THE EFFECT OF APPLYING MIND MAPPING LEARNING METHOD ASSISTED BY DRAWCARD MEDIA ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

SKRIPSI

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By:

NUR RAIHAN
NPM : 1502050269

FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Nur Raihan

N.P.M   : 1502050269

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Mind Mapping Learning Method Assisted by Drawcard Media on the Students' Achievement in Writing Descriptive Text

Sudah layak disidangkan.

Medan,   September 2019

Disetujui oleh:

Pembimbing

Prof. Amrin Saragih, MA, Ph.D

Diketahui oleh:

Dekan FKIP

Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd, M.Pd

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Nur Raihan (NPM: 1502050269). The Effect of Applying Mind Mapping Learning Method Assisted by Drawcard Media On The Students' Achievement in Writing Descriptive Text ; An Experimental Study of the Grade VIII of *SMP Swasta Triana* in Academic Year 2019-2020. A "skripsi" of English Education Department at Faculty of Teachers' Training and Education of University Muhammadiyah of North Sumatera, 2019.

Keywords: Mind Mapping, Writing Descriptive Text.

The objective of this study was to investigate the effect of applying mind mapping learning method on the students' writing descriptive text. The samples of this study was eighth grade at *SMP Swasta Triana*. They were VIII-A class as experimental class and VIII-B as controlled class. Each class consisted of 25 students. The method used in this study was quantitative method. In addition, the design of this study was a quasi-experimental study by using pre-test and post-test design. The instrument of this study was written test, the rubric analytical scoring used to score the students' writing descriptive text on pre-test and post-test. The result of this study that there was a positive effect of the result students' writing descriptive text after using Mind Mapping learning method. It can be seen from the calculation of $t_{observe}$ was higher than t_{table}. The result of $t_{observe}$ is 3.09 since t_{table} in the degree of significant 5% is 1.67. It shows that the comparison of $t_{observe}$ and t_{table} is 3.09 > 1.67. To sum up, t-test is higher than t-table so Mind Mapping Technique is method on students' writing of descriptive text.

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Finally the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in his right path. Amin.

Medan,   September 2019

NurRaihan

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, English has become more and more important. English is always used for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research. Moreover, Crystal (2003:3) states that English has achieved a genuinely global status since it develops a special role that reconized in every country. Therefore English is considered as a global language which is spoken by many people all over the world either as the first or the second language.

Realizing the important of English nowadays, our government states that English is a foreign language should become a compulsory subject at school. It is taught from Junior High School to University and it becomes one of the subjects in National Test (UN). Because of that students need to understand spoken and written English to communicate their ideas effectively.

In learning English, There are four skills that should be mastered, they are listening, speaking, reading, and writing.Writing is one of the English skills that must be mastered by student to complete learning process.According to Cahyono (2009:75), writing is a means of communication, especially when a person wants to communicate to one who is not right there in front of him. In the academic and professional worlds, writing is very important.

Among the four skills, speaking and writing are communicative acts which upon an awareness of social relationship and social expectation. The speaker or writer then proceeds to select ways of speaking or writing which are appropriate and specific to particular situation.

One of the productive skills is writing, difficult to be mastered by the students, because it consists of the rules of English writing grammatically. The students also have to know about the structure of the English writing and the choice of words that are used in the writing.

The students as academic writers have to know the process of the organization of writing. The students should be able to describe the organization and forms from a paper, because writing involves creative process. Then, the student should be creative in using the technique of writing. They should know and understand to start writing, find several ideas, develop their ideas into paragraph, revise their writing and make the final writing as well as possible.

In the second year of Junior High School, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce simply functional written text in the recount text, narrative text, and descriptive text. They can use right diction, grammar, punctuation, spelling, andorganization.

The phenomena in SMP Swasta Triana, show that the students are not able to write the descriptive texts. The score in writing descriptive is at the average 6 and some of them got lower than 6. It seems that problem happened in this school was caused by inappropriate teaching strategy used by the teacher. In teaching and

learning process, the teacher still used conventional method which was more focused on reading and speaking than writing and the teacher just focused on textbook.

As the result, the students are not able to write the simple text that they produced from their handbook. The students are not able to exposes their ideas inlimited time in the class. Sometimes, the students felt bored, because their teacher just asked them in order to write the English text based on handbook without using teaching media in learning writing, especially in writing descriptive text.

Making a mind map should be a spontaneous pre-writing activity. Students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations.

Mind mapping can be used as a strategy in teaching writing. It is a strategy for making notes on a topic, prior to write. It is astructured strategy, which shows the (hierarchical) relationship of ideas, asopposed to an unstructured strategy, such as brainstorming, in which students produce notes at draw card or random paper.

Mind maps work well as a visual design that enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Based on the background of the problems and symptoms above, the researcher is interested in carrying out a research entitled "Improving Students' Achievement In Writing Descriptive Text By Using Mind Mapping Learning Method Assisted By Drawcard Media".

B. The Identification Problem of the Study

Based on the background, some issues or problems wasidentified as being related to the following aspects:

1. The students have low achievement in writing descriptive text.

2. The students have difficult to write the text well.

3. The students have not able to compile a good paragraph.

4. The students have lack of vocabulary and grammar.

C. Scope and Limitation

From the identification of the problem, the writer focused on the research especially for students' writing skill of descriptive text using mind mapping learning method assisted drawcard media.

D. The Formulation of the Problem

Based on the limitation of the problem, the problem was formulated in questions "Is there any significant difference between students' achievement in writing descriptive text taught by using Mind Mapping and conventional method at the second year students of SMP Swasta Triana?"

E. The Objectives of Study

The objective of the study was to investigate the effect of applying mind mapping assisted drawcard media on the students achievement in writing descriptive text.

F. The Significance of Problem

The result of the study were expected to be used theoretically and practically:

1. Theoretically

    The theoretically that thefind up of the study can enrich theories of learning. It is expected to be able to widen the skill of teachers in using mind mapping learning method assisted by drawcard media in order to improve the students' writing achievement.

2. Practically

    a. For the researchers

        This research gave constribution the researchers to help to find out best method to improve writing skill and get more information from this research.

    b. For the students

        The result of this research is suggested to apply the mind mapping method assisted by drawcard to improve students' writing achievement.

    c. For the teachers

        The use of mind mapping method assisted by drawcardcan make the students are more enjoyable to improve their achievement in writing descriptive text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Nature of Writing

Brown (2001:335) elaborates the upshot of the nature of writing that has produced writing pedagogic that focuses student on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into writing text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Writing is one of the skills of learning strategies. Language can be shown in the form of writing. There are two kinds of language. Those are oral language and written language. Oral language means the language that people use in speaking recognized in listening, whereas written language is the language that the people use it in writing or recognizing in reading. The meaning of writing is the act or art, forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which has characters and word express, or communication them to other by visible signs.

Writing is a distinct human activity. One important aspect in writing is word because we write or arrange words become a sentence. There are many kinds of writing, divided into five types, those are:

a. Expository writing

b. Descriptive Writing

c. Narrative Writing

d. Persuasive Writing

e. Creative Writing

In this research, researcher focused on second type of writing that is descriptive writing. Descriptive writing can be written in several forms. Those are sentence, paragraph, essay, etc. Sentence usually consists of at least a subject, and a verb. Paragraph is unit of information unified by a controlling idea and basic unit of organization in writing in which a group of related sentences develop one main idea. Whereas, an essay is writing form, involves further than the production of grammatically correct sentences.

Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be reconsidered, added to, rearranged, and changed.

2. **The Process of Writing**

There are three stages of writing, that are per-writing, writing, and post-writing

a. Pre- writing stage (Concept Mapping)

A concept map is a way of representing relationships between ideas, images, or words, in the same way that a sentence diagram represents the grammar of a sentence, a road map represents the locations of highways and towns, and circuit diagram represents the working of an electrical

appliance. In a concept map, each word or phrase is connected to another and linked back to the original idea, word or phrase. Concept maps are a way to develop logical thinking and study skills, by revealing connections and helping students how individual ideas form a large whole (Smalley, 2001:36).

Concept maps are used to stimulate the generation of ideas, and are believed to aid creativity. For example, concept mapping is sometimes used for brainstorming. Although, they are often personalized and idiosyncratic, concept maps can be used to communicate complex ideas. Similar to mapping, it also adds a visual dimension that helps student gain greater control and fluency in thinking and writing (Brown, 2001:46).

b. Writing Stage

Writing is drafting to give ideas shape and form in the symbol of written language, involves an attempt to create or conducts a whole text. Writer do not need to be worried with the convention in the writing because it will be reworked, rearranged, reorganized, or revised, and edited to get it satisfactory.

In additions, Ploeger (2007:7) states that a draft is a beginning, an attempt to clarify thinking about the paragraph's main ideas. Drafting is also a way to discover more ideas about a certain topic, since new ideas will comes as the writer the draft. That is all a draft is. It is never perfect and should never be turned in as a final version.

c. Post-writing

In post-writing, there are two steps involved, which are revising and editing, as explain follows,

1. Revising

   Revising is one of the most important phases of the writing process. When revising, focus on different aspect of writing, from how well the ideas are expressed and organized to sentence structure. That is why revision is essential to good writing. remember that a draft may be fermented or out of sequences, with irrelevant information that needs to be moved or thrown away. In the same way, sentences problems have to be corrected or combined.

