when the researcher asked to help the researcher. And the facility of the school did not support to use the media as CmapTool. when the electricity was off.

B. Suggestion

In relation to the conclusion above, suggestion are put forward as follows:

1. The teacher can use Concept Map (CmapTools) program in teaching writing descriptive text in the classroom as a media which helps the students to understand key concept vocabulary and the relationship among the concepts.
2. The students can improve their achievement in writing descriptive text while increase their vocabulary.
3. It is suggested to other researchers who are interested and want to do research that the researchers can use these findings as source of information for further related studies.
4. It is also suggested to school management to add Concept Map (CmapTools) program as new media to make variations media in teaching writing descriptive text. So, the students can more attractively and enjoyable when they learning writing descriptive text.

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ATTENDANCE LIST OF EXPERIMENTAL GROUP

NO	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1	Adinda Lupita	<i>Al</i>	<i>Al</i>	<i>Al</i>	<i>Al</i>
2	Akbar	<i>Akbar</i>	<i>Akbar</i>	<i>Akbar</i>	<i>Akbar</i>
3	Akbar Fauzan Pane	<i>Al</i>	<i>Al</i>	<i>Al</i>	<i>Al</i>
4	Amalia Diah Syahputri	<i>Amalia</i>	<i>Amalia</i>	<i>Amalia</i>	<i>Amalia</i>
5	Andrean Pratama	<i>And</i>	<i>And</i>	<i>And</i>	<i>And</i>
6	Angga Sardika	<i>Angga</i>	<i>Angga</i>	<i>Angga</i>	<i>Angga</i>
7	Anggraini	<i>Anggraini</i>	<i>Anggraini</i>	<i>Anggraini</i>	<i>Anggraini</i>
8	Arifin	<i>Arifin</i>	<i>Arifin</i>	<i>Arifin</i>	<i>Arifin</i>
9	Azizi Ahyar	<i>Azizi</i>	<i>Azizi</i>	<i>Azizi</i>	<i>Azizi</i>
10	Cindy Aulia	<i>Cindy</i>	<i>Cindy</i>	<i>Cindy</i>	<i>Cindy</i>
11	Cindy Aulianti S	<i>Cindy</i>	<i>Cindy</i>	<i>Cindy</i>	<i>Cindy</i>
12	Danda Pramuja	<i>Danda</i>	<i>Danda</i>	<i>Danda</i>	<i>Danda</i>
13	Danu Nugraha Prawita	<i>Danu</i>	<i>Danu</i>	<i>Danu</i>	<i>Danu</i>
14	Dico Ramzi Satrio	<i>Dico</i>	<i>Dico</i>	<i>Dico</i>	<i>Dico</i>
15	Dwi Angga Wibowo	<i>Dwi</i>	<i>Dwi</i>	<i>Dwi</i>	<i>Dwi</i>
16	Elisa	<i>Elisa</i>	<i>Elisa</i>	<i>Elisa</i>	<i>Elisa</i>
17	Enggar Adrio F	<i>Enggar</i>	<i>Enggar</i>	<i>Enggar</i>	<i>Enggar</i>

18	Felia Dias Utari br. Karo	Feli*	Feli*	Feli*	Feli*
19	Intan Syafira	Intan	Intan	Intan	Intan
20	Joe Wanda Syahputra	Joe	Joe	Joe	Joe
21	M. Hari Gunawan	Hari	Hari	Hari	Hari
22	M. Irfan Kurniawan	Irfan	Irfan	Irfan	Irfan
23	M. Nur Agib	Nur	Nur	Nur	Nur
24	Mhd. Fikriansyah	Mhd	Mhd	Mhd	Mhd
25	Michaele Putra Malindo	Michaele	Michaele	Michaele	Michaele
26	Muhammad Arif	Arif	Arif	Arif	Arif
27	Muhammad Fadly	Fadly	Fadly	Fadly	Fadly
28	Muhammad Riski Setiawan	Riski	Riski	Riski	Riski
29	Muhammad Risky Tanjung	Risky	Risky	Risky	Risky
30	Nur Aini	Nura	Nura	Nura	Nura
31	Nurila Syahfitri	Syahfitri	Syahfitri	Syahfitri	Syahfitri
32	Pera Amelia	Pera	Pera	Pera	Pera
33	Putri Cahaya	Putri	Putri	Putri	Putri
34	Rahmah	Rahma	Rahma	Rahma	Rahma
35	Riantika Aroyen	Riantika	Riantika	Riantika	Riantika
36	Riki Syahputra S	Riki	Riki	Riki	Riki
37	Rizkiya Rahmah	Rizkiya	Rizkiya	Rizkiya	Rizkiya

38	Rizky Aulia	<i>Rizky</i>	<i>Rizky</i>	<i>Rizky</i>	<i>Rizky</i>
39	Santika Sari	<i>Santika</i>	<i>Santika</i>	<i>Santika</i>	<i>Santika</i>
40	Sri Wulandari	<i>Sri</i>	<i>Sri</i>	<i>Sri</i>	<i>Sri</i>
41	Supianti	<i>Supianti</i>	<i>Supianti</i>	<i>Supianti</i>	<i>Supianti</i>
42	Syafitri	<i>Syafitri</i>	<i>Syafitri</i>	<i>Syafitri</i>	<i>Syafitri</i>
43	Umi Elva Risa	<i>Umi</i>	<i>Umi</i>	<i>Umi</i>	<i>Umi</i>
44	Wahyu Ramadhan	<i>Wahyu</i>	<i>Wahyu</i>	<i>Wahyu</i>	<i>Wahyu</i>
45	Winda Maulida Sari	<i>Winda</i>	<i>Winda</i>	<i>Winda</i>	<i>Winda</i>

Medan, 2018

The Teacher



(Deli Nurmawanti, S.Pd)

The Researcher



(Dea Vyolina Sari)

The Principal of SMP Tarbiyah Islamiyah Hamparan Perak



ATTENDANCE LIST OF CONTROL GROUP


NO	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1	Adelia Pratiwi	<i>Adelp</i>	<i>Adelp</i>	<i>Adelp</i>	<i>Adelp</i>
2	Afni Talia	<i>Afnt</i>	<i>Afnt</i>	<i>Afnt</i>	<i>Afnt</i>
3	Agus Irawan	<i>Ags</i>	<i>Ags</i>	<i>Ags</i>	<i>Ags</i>
4	Aldi Pradana	<i>Aldi</i>	<i>Aldi</i>	<i>Aldi</i>	<i>Aldi</i>
5	Aldy Ananda	<i>Nand</i>	<i>Nand</i>	<i>Nand</i>	<i>Nand</i>
6	Aryawan	<i>Aran</i>	<i>Aran</i>	<i>Aran</i>	<i>Aran</i>
7	Astri Diah Ningsih	<i>Astr</i>	<i>Astr</i>	<i>Astr</i>	<i>Astr</i>
8	Aulia Ansyah Siagian	<i>Aula</i>	<i>Aula</i>	<i>Aula</i>	<i>Aula</i>
9	Aulia Rahman	<i>Rahr</i>	<i>Rahr</i>	<i>Rahr</i>	<i>Rahr</i>
10	Ayummy Dwi Asty	<i>Yumy</i>	<i>Yumy</i>	<i>Yumy</i>	<i>Yumy</i>
11	Beby Ipana	<i>Beby</i>	<i>Beby</i>	<i>Beby</i>	<i>Beby</i>
12	Cindy Amelia Putri	<i>Cindy</i>	<i>Cindy</i>	<i>Cindy</i>	<i>Cindy</i>
13	Deny Ariyazi	<i>Deny</i>	<i>Deny</i>	<i>Deny</i>	<i>Deny</i>
14	Duwi Syahfitri	<i>Duwi</i>	<i>Duwi</i>	<i>Duwi</i>	<i>Duwi</i>
15	Dwi Agustin	<i>Da</i>	<i>Da</i>	<i>Da</i>	<i>Da</i>
16	Edi Syahputra Effendi	<i>Edie</i>	<i>Edie</i>	<i>Edie</i>	<i>Edie</i>
17	Febry Andriano	<i>Febry</i>	<i>Febry</i>	<i>Febry</i>	<i>Febry</i>

18	Feri Ramadhan	Fms	Fms	Fms	Fms
19	Firza Aldha	Firza	Firza	Firza	Firza
20	Habibatul Hayati	Hh	Hh	Hh	Hh
21	Husaini Al Fajar	Hm	Hm	Hm	Hm
22	Icha Diah Lesmana	les	les	les	les
23	Irmayanti	Irma	Irma	Irma	Irma
24	Jaya Permana	Jaya	Jaya	Jaya	Jaya
25	Juan Farhan	Ju	Ju	Ju	Ju
26	Khairil Azmi	Azmi	Azmi	Azmi	Azmi
27	M. Yopi Septiawan	Ma	Ma	Ma	Ma
28	Melfy Sari Rahayu	Melfy	Melfy	Melfy	Melfy
29	Mhd. Rizki	Ri	Ri	Ri	Ri
30	Muhammad Nasrul	Muh	Muh	Muh	Muh
31	Mulia Ningsih	Mul	Mul	Mul	Mul
32	Nur Haliza	Hls	Hls	Hls	Hls
33	Nurhayati	Nh	Nh	Nh	Nh
34	Ridho Adha Dhiwana	Ridh	Ridh	Ridh	Ridh
35	Ridho Ramadhan	Rm	Rm	Rm	Rm
36	Robby Akbar	Rott	Rott	Rott	Rott
37	Safira Ardianti	Saft	Saft	Saft	Saft


38	Sandy Gunawan	Sul	Sul	Sul	Sul
39	Sidik Mulyana	Sm	Sm	Sm	Sm
40	Silvi Ananda Putri	Silvi	Silvi	Silvi	Silvi
41	Siti Fatimah	Sf	Sf	Sf	Sf
42	Siti Maharani Agustin	Shat	Shat	Shat	Shat
43	Tia Anggraini	Tia	Tia	Tia	Tia
44	Vildan Pahlevi	Vms	Vms	Vms	Vms
45	Wulan Aulia	Wul	Wul	Wul	Wul

Medan, 2018

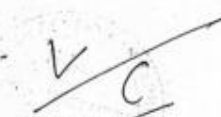
The Teacher


(Deli Nurmawanti, S.Pd)

The Researcher


(Dea Vyolina Sari)

The Principal of SMP Tarbiyah Islamiyah Hamparan Perak


(Syamsul, S.Pd)

LESSON PLAN

(Control Group)

Name of School : SMP Tarbiyah Islamiyah
Subject : English
Skill : Writing
Class/Semester : VIII/II
Time Allocation : 2 x 45 minutes

A. Standar Competence : Descriptive Text

Students are able to express meaning in short functional written text and simple essay of recount, narrative, procedure, descriptive, news item, spoof, report, analytical, exposition, explanation, discussion, and review form in the context of daily life.