2. Editing

   Latief (2003:53) say that editing is putting the last touches on your work to make sure it flows well like adding any missing pieces or removing parts that do not fit. Editing involves shaping the message, perhaps changing sentences, or condensing, deleting, or combining them.

3. **Purposes of writing**

   According to Penny Ur "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing".

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others.

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well.

All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

d. Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.

4. Writing Assessment

In writing, there are achievements that must be obtained by students. Achievement is a word that means a thing done successfully, especially with

effort and skill (Hornby; 1995). Achievement in writing can be reached by making good effort in the teaching and learning process. In order to increase the writing achievement, both students' and teachers was worked together to compose and perform a communicative, effective and fun situation in the class. Making an innovative media, prepared lesson plan and well management class also kinds of good effort that was conducted by the teachers to help the students' can study writing effectively. In teaching writing, the teacher makes every effort that can be done in the classroom by providing a good lesson plan and media so that students' achievement was improved.

According to Harris (1969), there are some components in writing assessment, there are;

a. Content

The substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

b. Form/Organization

The organization of the content. Writing should content logical or associative connection and trasnsition which clearly express the relationship of the idea described.

c. Mechanic

The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.

d. Grammar

The employment of grammatical form and syntatic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time.

5. **Descriptive Text**

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

As Barbara Fine Clouse said in her book, *The Student Writer*, "Description adds an important dimension to our lives because it moves our emotion and expands our experience". Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

Traditionally, descriptions are divided into two categories: *objectives* and *subjective*. In objective description you records details without making any

personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

The goal when we write subjective description is to create vivid mental images. To do that, will use *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.

6. **Purposes Of Descriptive Text**

Descriptive is a type of paragraph which describes something in details in order to enable the readers to see, feel, hear, and touch it directly or involved themselves in the event. In this case, a writer must be able to describe an object based on its specific characterization. We even use description to persuade others to think or act inparticular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following table show;

Table 2.1

Purpose of Descriptive Text

Purpose	Description
To entertain	An amusing description of a teenager's bedroom

To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman	A description of a degrading music video

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions.

7. **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:

a. Description of a people

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.

1. 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).

2. 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.

3. 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 devotes.

b. 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.

c. 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.

1. 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.

2. 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.

8. Mind Mapping

a. History of Mind Mapping

The technique of Mind Mapping was introduced by Tony Buzan (2007). This technique is also recognized by the name of Radiant Thinking. A mind map owns a central word or idea, and there are 5 until 10 others, dissimilar idea secretor rather than the central idea6. Mind Mapping very effective if used to peep out the idea hidden in which we own and make the association among the idea. Mind Mapping is also good for information organization. Its Diagram form which is like tree diagram and its ratification facilitate for the referenceone of information to other information.

b. Definition of Mind Mapping

As mind mapping is one of the strategies that can facilitate writing, some experts tried to define the meaning of mind mapping strategy differently. One of the well-known experts of this field is Buzan (1993,2007) who defines mind map as a figure which functions as a tool to sort out thoughts and organize words, tasks or other relations that set central key words and branches that usually contain words, colors, short phrases and pictures. As mind mapping is one of the sub-part of pre-writing strategy, Mc Crimmon (2009) analyzes that mind map is the prior process that the writer usually does before starting to write a paragraph which needs a certain time to do. Moreover, it organizes the relationship between central ideas and branches.

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

Mind Mapping represents the way to place the information into brain and take it return out brain. Form of the mind mapping is like map a road; street in town having a lot of branch. As doing our road; street map can make the view totally about the root of the matter in a very wide area. With a map can plan a quickest route and precisely and know where we will go and where we reside.

A Mind Map is a powerful graphic technique which provides a universal key to the potential of the brain. It harnesses full range of cortical

skills, word, image, number, logic, rhythm, cooler and spatial awareness in single, uniquely powerful manner. In doing it gives us the freedom to the roam the infinite expanse of your brain.

The Mind Map can be applied to every aspect of life where improved learning and clearer thinking enhance humans' performance.Mind map is graph technique that able to explore all of our ability to think and learned, and also suitable with the man brain.

Mapping is the creation of a graphic or word picture, so that all pertinent information is visible at pone time. "Mind" or "concept" maps (sometimes also referent to as "think links") should be constructed so as to visually represent relationship among concepts. Major and minor supporting information to remember is placed in a form that resembles a map; hence the term mapping is issued. For some students, this visualization enables them to recall the textual information much more readily, and it stimulates "creative thinking". Maps are not as rigidly organized as outlines allowing greater flexibility in note making, can incorporate information more easily and more items around on a page.

c. The advantages of Mind Map in writing

Making a mind map should be a spontaneous pre-writing activity. Students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind that makes associations.

Mind maps work well as their visual design, enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well especially when created in groups, since the discussion of this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

The Excellence of Mind Map compared to this linear record-keeping will assist to activate the brain, focusing on discussion fundamental, showing relation between parts of information which each other a part, giving detailed and clear entire picture discussion, fundamental and also give all mind to discussion fundamental to assist us to transfer an information from memory short term memory to long term memory.

9. **Media**

Media or visual aids play an important role in a teaching and learning process. The use of media facilities the teacher and students to reach the goals of the study. Brown (1977:3) defines media as the tools or physical things used by a teacher to facilitate the instructions. While an educational media is such a device used for educational purposes (Biddle & Rossi, 1966:3).

10. **Mind Mapping Learning Method assisted DrawCard Media**

DrawCard is a visual media in form a cards. This cards shows an picture or illustration that will be describe by students. On the other side, students can write or make the results of the mind map itself.Mind Mapping Learning Method is very suitable to help assisted by DrawCard media because the results

of this method must be written in form mind map and written on a random paper.

B. Previous Relevant Studies

In this subchapter, I would like to review some previous studies that support my view about the use of mind mapping learning method to improve students' ability in writing.

First, a study done by Mawadah (2009), she found that the teaching descriptive text to junior high school students of SMP Negeri 1 Pegandon by using mind mapping method was more effective than teaching descriptive text using conventional method. This experimental research used two classes as the sample of the research. The experimental group was taught by using mind mapping and the control group was taught by using conventional method. The main purpose of the activities above is to make students easier in constructing a text.

Second, Utami (2009) also did research about the use of prewriting strategies: Brainstorming and Mind Mapping in Essay Writing for tenth grade students of SMA Negeri 3 Salatiga. The use of brainstorming and mind mapping can help and motivate students to generate ideas and practice expressing thought in written form, so that it would be helpful for students in creating a text and get a satisfying work in writing. The students' achievement in writing recount text increased from the first meeting to the last meeting. The students' respond that were obtained through questionnaire showed that most of them agreed that using brainstorming and mind mapping could help them in improving their ability in writing recount text.

Third, Susanto (2008) gave description of determining the application of mind mapping method in teaching descriptive writing for the second grade students of SMU Negeri 1 Kajen. He found some advantages by applying mind mapping method in teaching descriptive text. First, the students are interested and motivated in exploring their ideas and imagination using mind mapping method since they found new things during learning process. Second, they might be encouraged to be active in classroom activity by asking the teacher or friends. Then, the last advantage is its simplicity to use mind mapping method by making a chart like a tree diagrams. The students understand, memorize and remember the main idea and relative words easily.

Every method has advantages and weaknesses. The first weakness in applying mind mapping method is must have broad knowledge especially in vocabularies and diction (choice of words). The students liked to ask English translation the difficult words related to the topic. They should bring a dictionary to help them in translating words because it would spend more times if they asked to the teacher continuously. The second one is that spends more paper sheets to do the test because they do two steps before they make the final draft of the descriptive text. The advantage in applying mind mapping method is the students can automatically enrich their vocabularies by searching branches and related ideas from the main topic.

C. Conceptual Framework

There are many factors that affect students' achievement in writing. There are vocabulary, grammar and teaching strategies. Teaching strategies should be easy, fun, motivating, stimulating and abilities of students.

There are many strategies that can be used by teachers in teaching. One is a mind mapping method in improving their writing achievement in English. It used in expressing ideas, ideas, or something to be disclosed in an article, and after that the student is able to convey what they write.

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was carried out at the first semester of grade VIII of SMP SwastaTriana in academic year 2019 – 2020.

B. Population and Sample

Population is the group of interest to the researcher, would like the result of the study to generalize whereas sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected.

The population of the research included the entire first semester grade VIII of SMP SwastaTriana. The population of this research was 50 students; divided into two classes.

Table 3.1
Population and Sample

Class	Female	Male	Total
VIII – A	8	17	25
VIII - B	9	16	25
TOTAL	17	33	50

C. Research Design

This research used quantitative method and the design of the research was quasi experimental study that aimed to find out the cause-effect between two variables.

Creswell stated that a quantitative method is a method which the investigation focus on the use of post positive statement for developing knowledge, the use of enquiry strategies such as experiment, surveys, and collect data on predetermined instruments to get specific statistic data.

Furthermore, the writer involved two groups, one class as an experimental class, and another class a control class. The pre-test and post-test were given to the students in both experimental and the control class.