B. Basic Competence :

Students are able to write a descriptive text.

C. Indicators

1. Understanding the definition and characteristic of descriptive text.
2. Producing Descriptive text.

D. Learning Objectives

1. Students understand the characteristic of descriptive text
2. Students are able to write a good descriptive text

E. Material

Writing descriptive text, the topic is “Elephant”.

F. Source/Media

- 1. English Text Book
- 2. White board

G. Teaching and Learning Activities

- 1. Opening
 - a. Greeting
 - b. Checking The Attendance List
- 2. Learning Activities
 - a. Researcher tells to the students’ about the topic will be learn on that day.
 - b. Researcher explains about descriptive text itself it is related to the purpose, generic structure, and language features
 - c. Researcher asks the students to write a descriptive text individually based on the topic of the picture that draw in the whiteboard
- 3. Clossing
 - a. Researcher asks the students’ about the lesson that has been learned at that day, create conclusion together and close the class

H. Scoring

Indicator for Competence	Scoring		
	Scoring Technique	Form Scoring	Instrument

Students' able to create a descriptive text with the theme thing	TeI Individual	Urai Written test Proye	Students' listen to the explanation, after that create a descriptive text with the theme thing
--	-------------------	--------------------------------------	--

Medan,
2018

The Teacher

The Researcher

(Deli Nurmayanti, S.Pd)

(Dea Vyolina Sari)

The Principal of SMP Tarbiyah Islamiyah Hamparan Perak

(Syamsul, S.Pd)

LESSON PLAN

(Experimental Group)

Name of School : SMP Tarbiyah Islamiyah
Subject : English
Skill : Writing
Class/Semester : VIII/II
Time Allocation : 2 x 45 minutes

I. Standar Competence : Descriptive Text

Students are able to express meaning in short functional written text and simple essay of recount, narrative, procedure, descriptive, news item, spoof, report, analytical, exposition, explanation, discussion, and review form in the context of daily life.

J. Basic Competence :

Students are able to write a descriptive text.

K. Indicators

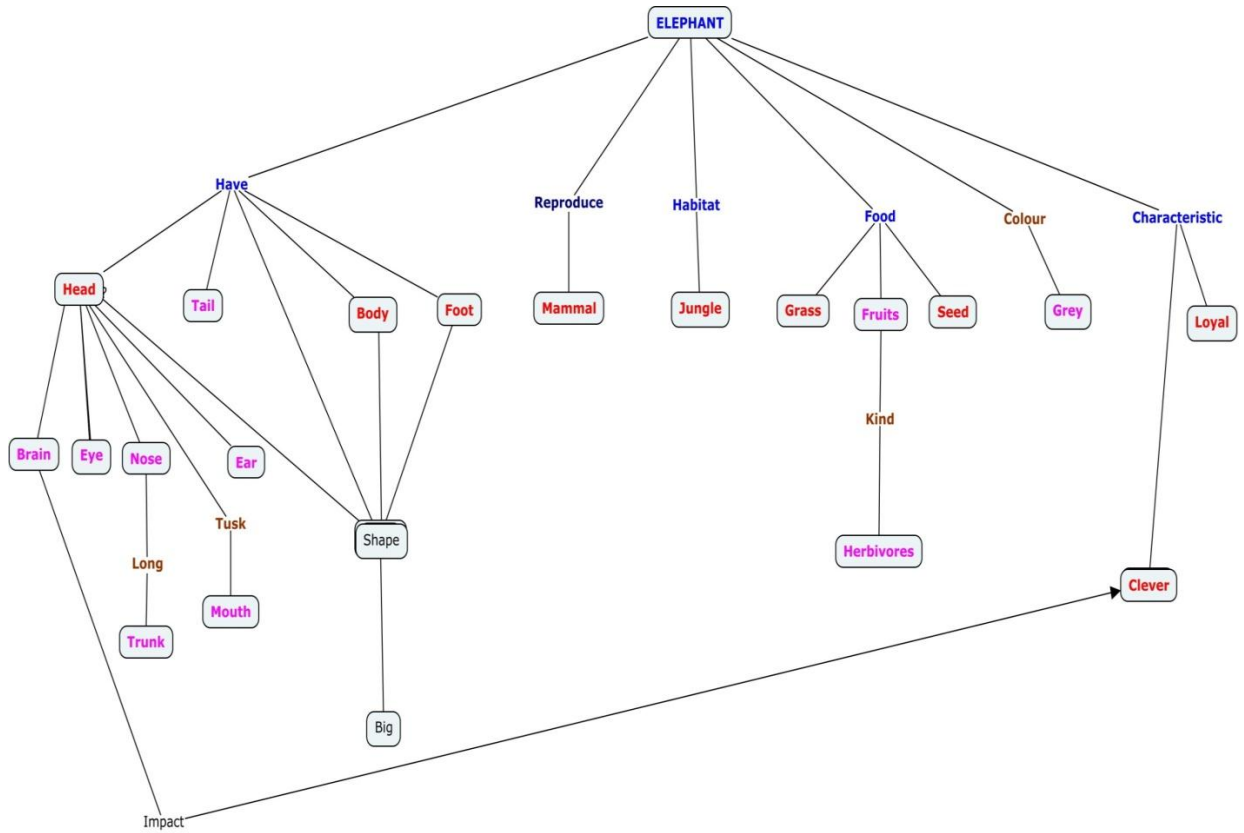
4. Understanding the definition and characteristic of descriptive text.
5. Producing Descriptive text.

L. Learning Objectives

3. Students understand the characteristic of descriptive text
4. Students are able to write a good descriptive text

M. Material

Writing descriptive text, the topic is “Elephant” related to the key concepts vocabulary by using Concept Map (CmapTools) program:



N. Source/Media

1. English Text Book
2. Laptop and Infocus
3. Concept Map (CmapTools) program

O. Teaching and Learning Activities

3. Opening
 - a. Greeting
 - b. Checking The Attendance List
4. Learning Activities

- a. Researcher tells to the students' about the topic will be learn on that day.
 - b. Researcher shows a picture of the topic
 - c. Researcher asking several questions to the students about the picture to trigger students' knowledge
 - d. Researcher distributes the text which is related to the picture
 - e. Researcher asks the students to read that text
 - f. Researcher explains about descriptive text itself it is related to the purpose, generic structure, and language features
 - g. Researcher design a mapping of the topic by using CmapTools by asking students related to the text
 - h. Researcher asks students to sit in a group
 - i. Researcher will distribute other printed blank mapping which designed by the teacher before. For the example, the topic of the mapping is "Elephant"
 - j. Researcher asks the group to fill in the missing points of the blank mapping
 - k. Researcher discuss each blank mapping together with the groups by using CmapTool by asking the groups
 - l. Researcher asks the group to ungroup
 - m. Researcher asks the students to write a descriptive text individually based on the topic of blank mapping which have been discussed from the previous phase
6. Clossing
- a. Researcher asks the students' about the lesson that has been learned at that day, create conclusion together and close the class.

P. Scoring

Indicator for Competence	Scoring		
	Scoring Technique	Form Scoring	Instrument

<ul style="list-style-type: none"> Students' able to create a descriptive text with the theme thing 	TeI Individual	Urai Written test Proye	Students' see the example of a descriptive text by using Concept Map (CmapTools) program, after that create a descriptive text with the theme thing
--	-------------------	--	---

Medan,
 2018

The Teacher

The Researcher

(Deli Nurmayanti, S.Pd)

(Dea Vyolina Sari)

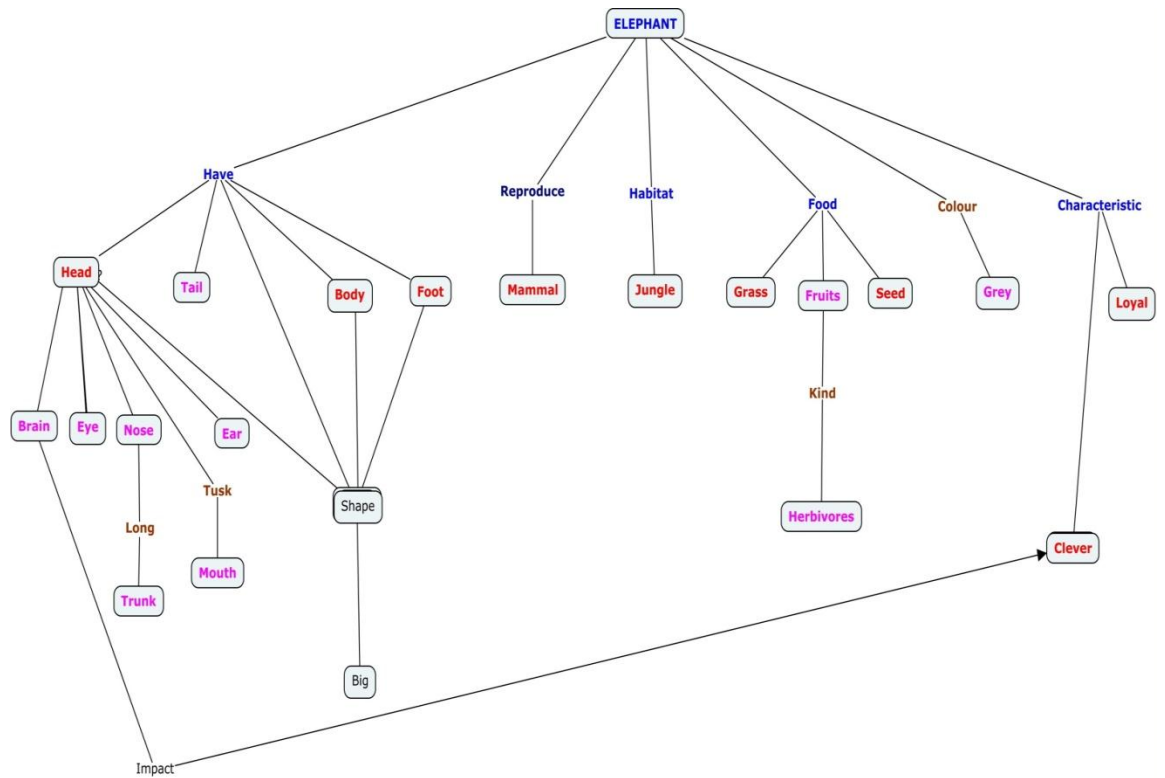
The Principal of SMP Tarbiyah Islamiyah Hamparan Perak