After giving the treatment to the experimental class, the writer distributed post-test to both classes to see the effect of mind mapping method on students' writing of descriptive text. Lastly, the writer analyzed the data she had gotten from both experimental and control class. The experiment design as follows:

Table 3.2

Desain of the Study

Class	Measurement	Treatment	Measurement
Exeperimental group	Pre-test	Experimental treatment (using mind mapping metdod)	Post-test

Control Group	Pre-test	Non Experimental treatment (without using mind mapping / using lecturing method)	Post-test

D. Instrument of Collecting Data

Instrument was the most important equipment in the research to collect data. The researcher tried to apply the appropriated instrument to get the data. In this case, this research used test. Test used to collect the data on students' writing achievement of descriptive text.

In this research, the test was in written form that the students should write the descriptive text about the topic given. The tests divided into two tests, pre-test and post-test. The pre-test was given to the students before the treatment and the post-test given after the treatment. In pre-test , the writer asked students to make descriptive text then writer gave the treatment.

In analyzed the data related to the students' test of writing achievement, this research used analytical scoring rubric adapted from Weigle. The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Table 3.3

Analytical scoring rubric

Components of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to understand
	3	rather relevant to the topic and easy to understand
	2	relevant to the topic but is not quite easy to understand
	1	quite relevant to the topic but is not quite easy to understand
Organization	4	most of the sentences are related to the main idea
	3	some sentences are related to the main idea
	2	few sentences related to the main idea
	1	the sentences are unrelated to each other
Vocabulary & Mechanic	4	a few errors in choice of words, spelling and punctuation
	3	some errors in choice of words, spelling and punctuation
	2	occasional errors in choice of words, spelling and punctuation
	1	frequent errors in choice of words, spelling and punctuation
Grammar	4	a few grammatical inaccuracies
	3	some grammatical inaccuracies
	2	numerous grammatical inaccuracies
	1	frequent grammatical inaccuracies

E. The Technique of Data Analysis

To analyze the data collected by using test, the writer used formula as follows:

$$Score = \frac{po\,\text{int}}{16} \times 100$$

Note :

Score   ; Student Score

Point   ;Accumulation of score

This research used t-test formula as a technique of data analysis. It used to seek the significance differences of students' scores by using the different method. The formula is as follows;

$$t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

The process of t-test was as follows;

1. Determining mean of gained score of experiment group, with the formula:

$$Mx\,\text{or}\,M_1 = \frac{X}{N_1}$$

2. Determining mean of gained score of controlled group, with the formula:

$$My\,\text{or}\,M_2 = \frac{Y}{N_2}$$

3. Determining the Standard Deviation of the experiment group, with the formula:

$$SD_1 = \sqrt{\frac{\sum x2}{N_1}}$$

4. Determining the Standard Deviation of controlled group, with the formula:

$$SD_2 = \sqrt{\frac{\sum y2}{N_2}}$$

5. Determining the Standard Error Mean of experiment group, with the formula:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

6. Determining the Standard Error Mean of controlled group, with the formula:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

7. Determining the difference of standard Error between Mean or experiment group and control group, uses formula as follow:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

8. Determining t_o:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

9. Determining t-table in significance level of 5% with degree of freedom (df):

$$df = (N_1 + N_2) - 2$$

Note:

Variable X   : Descriptive writing by using Mind Mapping technique

Variable Y   : Descriptive writing without Mind Mapping technique

M_1 : Mean of the gained score of variable X

M_2 : Mean of the gained score of variable Y

SD_1 : Standard Deviation of variable X

SD_2 : Standard Deviation of variable Y

SEM_1 : Standard Error of Mean variable X

SEM_2 : Standard Error of Mean variable Y

N   : Total of the students

df   : degree of freedom

F. Hypothesis

The assumption of the hypotheses:

1. If $t_o > t_t$, the null hypotheses (H_0) is rejected and the alternative hypothesis (H_a) isaccepted. It means that there is significant difference between the students' writing scores in descriptive text who are taught by using mind mapping method and who are taught without using mind mapping method at the eighth grade students of SMP Swasta Triana ($M_1 \neq M_2$). In other word, mind mapping is effective in teaching writing in descriptive text.

2. If $t_o < t_t$, the null hypotheses (H_0) is accepted and the alternative hypotheses (H_a) is rejected. It means that there is no significant difference between the between

the students' writing scores in descriptive text who are taught by using mind mapping method and who are taught without using mind mapping method at the eighth grade students of SMP Swasta Triana ($M_1 = M_2$). In other word, mind mapping method is not effective in teaching writing of descriptive text.

CHAPTER IV

THE RESULT OF RESEARCH

A. Research Finding

1. Data

The Data description shows or describes the collected data – those were students' scores in pre-test and post-test. There are tables of the score differences of pre-test and post-test of both classes to get the gained scores before doing further calculation.

Table 4.1

Students' Score Experimental Class

Student (N)	Pre-Test	Post-Test	Gained Score
S1	47	66	19
S2	23	66	43
S3	47	93	46
S4	27	76	49
S5	24	83	59
S6	47	63	16
S7	43	80	37
S8	33	76	43
S9	23	63	40
S10	40	73	33
S11	33	67	34
S12	50	90	40
S13	23	73	50
S14	40	66	26
S15	30	83	53
S16	23	90	67

Student (N)	Pre-Test	Post-Test	Gained Score
S17	37	97	60
S18	27	76	49
S19	27	60	33
S20	23	80	47
S21	37	80	43
S22	43	73	30
S23	40	73	33
S24	53	76	23
S25	23	70	47
N=25	863	1893	1009
	M=34.52	**M=75.72**	**40.36**

Table 4.2
Students' Score Control Class

Student (N)	Pre-Test	Post-Test	Gained Score
S1	20	63	43
S2	30	66	36
S3	23	40	17
S4	37	70	33
S5	33	50	17
S6	36	73	37
S7	37	73	36
S8	33	63	30
S9	37	60	23
S10	33	73	40
S11	33	63	30
S12	20	50	30
S13	43	73	30
S14	27	60	33
S15	40	66	26

S16	30	53	23
S17	30	66	36
S18	33	63	30
S19	20	60	40
S20	27	50	23
S21	23	66	43
S22	27	66	39
S23	23	40	17
S24	20	60	40
S25	30	63	33
N=25	748	1510	776
	M=29.92	**M=60.64**	**31.04**

2. Data Analysis

Based on the pre-test and post-test result scores of both experimental andcontrolled classes, this research used some formulations to know the "t" value byused the degree of significant level 5% and to know the significant effect of usingmind mapping technique on students' writing of descriptive text.

First of all, the data determined the mean of X or experimental class and Y or controlled class. To determine the mean of X by using this formula:

$$M_1 = \frac{\sum x}{N_1}$$
$$M_1 = \frac{1009}{25}$$
$$M_1 = 40.36$$

Meanwhile, the writer also determined the mean of Y or controlled class by using the following formula:

$$M_2 = \frac{\sum y}{N_2}$$

$$M_2 = \frac{776}{25}$$

$$M_2 = 31.04$$

To make clearer, the writer provided the table 4.3 to show the result of mean of experimental and controlled classes as following:

Table 4.3

The Calculation Result of both Experimental and Controlled Classes

Student	X	Y	x(X-M$_1$)	y(Y-M$_2$)	x^2	x^2
S1	19	43	-21.36	8.96	456.2496	80.2816
S2	43	36	2.64	1.96	6.9696	3.8416
S3	46	17	5.64	14.04	31.8096	197.1216
S4	49	33	8.64	1.96	74.6496	3.8416
S5	59	17	19.64	14.96	385.7296	197.1216
S6	16	37	-24.36	5.96	593.4036	35.5416
S7	37	33	-3.36	1.96	11.2896	3.8416
S8	43	30	2.64	-1.04	6.9696	1.0816
S9	40	23	-0.36	-8.04	0.1296	64.6416
S10	33	40	-7.36	8.96	54.1696	80.2816
S11	34	30	-6.36	-1.04	40.4496	1.0816
S12	40	30	-0.36	-1.04	0.1296	1.0816
S13	50	30	9.64	-1.04	92.9296	1.0816
S14	26	33	-20.36	1.96	414.5296	3.8416
S15	53	26	9.64	-5.04	92.9296	25.4016
S16	67	23	26.64	-8.04	709.6896	64.6416
S17	60	36	19.64	4.96	385.7296	24.6016
S18	49	30	8.64	-1.04	74.6496	1.0816
S19	33	40	-7.36	8.96	54.1696	80.2816

S20	47	23	6.64	-8.04	44.0896	64.6416
S21	43	43	2.64	11.96	6.9696	143.0416
S22	30	39	-10.36	7.96	107.3296	63.3616
S23	33	17	-10.36	14.04	107.3296	197.1216
S24	23	40	-17.36	8.96	301.3696	80.2816
S25	47	33	6.64	1.96	44.0896	3.8416
$\sum$	**1009**	**776**	**-6**	**86.6**	**4097.754**	**1401.42**

After determining the mean of both experimental and controlled class (X and Y), to determine the Standard Deviation of experimental class (X) used a formula as follow:

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}}$$

$$SD_1 = \sqrt{\frac{4097.75}{25}}$$

$$SD_1 = \sqrt{163.91}$$

$$SD_1 = 12.80$$

Meanwhile, to determine the Standard Deviation controlled class used a formula as following:

$$SD_2 = \sqrt{\frac{\sum y^2}{N_2}}$$

$$SD_2 = \sqrt{\frac{1401.42}{25}}$$

$$SD_2 = \sqrt{56.06}$$

$$SD_2 = 7.49$$

Then, the result of both standard deviation (X and Y) the writer calculated the Standard Error Mean of experimental class (X) uses a formula as follow:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE_{M_1} = \frac{12.80}{\sqrt{25 - 1}}$$

$$SE_{M_1} = \frac{12.80}{4.90}$$

$$SE_{M_1} = 2.61$$

Meanwhile, to determine the standard Error Mean of controlled class (Y) used a formula as follow:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_1 - 1}}$$

$$SE_{M_2} = \frac{7.49}{\sqrt{25 - 1}}$$

$$SE_{M_2} = \frac{7.49}{4.90}$$

$$SE_{M_2} = 1.53$$

After determining the standard deviation of both experimental and controlled class, the writer calculated the difference of standard error between mean of experimental class (X) and controlled class (Y), used a formula as follow:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} = \sqrt{2.61^2 + 1.53^2}$$

$$= \sqrt{6.81 + 2.34}$$

$$= \sqrt{9.15}$$

$$= 3.02$$

Then, the writer calculated t_0:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

$$t_0 = \frac{40.36 - 31.04}{3.02}$$

$$t_0 = \frac{9.32}{3.02}$$

$$t_0 = 3.09$$

Finally, the writer calculated t_{table} in significance level of 5% and with degree of freedom (df):

$$df = (N_1 + N_2) - 2$$
$$= (25 + 25) - 2$$
$$= 50 - 2$$
$$= 48$$

Based on the degree of freedom, the writer gained the t-table:

Degree of significance 5% = 1.67

From the calculation toward of pre-test and post-test of both experimental and controlled classes, the result shows that the obtained score of experimental class is higher than that of controlled class. Besides, the writer obtained the comparison between t_o and t_t for the degree of significance 5%:

Degree of significance 5%: $t_o > t_t = 3.09 > 1.67$

The data which have been calculated by using t-test, based on the result pre-test and post-test of both experimental and controlled classes is to prove the research hypothesis as tentative assumption below:

1. If $t_0 > t_t$ = the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

2. If $t_0 < t_t$ = the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

From the data calculation, it was obtained the value of t_o was 3.09 and the degree of freedom (df) was 48. In this research, the writer used the degree of significance 5% where the value of degree of significance 5% is 1.67.

By comparing the value $t_o = 3.09$ and t_{table} on the degree of significance 5% is 1.67, the writer made a conclusion of hypothesis that t_o was higher than t_{table}, namely $1.67 < 3.09$. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected, so that using mind mapping technique is effective on students' writing descriptive text.

B. Discussion

Based on the calculation by using some formula to calculate students' scores in pre-test and post-test, the writer believed that mind mapping is effective on students' writing of descriptive text. The result of t_o is higher than t_{table}, the value of $t_o = 3.09$ and t-table on the degree significance 5% = 1.67. The writer made a conclusion of the hypothesis that t_o is higher than t-table; $3.09 > 1.67$ the alternative hypothesis (Ha) of this research had been proven that mind mapping to students' writing descriptive text of seventh grade students of SMP SwastaTriana is more effective than without using mind mapping technique on students' writing descriptive text. Thus the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

In addition, the writer compared the similar research that investigated by LailiMawadah from the Semarang State University. Laili had study about The Effectiveness of Mind Mapping in Teaching the Students to Write Descriptive Text. The purpose of Laili research is to compare whether teaching descriptive text to junior high school students of SMP Negeri I Pegandon by using mind mapping is more effective than teaching descriptive text by using the conventional method (the strategy which the teacher usually applies). In her research, Laili chose two classes as the sample of the research. They are class VIII 4 (the experimental group) and class VIII 5 (the control group). The experimental group was taught by using mind mapping and the control group was taught by using the conventional method. Laili used writing test to gather the data. Before giving the writing test, Laili gave some activities to the students. Those activities are giving the glossary, making the simple sentences, describing the familiar people by using picture and applying mind mapping in writing descriptive text (just for the experimental group).

The main purpose of the activities above was to help the students in creating a text. After that, Laili scored the students' work by using the analytical scoring. This score was based on the five criteria; they are organization, content, grammar, punctuation and vocabulary. In addition, the t-test formula was also applied to determine whether there was a significant difference between the means of the experimental group and the control group. The mean of post-test of the experimental group is 78.50 and the control group is 75.53. The obtained t-test (t_{value}) is 4.57672, whereas the t-table is 1.99 for $\alpha = 5\%$. The t-test value was higher than the t-table (4.57672 > 1.99). On the other hand, the writer with her research on

the title The Effect Of Applying Mind Mapping Learning Method Assisted By DrawCard Media On The Students' Achievement In Writing Descriptive Text got the result is the mean of the experimental group is 40.36 and the control group is 31.04. The obtained t-test (t_{value}) is 3.09, whereas the t-table is 1.67 for $\alpha = 5\%$. The t-test value was higher than the t-table (3.09 > 1.67). The results proved that Mind Mapping was more effective as the teaching strategy or method in teaching descriptive text.

It conclude that mind mapping has effect in the teaching learning writing, that mind mapping can help students junior high school to solve their problem about the difficulties of writing especially writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, conclusion are drown as the following that the students of both classes have never been taught descriptive writing using mind mapping method before the writer conducted the research. That they (experimental class students) got higher average scores on the post-test was the fact. After doing the treatment, the students improved their writing used mind mapping method.

Based on the data that has been described from the experimental research of the first semester grade VIII students at SMP Swasta Triana, the writer found that t-test 3.09 is higher that t-table in both degree of significance 5% is 1.67. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. Therefore, it can be conclude that there was any effect of mind mapping method on students' writing of descriptive text at seventh grade of the first semester grade VIII students at SMP Swasta Triana in academic year 2019-2020.

B. Suggestion

Based on the conclusion above, there are some suggestions are staged as the following:

1. The teachers of English have to be able to determine what kind of method to do in the classroom to make students easily learning English.

2. The teachers of English are advised to use mind mapping as one of the method in the classroom as the alternative teaching procedure.

3. The teachers of English have to pay attention to students' motivation of writing so that they are interested in writing activity.

4. The atmosphere of conduciveness in the classroom influences the process of teaching-learning activity. Therefore, it is better to consider the effectiveness of conducive class.

5. The students should pay attention to the teacher when the process of learning in order they can get the point of the material that given by the teacher.

6. Other junior high schools are suggested to apply Mind Mapping Learning Method to improve their students' writing.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMP Swasta Triana
Kelas/Semester	: VIII A/Ganjil
	(Experimental class/Pretest)
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Descriptive
Keterampilan	: Menulis
Alokasi Waktu	: 2 x 40 menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

12.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terekat.

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

C. Indikator

1. Mengidentifikasi ciri-ciri kebahasaan pada teks *descriptive*.
2. Mengidentifikasi langkah-langkah retorika pada teks *descriptive*.
3. Mengidentifikasi struktur paragraph pada teks *descriptive.*
4. Menulis Kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.
6. Membuat teks *descriptive* sederhana.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:
1. Mengidentifikasi ciri-ciri kebahasaan padda teks descriptive.
2. Mengidentifikasi langkah-langkah retorika teks descriptive.
3. Memahami struktur paragraph pada teks descriptive.
4. Menulis kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.
6. Membuat teks *descriptive* sederhana.

Karakter siswa yang diharapkan:
1. Rasa hormat dan perhatian
2. Percaya diri
3. Rasa ingin tahu
4. Komunikatif
5. Mandiri
6. Jujur
7. Tanggung jawab

E. Materi Pembelajaran
   Descriptive Text

F. Metode Pembelajaran
   Lecture Method

G. Langkah-langkah kegiatan

No.	Kegiatan	Waktu
1	**Pendahuluan:** • Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. • Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). • Melakuan ice breaking. • Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).	10 menit
2	**Kegiatan inti:**	60 menit

	• Guru memberikan intruksi kepada siswa untuk menulis sebuah *descriptive* teks. • Guru meminta siswa untuk menuliskan sebuah *descriptive text* sebagai pre-test	
3	**Penutup** • Reflection (menanyakan kesulitan siswa, manfaat, kesan selama PBM) • Further guidance: (PR, membaca teksdeskriptif lainnya di rumah,dan menjawan pertanyaan tentang berbagai informasi yang terdapat dalam teks tsb) • Menginformasikan topik pertemuan berikutnya	10 menit

H. Sumber/Bahan/Alat Belajar
1. Buku bacaan yang relevan
2. Kertas, spidol berwarna, pensil warna.

I. Penilaian
1. Bentuk dan Tehnik

No.	Teknik	Bentuk	Contoh
1	Tes Tulis	Tugas individu	Lampiran

Pedoman penilaian:
Instrument penilaian : rubric of analytical scoring

Medan, 12 Agustus 2019

Mengetahui,
Guru Bahasa Inggris   Peneliti

(   )   (   )

Lampiran

INSTRUMENT PRETEST

Name :
Class :

1. Write down the descriptive writing about *North Sumatera*.

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMP Swasta Triana
Kelas/Semester   : VIII A/Ganjil
                                 (Experimental Class/Treatment)
                                 (Using Mind Mapping Technique)
Mata Pelajaran   : Bahasa Inggris
Jenis Teks   : Descriptive
Keterampilan   : Menulis
Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

   12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

   12.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terekat.