(Syamsul, S.Pd)

TEST INSTRUMENT

Directions:

1. Write down your full name and class on the top of your sheet !
2. Write descriptive text about “Elephant” based on that key concepts vocabulary !



3. Time allocation 40 minutes

ANSWER KEY

Elephant

Elephant is mammal. It because the elephant reproduce is ovivar. The habitat of elephant is in the jungle. The elephant foods are grass, fruit and seed. Elephant is a kind of herbivores animal. It because elephant does not ate meats. The characteristic of elephant are loyal and elephant have brain that can impact it clever. Elephant is one of the clever and loyal animals. So, it the reason why the elephant can we found in circus and elephant in circus can entertains the peoples.

The shape head, body and foot of elephant is big. Elephant have two eyes. Elephant have big ear. Elephant have a long nose and it called trunk. The elephant can drunk with used it trunk. Elephant have two long tusk that located near it mouth. The hunter usually killed a elephant to take their tusk for sale. Elephant have a long tail and in the bottom of elephant tail have fur. And the color of elephant is grey or brown.

ex

Re Test Experimental

No.

Name : Winda Maulida Sari

Class : VIII-A

Describe about :

"ELEPHANT"

Elephant is big, Elephant is mammalia, Elephant hav x
 four legs, two eyes, one mouth and two ears.

Elephant like eating grass and elephant hav x trunk and
 two tusk.

C = 19

O = 12

V = 10

W = 12

M = 2 +

55

ex

Name : ADILDA LUPITA

Class : VIII C 349P

elephant

It want^x elephant is the odor blabla
It fox have nose is long. Elephant live in
Jungle. Elephant have ear so big. The body of
Elephant is big

C	=	13	
O	=	7	
V	=	7	
U	=	5	
M	=	2	+
		<hr/>	
		49	



PT

Pre Test

No.

NAMA: Danda Pramujan

Kls: VIII B

Erat

1 elephant is ~~is~~ Animal ~~is~~ big
= gajah adalah hewan yang besar

2 elephant eat GRASS
= gajah makan rumput

3 elephant Black
= gajah hitam

(: 15

v : 7

) : 5

| : 2

39 +

EX

ELEPHANT.

Pre Test Experimental

Nama : AKBAR

Kelas : VIII C

Elephant a biggest animal in the world, he have a trunk and he have four legs he eat fruits and vegetables he have a trunk he colour was brown

Elephant live in a forest, he many in the zoo he have a long tails

C = 14
O = 10
V = 9
W = 9
M = 2 +
44



ex
No.

Pre Test Experimental

Name: Cindy Sulastri. S.
 Class: VII^B SMP.

"Elephant"

Elephant is big. Elephant is mamalia. ^{has}
 There is an elephant in the zoo? It is eye, feet, tusk,
 It is eat the grass. at it is the most elephant in
 the world. It is has brown skin.

C : 19

D : 10

V : 10

LV : 15

M : 2

56



Saturday, 10th of Feb 2018.

ex

Post Test Experimental

Name: Cindy Sunanti.s.

Class: VII^B SMP. (Junior high school)

"Elephant"

An elephant is reproduce of a mammal. an elephant the habitat of the jungle an elephant food such as: fruit, grass and seed. an elephant have the colour is gray. an elephant to live in jungles.

An elephant have head, eye, foot. from the part elephant the head there is two eyes, four feet, mouth, tusk, ear and brain. an elephant have short tail. It is the papton to climb with the Peoples? and the tusk close with mouth.

C : 24

J : 19

V : 18

LV : 20

14 = 4

85



ex

Post Test Experimental

No.

Name : Winda Maulida Sari

class : VIII - A

"ELEPHANT"

Elephant is big animal. The color of elephant is grey. Elephant have two ears, two eyes and two tusks near its mouth. Elephant have mouth and one long nose, it called trunk. Elephant have four feet. The characteristics of elephant are loyal and clever. The elephant have brain that can make and impact it clever.

The elephant habitat is in jungle and circus. Elephant is mammal animal. Elephant like eating a grass, seeds, and fruit. Elephant is kind of animal herbivore because elephant eat grass, seeds and fruit. Elephant like walked in the jungle for search foods. Elephant have slim tail. The body shape of elephant is big.

C = 29

O = 18

V = 18

LV = 24

M = 4 +

93



ex

Post Test Experimental

No.

Name : Winda Maulida Sari

class : VIII - A

"ELEPHANT"

Elephant is big animal. The color of elephant is grey. Elephant have two ears, two eyes and two tusks near its mouth. Elephant have mouth and one long nose, it called trunk. Elephant have four feet. The characteristics of elephant are loyal and clever. The elephant have brain that can make and impact it clever.

The elephant habitat is in jungle and circus. Elephant is mammal animal. Elephant like eating a grass, seeds, and fruit. Elephant is kind of animal herbivore because elephant eat grass, seeds and fruit. Elephant like walked in the jungle for search foods. Elephant have slim tail. The body shape of elephant is big.

C = 29
 O = 18
 V = 18
 LV = 24
 M = 4 +
93



Name : ADIRIDA LUPITA

Class : VIII C 549

Elephant

The habitat of elephant is in Jungle.
Elephant eat grass, seeds, and fruit. Elephant have
tail. Elephant have four feet. And the body
shape of elephant is long.

The characteristic of elephant are loyal
and clever. Because, the elephant have brain
that can im pact it clever. Elephant is mammal
animal. The colour of elephant is gray.

Elephant have two ears. Elephant have
two eyes. Elephant have two tusks near
the mouth. Elephant have long nose
and it is called trunk.

C	:	28	
O	:	17	
V	:	19	
LU	:	23	
M	:	4	+
		<hr/>	
		91	

Linda Pramaja
KLS: VIII B

Post Test

No.

"Elephant"

Elephant is mammal. The habitat of elephant is in the jungle. The elephant eat grass, fruits and seed. Elephant is kind of herbivores. The colour of elephant is gray. characteristic of elephant are loyal and clever.

Elephant have brain that impact clever. elephant have two eye. It have long nose and it called trunk. elephant have long tusk.

28

10

18

20

4

88

Magical

Name = Icha Diah Lesmana
 class = VIII^A (SMP)

"my lovely" Elephant

Elephant is my beautiful elephant. Elephant has a large round head, elephant tusk long, big eyes, big body, has a four foot and he has big ears, ~~he very~~ he is long tail. He is so fat with a many, elephant a he is so cute.

my ~~is~~ lovely elephant 😊

C = 20
 O = 12
 V = 12
 W = 5
 M = 3 +
52



Name : Adelia Pratiwi

Class : VIII^A

ELEPHANT

Elephant is it big animals, and her have
 Tusks that big and her have Trunk that
 big.

$$\begin{array}{r} C = 2 \\ O = 7 \\ V = 7 \\ LV = 5 \\ M = 2 \quad + \\ \hline 34 \end{array}$$



NAME: HKYAWAN

Roll No: VIII B

Pre Test control

<input type="checkbox"/>	ELEPHANT:
<input type="checkbox"/>	
<input type="checkbox"/>	Elephant is my favorite animal: it has four leg
<input type="checkbox"/>	Elephant is big animal
<input type="checkbox"/>	elephant have two eye
<input type="checkbox"/>	
<input type="checkbox"/>	C = 2
<input type="checkbox"/>	O = 15
<input type="checkbox"/>	D = 10
<input type="checkbox"/>	V = 9
<input type="checkbox"/>	W = 6
<input type="checkbox"/>	M = 2 +
<input type="checkbox"/>	42
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
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<input type="checkbox"/>	



Pre Test Contr

Nama: Agus Irawan
KLS: VIII - B SMP

Elephant.

Elephant is big
she is mamalia
Elephant eat Fruits
nose elephant so so lang ...
elephant have ear so big
skin elephant this colour is grey.

G : 10
S : 8
V : 6
LV : 8
M : $\frac{3}{45} +$



NAMA: IA. Angraini
CLASS: VII^A SMP

Pre Test Control

ELEPHANT

'Zu Z''

~~ELEPHANT~~ there was once animal this one big. and
to work ~~four feet~~ this one big.

$$C = 13$$


$$O = 7$$

$$V = 7$$

$$L = 5$$

$$M = 2$$

$$34$$

Magical 

Post Test
CONTROL

salwa
10/02/2014

Nama = Icha Diah Ismana
 class = VII^a (SMP)

"My lovely" ELEPHANT

Elephant is my ~~lovely~~ Elephant have a ~~big teeth~~ a long nose, big eyes and big ears.
 It have four foot, a long tail. It is so fat with many fur. long trunk.

It is a mamal, it color grey, big body.
 Elephant have two tusk. It animal herbivore.
 Elephant eat fruits. It have a big voice.
 It have big mouth and have many fruits.

"It my lovely" ELEPHANT", I like Elephant, because it is so cute.

C = 23
 O = 14
 V = 14
 LU = 15
 M = 2 +

68



Post Test Control

C
No.