   12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

C. Indikator

   1. Mengidentifikasi ciri-ciri kebahasaan pada teks *descriptive*.
   2. Mengidentifikasi langkah-langkah retorika pada teks *descriptive*.
   3. Mengidentifikasi struktur paragraph pada teks *descriptive.*
   4. Menulis Kalimat sederhana.
   5. Mendeskripsikan sesuatu melalui gambar atau foto.
   6. Membuat teks *descriptive* sederhana.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Mengidentifikasi ciri-ciri kebahasaan padda teks descriptive.
2. Mengidentifikasi langkah-langkah retorika teks descriptive.
3. Memahami struktur paragraph pada teks descriptive.
4. Menulis kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.
6. Membuat teks *descriptive* sederhana.

Karakter siswa yang diharapkan:

1. Rasa hormat dan perhatian
2. Percaya diri
3. Rasa ingin tahu
4. Komunikatif
5. Mandiri
6. Jujur
7. Tanggung jawab

E. Materi Pembelajaran

Topik: My Favorite Star
Functional text: Describing People
Grammar points: Noun Phrase

F. Metode Pembelajaran

Mind Mapping

G. Langkah-langkah kegiatan

No.	Kegiatan	Waktu
1	**Pendahuluan:** • Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. • Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). • Melakuan ice breaking. • Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan	10 menit

	menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).	
2	**Kegiatan inti:** **Eksplorasi** Dalam kegiatan ekplorasi : • Guru memberikan stimulus berupa pemberian materi tentang pengertian dan genetic structure teks deskriptif. • Guru memberikan contoh teks deskriftif dan strukturnya kepada siswa. • Guru memberikan stimulus berupa pemberian materi tentang mind mapping. • Siswa mendiskusikan materi bersama-sama **Elaborasi** Dalam kegiatan elaborasi : • Membaca teks deskriptif dan mengidentifikasi langkah retorika dengan cermat • Memfasilitasi siswa melalui pemberian tugas mengidentifikasi generic structure dari sebuah teks descriptive untuk didiskusikan secara berpasangan. • Memfasilitasi siswa melalui pemberian tugas mencari informasi dari sebuah mind mapping. • Memfasilitasi siswa melalui pemberian tugas menerjakan latihan soal untuk dikerjakan secara individu. **Konfirmasi** Dalam kegiatan konfirmasi, siswa: • Guru memberikan umpan balik positif dan penguatan dalam bnetuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.	60 menit

	• Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.		
	• Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi teks descriptive dan mind mapping.		
	• Menulis draft Mind Mapping teks deskriptif berdasarkan tema yang disajikan		
	• Mengkomunikasikan draft Mind Mapping yang dibuat kepada guru dan mereviewnya		
	• Mengembangkan draft Mind Mapping menjadi teks deskriptif dengan struktur teks yang benar.		
3	**Penutup** • Reflection (menanyakan kesulitan siswa, manfaat, kesan selama PBM) • Further guidance: (PR, membaca teks deskriptif lainnya di rumah,dan menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks tsb) • Menginformasikan topik pertemuan berikutnya	10 menit	

H. Sumber/Bahan/Alat Belajar
   1. Buku bacaan yang relevan
   2. Buku Pintar Mind Map untuk anak
   3. Kertas, spidol berwarna, pensil warna.

I. Media
   DrawCard

Medan, 12 Agustus 2019

Mengetahui,
Guru Bahasa Inggris   Peneliti

(   )   (   )

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMP Swasta Triana
Kelas/Semester   : VIII A/Ganjil
                                   (Experimental class/Posttest)
Mata Pelajaran   : Bahasa Inggris
Jenis Teks   : Descriptive
Keterampilan   : Menulis
Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
12.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terekat.

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

C. Indikator
1. Mengidentifikasi ciri-ciri kebahasaan pada teks *descriptive*.
2. Mengidentifikasi langkah-langkah retorika pada teks *descriptive*.
3. Mengidentifikasi struktur paragraph pada teks *descriptive.*
4. Menulis Kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.

6. Membuat teks *descriptive* sederhana.

D. Tujuan Pembelajaran
Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:
1. Mengidentifikasi ciri-ciri kebahasaan padda teks descriptive.
2. Mengidentifikasi langkah-langkah retorika teks descriptive.
3. Memahami struktur paragraph pada teks descriptive.
4. Menulis kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.
6. Membuat teks *descriptive* sederhana.

Karakter siswa yang diharapkan:
1. Rasa hormat dan perhatian
2. Percaya diri
3. Rasa ingin tahu
4. Komunikatif
5. Mandiri
6. Jujur
7. Tanggung jawab

E. Materi Pembelajaran
Descriptive Text

F. Metode Pembelajaran
Lecture Method

G. Langkah-langkah kegiatan

No.	Kegiatan	Waktu
1	**Pendahuluan:** • Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. • Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). • Melakuan ice breaking. • Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan	10 menit

	menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).	
2	**Kegiatan inti:** • Guru memberikan intruksi kepada siswa untuk menulis sebuah *descriptive* teks. • Guru meminta siswa untuk menuliskan sebuah *descriptive text* sebagai post-test	60 menit
3	**Penutup** • Reflection (menanyakan kesulitan siswa manfaat, kesan selama PBM) • Further guidance: (PR, membaca teks deskriptif lainnya di rumah,dan menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks tsb)	10 menit

H. Sumber/Bahan/Alat Belajar
   1. Buku bacaan yang relevan
   2. Kertas, spidol berwarna, pensil warna.

I. Penilaian
   1. Bentuk dan Tehnik

No.	Teknik	Bentuk	Contoh
1	Tes Tulis	Tugas individu	Lampiran

Pedoman penilaian:
Instrument penilaian : rubric of analytical scoring

Medan, 12 Agustus 2019

Mengetahui,
Guru Bahasa Inggris   Peneliti

(   )   (   )

Lampiran

INSTRUMENT POSTTEST

Name :
Class :

1. Create your mind mapping about North Sumatera.
2. Make a descriptive text based on your Mind mapping above.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMP Swasta Triana

Kelas/Semester   :VIII B/Ganjil

                      (Controlled class/Pretest)

Mata Pelajaran   : Bahasa Inggris

Jenis Teks   : Descriptive

Keterampilan   : Menulis

Alokasi Waktu   : 2 x 40 menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

12.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terekat.

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

C. Indikator

1. Mengidentifikasi ciri-ciri kebahasaan pada teks *descriptive*.
2. Mengidentifikasi langkah-langkah retorika pada teks *descriptive*.
3. Mengidentifikasi struktur paragraph pada teks *descriptive*.
4. Menulis Kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.

6. Membuat teks *descriptive* sederhana.

D. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:
   1. Mengidentifikasi ciri-ciri kebahasaan padda teks descriptive.
   2. Mengidentifikasi langkah-langkah retorika teks descriptive.
   3. Memahami struktur paragraph pada teks descriptive.
   4. Menulis kalimat sederhana.
   5. Mendeskripsikan sesuatu melalui gambar atau foto.
   6. Membuat teks *descriptive* sederhana.

   Karakter siswa yang diharapkan:

   1. Rasa hormat dan perhatian
   2. Percaya diri
   3. Rasa ingin tahu
   4. Komunikatif
   5. Mandiri
   6. Jujur
   7. Tanggung jawab

E. **Materi Pembelajaran**
   Descriptive Text

F. **Metode Pembelajaran**
   Lecture Method

G. **Langkah-langkah kegiatan**

No.	Kegiatan	Waktu
1	**Pendahuluan:** - Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. - Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). - Melakuan ice breaking. - Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan	10 menit

		menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).	
2	**Kegiatan inti:**	- Guru memberikan intruksi kepada siswa untuk menulis sebuah *descriptive* teks. - Guru meminta siswa untuk menuliskan sebuah *descriptive text* sebagai pre-test	60 menit
3	**Penutup**	- Reflection (menanyakan kesulitan siswa, manfaat, kesan selama PBM) - Further guidance: (PR, membaca teks deskriptif lainnya di rumah,dan menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks tsb) - Menginformasikan topik pertemuan berikutnya	10 menit

H. **Sumber/Bahan/Alat Belajar**
   1. Buku bacaan yang relevan
   2. Buku Pintar Mind Map untuk anak
   3. Kertas, spidol berwarna, pensil warna.

I. **Penilaian**
   1. Bentuk dan Tehnik

No.	Teknik	Bentuk	Contoh
1	Tes Tulis	Tugas individu	Lampiran

Pedoman penilaian:
Instrument penilaian : rubric of analytical scoring

Medan, 12 Agustus 2019

Mengetahui,
Guru Bahasa Inggris   Peneliti

(   )   (   )

Lampiran

INSTRUMENT PRETEST

Name :
Class :

1. Write down the descriptive writing about *North Sumatera*.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMP Swasta Triana
Kelas/Semester   : VIII B/Ganjil
                       (Control Class/Treatment)
                       (Using Without Mind Mapping Technique)
Mata Pelajaran   : Bahasa Inggris
Jenis Teks   : Descriptive
Keterampilan   : Menulis
Alokasi Waktu   : 2 x 40 menit

J. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

J. Kompetensi Dasar
12.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terekat.

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

K. Indikator
1. Mengidentifikasi ciri-ciri kebahasaan pada teks *descriptive*.
2. Mengidentifikasi langkah-langkah retorika pada teks *descriptive*.
3. Mengidentifikasi struktur paragraph pada teks *descriptive*.
4. Menulis Kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.
6. Membuat teks *descriptive* sederhana.

L. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:
1. Mengidentifikasi ciri-ciri kebahasaan padda teks descriptive.
2. Mengidentifikasi langkah-langkah retorika teks descriptive.
3. Memahami struktur paragraph pada teks descriptive.
4. Menulis kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.
6. Membuat teks *descriptive* sederhana.

Karakter siswa yang diharapkan:
1. Rasa hormat dan perhatian
2. Percaya diri
3. Rasa ingin tahu
4. Komunikatif
5. Mandiri
6. Jujur
7. Tanggung jawab

8. **Materi Pembelajaran**
   Topik: My Favorite Star
   Functional text: Describing People
   Grammar points: Noun Phrase

9. **Metode Pembelajaran**
   Lecture Method

10. **Langkah-langkah kegiatan**

No.	Kegiatan	Waktu
1	**Pendahuluan:** • Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. • Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). • Melakuan ice breaking.	10 menit

	• Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).	
2	**Kegiatan inti:** **Eksplorasi** Dalam kegiatan ekplorasi : • Guru memberikan stimulus berupa pemberian materi tentang pengertian dan genetic structure teks deskriptif. • Guru memberikan contoh teks deskriftif dan strukturnya kepada siswa. • Siswa mendiskusikan materi bersama-sama **Elaborasi** Dalam kegiatan elaborasi : • Membaca teks deskriptif dan mengidentifikasi langkah retorika dengan cermat • Memfasilitasi siswa melalui pemberian tugas mengidentifikasi generic structure dari sebuah teks descriptive untuk didiskusikan secara berpasangan. • Memfasilitasi siswa melalui pemberian tugas menerjakan latihan soal untuk dikerjakan secara individu. **Konfirmasi** Dalam kegiatan konfirmasi, siswa: • Guru memberikan umpan balik positif dan penguatan dalam bnetuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.	60 menit

	• Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan. • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi teks descriptive.		
3	**Penutup** • Reflection (menanyakan kesulitan siswa, manfaat, kesan selama PBM) • Further guidance: (PR, membaca teks deskriptif lainnya di rumah,dan menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks tsb) • Menginformasikan topik pertemuan berikutnya	10 menit	

M. Sumber/Bahan/Alat Belajar
1. Buku bacaan yang relevan
2. Buku Pintar Mind Map untuk anak
3. Kertas, spidol berwarna, pensil warna.

Medan, 12 Agustus 2019

Mengetahui,
Guru Bahasa Inggris   Peneliti

(   )   (   )

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMP Swasta Triana
Kelas/Semester   : VIII B/Ganjil
                       (Control class/Posttest)
Mata Pelajaran   : Bahasa Inggris
Jenis Teks   : Descriptive
Keterampilan   : Menulis
Alokasi Waktu   : 2 x 40 menit

B. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

C. Kompetensi Dasar

12.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terekat.

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

D. Indikator

1. Mengidentifikasi ciri-ciri kebahasaan pada teks *descriptive*.
2. Mengidentifikasi langkah-langkah retorika pada teks *descriptive*.
3. Mengidentifikasi struktur paragraph pada teks *descriptive.*
4. Menulis Kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.

6. Membuat teks *descriptive* sederhana.

E. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:
1. Mengidentifikasi ciri-ciri kebahasaan padda teks descriptive.
2. Mengidentifikasi langkah-langkah retorika teks descriptive.
3. Memahami struktur paragraph pada teks descriptive.
4. Menulis kalimat sederhana.
5. Mendeskripsikan sesuatu melalui gambar atau foto.
6. Membuat teks *descriptive* sederhana.

Karakter siswa yang diharapkan:
8. Rasa hormat dan perhatian
9. Percaya diri
10. Rasa ingin tahu
11. Komunikatif
12. Mandiri
13. Jujur
14. Tanggung jawab

F. Materi Pembelajaran

Descriptive Text

G. Metode Pembelajaran

Lecture Method

H. Langkah-langkah kegiatan

No.	Kegiatan	Waktu
1	**Pendahuluan:** • Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. • Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). • Melakuan ice breaking. • Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan	10 menit

	menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).		
2	**Kegiatan inti:** • Guru memberikan intruksi kepada siswa untuk menulis sebuah *descriptive* teks. • Guru meminta siswa untuk menuliskan sebuah *descriptive text* sebagai post-test	60 menit
3	**Penutup** • Reflection (menanyakan kesulitan siswa manfaat, kesan selama PBM) • Further guidance: (PR, membaca teks deskriptif lainnya di rumah,dan menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks tsb)	10 menit

I. Sumber/Bahan/Alat Belajar
1. Buku bacaan yang relevan
2. Kertas, spidol berwarna, pensil warna.

J. Penilaian
1. Bentuk dan Tehnik

No.	Teknik	Bentuk	Contoh
1	Tes Tulis	Tugas individu	Lampiran

Pedoman penilaian:
Instrument penilaian : rubric of analytical scoring

Medan, 12 Agustus 2019

Mengetahui,
Guru Bahasa Inggris   Peneliti

(   )   (   )

Lampiran

INSTRUMENT POSTTEST

Name :
Class :

1. Write down the descriptive writing North Sumatera.

Appendix 7

Students in Experimental Class (VIII A)

No	Students	Code	Gender
1	Aidil Sapta Wijaya	S1	Male
2	Alif Edi Sudrajat	S2	Male
3	Asmiranda	S3	Female
4	Ayu Permadani	S4	Female
5	Bambang Abdi Setyo	S5	Male
6	Ika Evidayanti	S6	Female
7	Ilwa Desvianto	S7	Male
8	Intan Nuraini	S8	Female
9	Izen Arya	S9	Male
10	M. Awwal Alsani	S10	Male
11	M. Prado Jaya	S11	Male
12	M. Fikri Fahridji	S12	Male
13	Miftah Fahrid	S13	Male
14	Muhammad Candra Alim	S14	Male
15	Muhammad Khairil Hansyah	S15	Male
16	Muhammad Nizam	S16	Male

17	Muhammad Raffi Siregar	S17	Male
18	Muhammad Reza Nasution	S18	Male
19	Muhammad Wisnu	S19	Male
20	Nadya Puspita	S20	Female
21	Nayla Anastasya	S21	Female
22	Oki Romadhoni	S22	Male
23	Rafly Aditya	S23	Male
24	Sekar Juwita Ayu S	S24	Female
25	Virnie Dwi Ramadhani	S25	Female

Appendix 8

Students in Control Class (VIII B)

No	Students	Code	Gender
1	Aditya Anugrah Pasha	S1	Male
2	Arya Septian Pratama	S2	Male
3	Dian Wulandari	S3	Female
4	Diana Nazwa	S4	Female
5	Dwi Yanti	S5	Female
6	Fajar Andika	S6	Male
7	Fenisyah Aura	S7	Female
8	Galang Pramuja	S8	Male
9	Irfandi Syahputra Harahap	S9	Male
10	Khaira Sakinah	S10	Female
11	M. Ilham Hanafi	S11	Male
12	Maya Sasmita	S12	Female
13	Muhammad Andrean	S13	Male
14	M. Ibrahim Dalimunthe	S14	Male
15	Muhammad Ilham	S15	Male

16	Nadila Ramadhani	S16	Female
17	Naufal Fadil Arsalan	S17	Male
18	Randy Aidil Putra	S18	Male
19	Reifan Ferdiansyah	S19	Male
20	Rio Kurniawan	S20	Male
21	Riska Aulia	S21	Male
22	Macs Willia Dinatha	S22	Male
23	Sri Suriani	S23	Female
24	Surendi	S24	Male
25	Wisnu Syahputra	S25	Male

Appendix 9

T-table

Upper critical values of Student's distribution with degrees of freedom
Probability of exceeding the critical value

df	0.10	0.05	0.025	0.01	0.005
1	3,078	6,314	12,706	31,821	63, 657
2	1,886	2,920	4,303	6,965	9,925
3	1,638	2,353	3,182	4,541	5,841
4	1,533	2,132	2,776	3,747	4,604
5	1,476	2,015	2,571	3,365	4,032
6	1,440	1,943	2,447	3,143	3,707
7	1,415	1,895	2,365	2,998	3,499
8	1,397	1,860	2,306	2,896	3,355
9	1,383	1,833	2,262	2,821	3,250
10	1,372	1,812	2,228	2,764	3,169
11	1,363	1,796	2,201	2,718	3,106
12	1,356	1,782	2,179	2,681	3,055
13	1,350	1,771	2,160	2,650	3,012
14	1,345	1,761	2,145	2,624	2,977
15	1,341	1,753	2,131	2,602	2,947
16	1,337	1,746	2,120	2,583	2,921
17	1,333	1,740	2,110	2,567	2,898
18	1,330	1,734	2,101	2,552	2,878
19	1,328	1,729	2,093	2,539	2,861
20	1,325	1,725	2,086	2,528	2,845