Nama: Agus Ibrahim

KLS: VIII-B SMP

Elephant

A elephant live in the jungles it is a large it has head elephant have tail body post elephant shape big:

all elephant have two eyes four feet trunk mouth and has brain it is eat grass it has stay skin it is a mammalia

$$C = 16$$

$$D = 12$$

$$V = 10$$

$$W = 12$$

$$M = 3$$

$$\underline{\quad\quad\quad} +$$
$$53$$

c

Post Test Control Bank SUMUT

Mendukung Penerimaan Tobruk

No: 10-02-2017

Adeia Pratiwi

elephant is a big animal. elephant is animal
 animals and elephant house look and elephant
 eat fruits and food and four

and elephant have Trunk long. It have four
 leg and ear big. It have skin grey colour
 and elephant have Tail long

C : 10
 D : 14
 V : 12
 W : 12
 M : 3

 60

NAME: ARIYAN
CLASS: VIII B

Post Test **CONSUMUT**
Memberikan Pelajaran Terbaik

No.:

ELEPHANT

ELEPHANT is the big animal's elephant
have most of long nose is long elephant animal
mammal elephant eat food

elephant have four foot elephant have skin
elephant have tusuk elephant have ear
big elephant have side eye

$$\begin{array}{r} C = 16 \\ O = 14 \\ V = 12 \\ Lu = 113 \\ M = 3 \quad + \\ \hline 25 \end{array}$$

Name: Tia Anggraini
Class: VIII^A Smp

Post Test Control

ELEPHANT IS ANIMAL big. and to own four foot.
and also to own ear that long. ELEPHANT also Tusk that
long. ELEPHANT to own TRUNK that big and long.
and also to own TAIL that long. ELEPHANT also to own
COLOUR gray.

$$C = 16$$

$$O = 8$$

$$V = 8$$

$$LW = 8$$

$$M = 2 \quad +$$

$$\hline 42$$



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.ummu.ac.id> E-mail: fkip@ummu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dea Vyolina Sari
NPM : 1402050272
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using Concept map (Cmap Tools) Program on the Students' Achievement in Writing Descriptive Text	<i>Acc to Continue 10/11-2017</i>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Hj. Darmawati, S. Pd, M. Pd

Medan, 23 November 2017
Hormat Pemohon,


Dea Vyolina Sari



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1


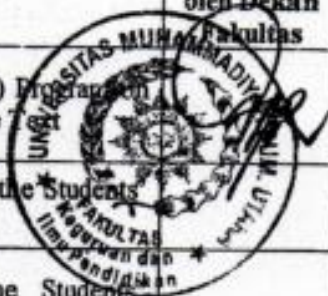
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dea Vyolina Sari
NPM : 1402050272
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 129 SKS

IPK= 3,21

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using Concept map (Cmap Tools) Program on the Students' Achievement in Writing Descriptive	
	The Effect of Using "Quick Write" Strategy on the Students Achievement in Reading Comprehension	
	The Effect of Using "CSW" Game on the Students Achievement in Writing Descriptive Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 23 November 2017
Hormat Pemohon,


Dea Vyolina Sari

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.unma.ac.id> E-mail: fkip@unma.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dea Vyolina Sari
NPM : 1402050272
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Concept Map (Cmap Tools) Program on the Students' Achievement in Writing Descriptive Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Hj. Darmawati, S.Pd, M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 27 November 2017
Hormat Pemohon,

Dea Vyolina Sari

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 618 / IL.3-AU /UMSU-02/F/2017
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Dea Vyolina Sari
NPM : 1402050272
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : The Effect of Using Concept Map (Cmap Tools) Program on the Students' Achievement in Writing Descriptive Text
Pembimbing : Hj. Darmawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **27 Nopember 2018**

Medan, 08 Rab. Awwal 1439 H
27 Nopember 2017 M



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id



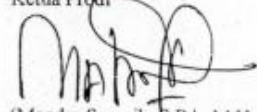
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Dea Vyolina Sari
N.P.M : 1402050272
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Concept Map (CmapTools) Program on the Students' Achievement in Writing Descriptive Text


Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30 Nov' 2017	Chapter I The formulation of Problem	f.
07 Des' 2017	Chapter II Theoretical framework	f.
21 Des' 2017	Chapter III Research Design	f.
27 Des' 2017	Chapter III The Collecting Data	f.
30 Des' 2017	Chapter III Hypothesis	f.
30/12-2017	Acc to submit to seminar	f.

Medan, 30 Desember 2017

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing


(Hj. Dannawati, S.Pd., M.Pd.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.unsu.ac.id> E-mail: fkip@unsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini *Sabtu* Tanggal *22* Bulan *Januari* Tahun 2018 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Dea Vyolina Sari
N.P.M : 1402050272
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Concept Map (Cmap Tools) Program on the Students' Achievement in Writing Descriptive Text

No	Masukan dan Saran
Judul	
Bab I	
Bab II	
Bab III	
Lainnya	<i>Complete everything later</i>
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Dr. H. Taslim Tanjung, M.Ed.

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd, M.Hum)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umusu.ac.id> E-mail: fkip@umusu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Dea Vyolina Sari
N.P.M : 1402050272
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Concept Map (Cmap Tools) Program on the
Students' Achievement in Writing Descriptive Text

Sudah layak diseminarkan.

Medan, Januari 2018

Disetujui oleh
Pembimbing

Hj. Darmawati, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umou.ac.id> E-mail: fkip@umou.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Dea Vyolina Sari
N.P.M : 1402050272
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Concept Map (CmapTools) Program on the Students' Achievement in Writing Descriptive Text

Pada hari Sabtu tanggal 20 bulan Januari 2018 sudah layak menjadi proposal skripsi.

Medan, Januari 2018

Disetujui oleh:

Dosen Pembahas

Drs. H. Taslim Tanjung, M.Ed.

Dosen Pembimbing

Hj. Darmawati, S.Pd, M.Pd.

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.unsma.ac.id> E-mail: fkip@unsma.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Dea Vyolina Sari
N.P.M : 1402050272
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Concept Map (CmapTools) Program on the Students' Achievement in Writing Descriptive Text

Benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 20 bulan Januari, tahun 2018.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua

Mandra Saragih, S.Pd, M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umu.ac.id> E-mail : fkip@umu.ac.id

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Dea Vyolina Sari
N.P.M : 1402050272
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Concept Map (CmapTools) Program on the Students' Achievement in Writing Descriptive Text

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 25 Januari 2018
Hormat saya
Yang membuat pernyataan,

Dea Vyolina Sari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Maadra Saragih, S.Pd, M.Hum.



Unggul, Cerdas dan Berprestasi
Kita menjabah surat ini agar diketahui nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 750 /IL3/UMSU-02/F/2018
Lamp : ---
Hal : Mohon Izin Riset

Medan, 10 Jum. Awal 1439 H
27 Januari 2018 M

Kepada : Yth, Bapak/ Ibu Kepala
Yayasan Pendidikan SMP Tarbiyah Islamiyah
Hampanan Perak
di-
Tempat

Assalamu'alaikum Wr. Wb.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Dea Vyoline Sari
N P M : 1402050272
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Concept Map (CmapTools) Program on the Students' Achievement in Writing Descriptive Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.



** Pertinggal **



**YAYASAN PENDIDIKAN TARBİYAH ISLAMİYAH
SEKOLAH MENENGAH PERTAMA (SMP)
TARBİYAH ISLAMİYAH**

NPSN : 10200359
NSS : 20407010350

NDS : 2007010200
NIS : 200740

ALAMAT : Jln. Perintis Kemerdekaan Simpang Beringin Hampan Perak, Kode Pos : 20374

SURAT KETERANGAN MELAKSANAKAN RISET

Nomor : 090 / SMP - TI / HP / II / 2018

Yang bertanda tangan di bawah ini :

Nama : Syamsul, S. Pd
Jabatan : Kepala Sekolah

Menerangkan bahwa mahasiswa Universitas Muhammadiyah Sumatera Utara (UMSU)

Nama : DEA VYOLINA SARI
NPM : 1402050272
Program Study : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effect of Using Concept Map (Cmap Tools) Program on the Students' Achievement in Writing Descriptive Text.**

Telah melaksanakan Riset sejak tanggal 02 Februari s/d 24 Februari 2018 di sekolah yang saya pimpin.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Hamparan Perak, 24 Februari 2018
Kepala Sekolah

Syamsul, S. Pd



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Dea Vyolina Sari
 N.P.M : 1402050272
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using Concept Map (CmapTools) Program on the Students' Achievement in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5 March '18	- Abstracts - Acknowledgments	
8 March '18	- Bab I - Bab II	
14 March '18	- Bab III - Bab IV	
16 March '18	- Bab V - References - Appendices	

Diketahui oleh:
 Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Medan, 20 Maret 2018

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)



Bila menjabar surat ini, agar disebutkan nomor dan tanggalnya.

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

SURAT KETERANGAN

Nomor : 1275 /KET/IL3-AU/UMSU-P/M/2018

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Pelaksana Tugas (Plt.) Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

N a m a : Dea Vyolina Sari
N P M : 1402050272
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 13 Jum. Akhir 1439 H
01 Maret 2018M



Muhammad Arifin, S.Pd, M.Pd



Picture 1.

The researcher gave pre test to the students in experimental group



Picture 2.

The researcher gave treatment to the students in experimental group



Picture 3.

The researcher gave post test to the students in experimental group



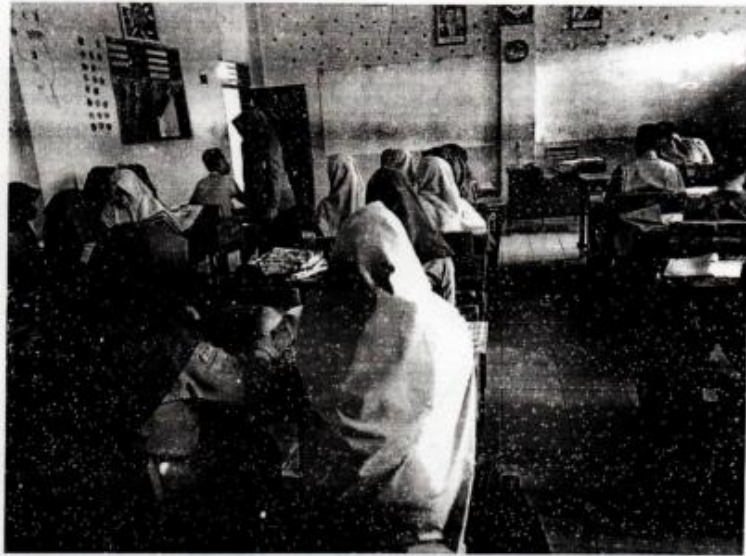
Picture 4.

The researcher gave pre test to students in control group



Picture 5.

The researcher gave treatment to the student in control group



Picture 6.

The researcher gave post test to students in control group