21	1,323	1,721	2,080	2,518	2,831
22	1,321	1,717	2,074	2,508	2,819
23	1,319	1,714	2,069	2,500	2,807
24	1,318	1,711	2,064	2,492	2,797
25	1,316	1,708	2,060	2,485	2,787
26	1,315	1,706	2,056	2,479	2,779
27	1,314	1,703	2,052	2,473	2,771
28	1,313	1,701	2,048	2,467	2,763
29	1,311	1,699	2,045	2,462	2,756
30	1,310	1,697	2,042	2,457	2,750
31	1,309	1,696	2,040	2,453	2,744
32	1,309	1,694	2,037	2,449	2,738
33	1,308	1,692	2,035	2,445	2,733
34	1,307	1,691	2,032	2,441	2,728
35	1,306	1,690	2,030	2,438	2,724
36	1,306	1,688	2,028	2,434	2,719
37	1,305	1,687	2,026	2,431	2,715
38	1,304	1,686	2,024	2,429	2,712
39	1,303	1,685	2,023	2,426	2,708
40	1,303	1,684	2,021	2,423	2,704
41	1,303	1,683	2,020	2,421	2,701
42	1,302	1,682	2,018	2,418	2,698
43	1,302	1,681	2,017	2,416	2,695
44	1,301	1,680	2,015	2,414	2,692
45	1,301	1,679	2,014	2,412	2,690
46	1,300	1,679	2,013	2,410	2,687
47	1,300	1,678	2,012	2,408	2,685

48	1,299	1,677	2,011	2,407	2,682
49	1,299	1,677	2,010	2,405	2,680
50	1,299	1,676	2,009	2,403	2,678
51	1,298	1,675	2,008	2,402	2,676
52	1,298	1,675	2,007	2,400	2,674
53	1,298	1,674	2,006	2,399	2,672
54	1,297	1,674	2,005	2,397	2,670
55	1,297	1,673	2,004	2,396	2,668
56	1,297	1,673	2,003	2,395	2,667
57	1,297	1,672	2,002	2,394	2,665
58	1,296	1,672	2,002	2,392	2,663
59	1,296	1,671	2,001	2,391	2,662
60	1,296	1,671	2,000	2,390	2,660
61	1,296	1,670	2,000	2,389	2,659
62	1,295	1,670	1,999	2,388	2,657
63	1,295	1,669	1,998	2,387	2,656
64	1,295	1,669	1,998	2,386	2,655
65	1,295	1,669	1,997	2,385	2,654
66	1,295	1,668	1,997	2,384	2,652
67	1,294	1,668	1,996	2,383	2,651
68	1,294	1,668	1,995	2,382	2,650
69	1,294	1,667	1,995	2,382	2,649
70	1,294	1,667	1,994	2,381	2,648

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

Appendix 10

Research Documentation

Appendix 11
Name : Muhammad Raffi Sregar
Class : VIII-A
Code :

Pre-Test of Experimental Class

1. Make a descriptive text about North Sumatera.

are North sumatera is one of province Indonesia. There
is many city in North sumatera. There is binjai,
medan, kisaran, balige, siantar, parapat, berastagi.
in north sumatera has very many people batakness
Capital city in north sumatera is Medan.

content : 3
organization : 1
vocabulary : 1
grammar : 1
___
6

37

Name : Muhammad Raffi Siregar
Class : VIII – A
Code :

S17

Post-Test of Experimental Class

1. Create your mind mapping about North Sumatera.
2. Make a descriptive text based on your Mind mapping above.

North Sumatera is one of province Indonesia.
north sumatera is in island Sumatera. North Sumatera
is most large northern province in island sumatera. Sumatera
is part north in Indonesia. In north Sumatera very
much batak people. culture in north Sumatera more many is
batak less because majority ethnic in north sumatera is
batak. North Sumatera has capital city name is Medan.
Medan is city big in north Sumatera. There is/are many
city in north Sumatera after Medan. there is/are
binjai, kisaran, siantar, berastagi parapat there are many place
famous place in north sumatera. there is/are lake toba and
berastagi.

Content : 4
Organization : 4
Vocabulary : 4
Grammar : 3

97

15

Name   : Muhammad Wisnu
Class   : VIII-A
Code   :

Pre-Test of Experimental Class

1. Make a descriptive text about North Sumatera.

North Sumatera / one / province in Indonesia .
North of sumatera is in island sumatera. Mother capital
city / north sumatera / Medan – Medan is city big
in north sumatera. In north sumatera there / many people
batak because many people in north sumatera people balakness.

Content   : 1
Organization   : 1
Vocabulary   : 1
Grammar   : 1
                  ―
                  4

(27)

Name   : Muhammad Wisnu
Class   : VIII-A
Code   :

Post-Test of Experimental Class

1. Create your mind mapping about North Sumatera.
2. Make a descriptive text based on your Mind mapping above.
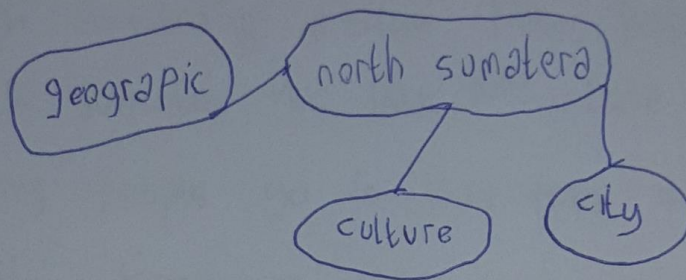
North sumatera/ one of province in indonesia North sumatera
there in island sumatera. North sumatera is big province in island
sumatera after south sumatera and west sumatera. North
sumatera has ethnic batak. Capital city of north
sumatera is medan. Medan is city big in
north sumatera.

content   : 3
organization   : 3
vocabulary   : 2
grammar   : 2
                  ___
                  10

60

Name   : Fenisyah Aura
Class   : VIII B
Code   :

Pre-Test of Control Class

1. Make a descriptive text about North Sumatera.

North Sumatra is in Indonesia. North sumatra is large.
North sumatra is capital city Medan. Many people Bataknees in Medan.
North Sumatra has lake toba. Lake toba is in Samosir.
Many people go to lake toba for photo.
North Sumatra is very near from aceh.

Content   : 3
organization   : 1
Vocabulary   : 1
Grammar   : 1
               ____
                6   37

Name : Fenisyah Aura
Class : VIII B
Code :

Post-Test of Control Class

1. Make a descriptive text about North Sumatera.

North Sumatra is a province of Indonesia. It is large province in Island Sumatra. Capital city of North Sumatra is Medan. North Sumatra has some large city. Some of them is medan, binjai, *there are* rantau perapat, Berastagi. In North Sumatera *the* many Batak people. North Sumatra has large lake. That is lake toba.

content : 3
organization : 3
vocabulary : 3
grammar : 3
——
12

(73)

Name : RIO KURNIAWAN
Class : VIII B
Code :

Pre-Test of Control Class

1. Make a descriptive text about North Sumatera.

North Sumatra is province ^of Indonesia. There ~~many~~ are City in North
Sumatera. ~~Wrong~~ only one ~~is~~ is Medan. Medan ~~City~~ big. Many people
~~onet of them~~ city
Batak in Medan. North Sumatera is province from Island Sumatera.
~~North Sumatera very near with Aceh. North Sumatera has big~~
~~take. Name take toba.~~ North Sumatra has big labe
Name Islak toba

Content : 1
Organization : 1
vocabulary : 1
grammar : 1
_____
4

(S20)

(27)

Name : RIO KURNIAWAN
Class : VIII B
Code :

Post-Test of Control Class

1. Make a descriptive text about North Sumatera.

North Sumatera ^{is} Province in Indonesia. Medan is Capital City (from) ^{of} North Sumatera. Medan is three large city in Indonesia after Jakarta and Surabaya. Ethnic in Medan IS BATAK. North Sumatera large ^{the large} most province in Island Sumatera. In North Sumatera there^{is} lake Toba. lake toba is big lake. Many people go to there for holiday.

Content : 3
organization : 2
vocabulary : 2
grammar : 1
—
8

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	: Nur Raihan
NPM	: 1502050269
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 150 SKS

IPK= 3,15

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving the Students' Achievement in Writing Descriptive Text Using Mind Mapping Learning Method Assisted DrawCard Media	
	The Effectiveness of Example Non Example Learning Model to Improve the Students' Achievement in Writing Descriptive Text	
	A Study of Students' Vocabulary Mastery in English Learning Process by Using Hypnoteaching	

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

Medan, 07 Mei 2019
Hormat Pemohon,

Nur Raihan

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan
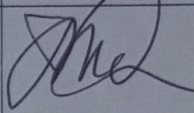
PERMOHONAN PERSETUJUAN JUDUL SKRIPSI
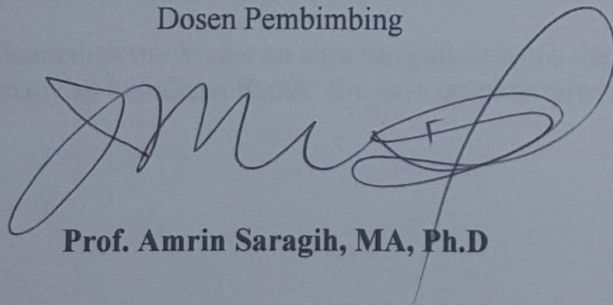
Dengan ini saya:

Nama Mahasiswa   : Nur Raihan
NPM   : 1502050269
Prog. Studi   : Pendidikan Bahasa Inggris
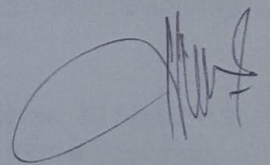
Judul	Diterima
Improving the Students' Achievement in Writing Descriptive Text Using Mind Mapping Learning Method Assisted DrawCard Media	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh   Medan, 07 Mei 2019
Dosen Pembimbing   Hormat Pemohon,

Prof. Amrin Saragih, MA, Ph.D   **Nur Raihan**

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 : Nur Raihan
NPM : 1502050269
Prog. Studi : Pendidikan Bahasa Inggris

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

Improving the Students' Achievement in Writing Descriptive Text Using Mind Mapping
Learning Method Assisted DrawCard Media

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Prof. Amrin Saragih, MA, Ph.D *Acc*

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, 10 Mei 2019
Hormat Pemohon,

Nur Raihan

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

Nomor   : 3484 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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   : Nur Raihan
N P M   : 1502050269
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Improving The Students' Achievement in Writing Descriptive Text
                     Using Mind Mapping Learning Method Assisted Draw Card Media.

Pembimbing   : Prof. Amrin Saragih, MA, Ph.D

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 selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal :   25 Juni 2019

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 21 Syawwal 1440 H
         25 Juni   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:
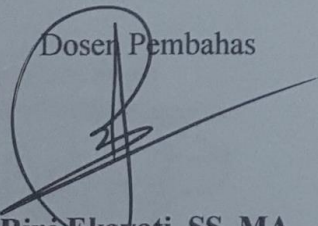
Nama Lengkap   : Nur Raihan
N.P.M   : 1502050269
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Applying Mind Mapping Learning Method
                       Assisted by Drawcard Media on the Students' Achievement in
                       Writing Descriptive Text

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.
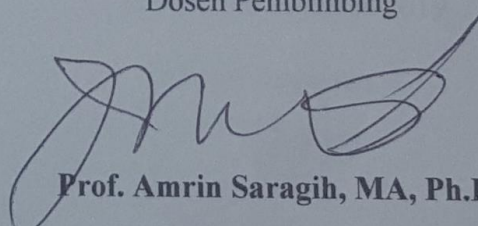
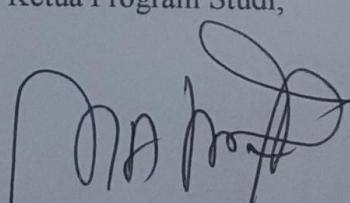Medan, 26 Agustus 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Rini Ekayati, SS, MA   **Prof. Amrin Saragih, MA, Ph.D**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

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

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap   : Nur Raihan
N.P.M   : 1502050269
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Improving the Students' Achievement in Writing Descriptive Text Using Mind Mapping Learning Method Assisted DrawCard Media

Menjadi:

The Effect of Applying Mind Mapping Learning Method Assisted by Drawcard Media on the Students' Achievement in Writing Descriptive Text

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.

Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Agustus 2019

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Nur Raihan

Diketahui Oleh :
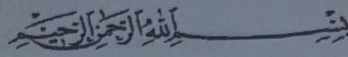
Dosen Pembahas

Rini Ekayati, SS, MA

Dosen Pembimbing

Prof. Amrin Saragih, MA, Ph.D

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN

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

Nama Lengkap   : Nur Raihan
N.P.M   : 1502050269
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Applying Mind Mapping Learning Method Assisted by Drawcard Media on the Students' Achievement in Writing Descriptive Text

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.
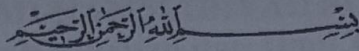
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,   Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Nur Raihan
N.P.M	:	1502050269
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Mind Mapping Learning Method Assisted by Drawcard Media on the Students' Achievement in Writing Descriptive Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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,   Agustus 2019
Hormat saya
Yang membuat pernyataan,

Nur Raihan

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN
Bismillahirrrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap	: **NUR RAIHAN**
Tempat/ Tgl. Lahir	: Medan, 22 Februari 1996
Agama	: Islam
Status Perkawinan	: Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	: 1502050269
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Jl. Kawat No.42 Medan
	Telp/Hp: 0896-1322-2082
Pekerjaan/ Instansi	: -
Alamat Kantor	: -

Melalui surat permohonan tertanggal   September 2019 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitian Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

SAYA YANG MENYATAKAN,

METERAI
TEMPEL
C4 D2AHF010612422
6000
ENAM RIBU RUPIAH

NUR RAIHAN

Nomor   : 2191 /II.3/UMSU-02/F/2019
Lamp   : ---
Hal   : Mohon Izin Riset

Medan. 12 Muharram 1441 H
12 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Swasta Triana Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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   : Nur Raihan
N P M   : 1502050269
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Mind Mapping Learning Method Assisted by Drawcard Media on The Students' Achievement in Writing Descriptive Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.
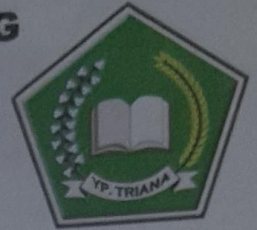
Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 0115057302

** Pertinggal **

PEMERINTAH KABUPATEN DELI SERDANG

DINAS PENDIDIKAN

SMP SWASTA TRIANA

KECAMATAN PERCUT SEI TUAN

Alamat : Jl. Sederhana Dusun IX Seroja Desa Sambirejo Timur Kec. Percut Sei Tuan Kab. Deli Serdang
E-mail: smps.triana2019@gmail.com

SURAT BALASAN RISET

NOMOR: 031 / YP.T. SMP / ST / VII / 2019

Kepala Sekolah SMP SWASTA TRIANA dengan ini menerangkan bahwa :

Nama	:	Nur Raihan
NPM	:	1502050269
Program Studi	:	Bahasa Inggris
Judul Penelitian	:	"The Effect Of Applying Mind Mapping Learning Method Assissted By Drawcard Media On The Students' Achievement in Writing Descriptive Text "
Universitas	:	Universitas Muhammadiyah Sumatera Utara

Nama tersebut diatas benar telah melakukan penelitian pada tanggal 19 Agustus 2019 s/d 20 September 2019 di sekolah SMP SWASTA TRIANA Desa Sambirejo Timur.

Demikian surat keterangan ini diperbuat untuk dapat di pergunakan sebagaimana mestinya.
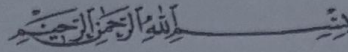
Sambirejo Timur, 20 September 2019

Kepala Sekolah

SMP SWASTA TRIANA

TRIANDARTO, S.Pd

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Nur Raihan
N.P.M	: 1502050269
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Applying Mind Mapping Learning Method Assisted by Drawcard Media on the Students' Achievement in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
27 - 9 - 2019	Chapter 3 , 4 , dan 5	
	Abstrak	
	Appendix	
28 - 9 - 2019	Chapter , 4 dan 5	
	Reference	
38 - 9 - 2019	ACC	

Diketahui oleh:
Ketua Program Studi

Medan, September 2019

Dosen Pembimbing

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

(Prof. Amrin Saragihm, MA, Ph.D)

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 10 Oktober 2019, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap   : Nur Raihan
N.P.M   : 1502050269
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Applying Mind Mapping Learning Method Assisted by DrawCard Media on the Students' Achievement in Writing Descriptive Text

    Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (   ) Lulus Yudisium
               (   ) Lulus Bersyarat
               (   ) Memperbaiki Skripsi
               (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd, M.Pd   **Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Prof. Dr. H. Syahron Lubis, MA   1. _____

2. Rini Ekayati, SS, M.Hum   2. _____

3. Prof. Amrin Saragih, MA, Ph.D   3. _____

CURRICULUM VITAE

No KTP : 1271066202960001

Name : NUR RAIHAN

Place of Birth : MEDAN

Date of Birth : 22nd FEBRUARY 1996

Gender : FEMALE

Name of Father : MUKSIN

Name of Mother : INDRAWATI

Handphone : 0896 1322 2082

Email : *nurraihan220205@gmail.com*

Educational :

Stage	Name of Institution	Status (Swasta / Negeri)	Year	Subject	Nilai Rata-Rata / IPK
SD	SD SWASTA BAKTI II	SWASTA	2008	-	8.5
SMP	SMP LAKSAMANA MARTADINATA	SWASTA	2011	-	8.7
SMA	SMA PAB 6 HELVETIA	SWASTA	2014	IPA	8.6
UNIVERSITY	UNIVERSITY MUHAMMADIYAH OF NORTH SUMATERA	SWASTA	*(2019)*	ENGLISH EDUCATION	-