

ABSTRACT

Syahputri, Anggraini. 1302050280 “The Effect of Using Mind Mapping Technique Assisted By Video Tutorial on the Students’ Achievement in Writing Procedural Text”. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017.

The study was conducted to investigate the effect of using mind mapping technique assisted by video tutorial on the students’ achievement in writing procedural text. The objective of this study was to find the effect of using mind mapping technique assisted by video tutorial on the students’ writing achievement. The study was carried out by using experimental research design. The population of study was the tenth grade students of SMK swasta Bandung-1Tembung, 2016/2017 academic years. The total population were 63 students that consisted of two classes, they were X-AK and X-AP. By using total sampling technique. Class X-AK as the experimental group were taught by using mindmapping technique asissted by video tutorial and class X-AP as control group were taught by using lecture method. Writing test was used as the instrument of the research in order to obtain the data. After analyzing the data, it was found than the value of t_{observed} was higher than t_{table} ($5,37 > 2,00$) at $\alpha = 61$. It means that H_a is accepted and H_o is rejected. There was significant effect of using mind mapping technique assisted by video tutorial on the students’ achievement in writing procedural text.

Key words: Mind Mapping Technique, Video Tutorial, Writing, Procedure Text, Students’ Achievement

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a very important capability for being own by students. It is on of one of the language skill used to express the feelings, ideas, and opinions in written form. According to Pradiyono (2006:42) states that in writing, the students are encouraged to focus on accurate language use and language development. Writing is one of language skills that is included into school curriculum. Based on school-based curriculum (KTSP), it is expected that the students are able to write text. KTSP has the purpose to make the students able to communicate in daily life and express idea, feeling and information. KTSP (2006), syllabus of junior and high school curriculum requires students to be able to write some kinds of genre in writing. They are narrative, recount, descriptive, procedure,report, and explanation.

Writing procedure text is one of the subjects that the students must be achieved. It has written in the syllabus. Procedure text is one of several text types which are introduce to the Senior High School students in the first semester. In writing procedure text, the students should knew the purpose of the procedure text. In that time, procedure text could be one of the texts that qualifies for this purpose and Anderson (2007:50) states that procedure text is a piece of text that gives us instruction for doing something. It can be concluded, the purpose of the procedure text in general is to explain, and in specific purpose is to explain about

that sequence of steps of to do something. Procedure text also has its generic structure. The generic structures for procedure text are goals, material and steps. These structures will guide the students to write the target, explain the materials, and tools, and steps to do something to get the goal. The language features of the procedure text are imperative sentences, action, verbs, connectives, adverbials and simple present tense.

Based on researchers observenced of SMK Swasta Bandung-1Tembung, it was found that the students had low achievement in writing skill especially in writing procedural text. It is cause by some problems. First, the students were required to be able to understood and maked procedure text based on the social function and generic structure of the text. But, in reality, the students were still confused if they were askedto write procedure text. They didn't know how to begin and how to write. The students were not able to write a good imperative verb. The instruction to do something or to give caustion was presented by imperative verb. Imperative verb have the strong relation to procedure text, but some students are not able to write a good imperative verb. Second, the teachers way in teaching writing procedure text was not interesting activity. Its caused the teacher only use conventional method or technique when teaching procedure text.

In order to solve thus problem, the teacher should be able to choose a suitable technique in order to create a better,interesting and communicative teaching and learning process. There are many ways to solve this problem. One of effective technique is Mind Mapping technique assisted Video Tutorial as media.

Mind mapping, different from note taking and note making which are conventional outlining, is an outlining technique developed based on the way how the brain works. It uses not only verbal description but also picture and symbol (Deporter, 2005: 152). This technique can improve students' creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them find it easy to learn English especially in writing skill.

Using video tutorial as media in teaching writing procedure text is very helpful for the students. Video tutorial will make a process of learning more interesting for the students because it present material more effective. The using of video can motivate, easy, and enjoy. Video motivate the students to interest, provides realistic listening practice, stimulate language use, and heightens students' awareness of particular language points or other aspects of communication. They can be improve by the way in which the teachers introduce the video and the activities which the students carry out. In teaching writing by using video, students watch video about procedure text and see how procedure text is use in our daily life.

Based on explanation and problems above, the researcher interested in conducting a research with a title "***The Effect of Using Mind Mapping Technique Assisted by Video Tutorial on the Students' Achievement in Writing Procedural Text***".

B. The Identification of the Problem

Based on the background previously states, the following problems were identify as follow:

1. The students own still had low achievement in writing procedural text.
2. The students were bored and not interested while following the process of teaching and learning procedural text.
3. The teachers dominantly applied conventional method while teaching and learning process.

C. The Scope and Limitation

The scope of this research is writing. The limitation is on writing procedural text by using Mind Mapping Technique Assisted by Video Tutorial on the Xth grade students of SMA BANDUNG, 2016-2017 academic year.

D. The Formulation of the Study

The formulation of the study was:

“Is there any significant effect of using mind mapping technique assisted by video tutorial on the students’ writing achievement ?”

E. The Objective of the Study

The object of the study was:

“To find out the effect of using mind mapping technique assisted by video tutorial on the students’ writing achievement.

F. The Significant of the Study

The findings of this study were expected to be useful for:

1. Theoritically

The researcher hope this research can be used as refrencences for the other researchers who wants to conducted research about teaching writing skill.

2. Practically

- a. To English teacher, to gives them more information another technique and how to apply it in teaching writing, especially in writing procedure text.
- b. To students, to make their writing study became easier and more enjoyable, especially in writing procedure text.
- c. Readers, to give information and knowledge to the readers about teaching and learning writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

According to Pradiyono (2006:42) state that in writing, the students are encouraged to focus on accurate language use and language development. The objective of teaching writing is to help students learn how to write in various genres. The study will focus on writing a text in form of paragraph. Writing is one of the for basic language skills besides listening, speaking and reading. According to Bryne (2002:1) when we write, we use graphicsymbols: that is, letters or combination of leters which relate to the sounds we make when we speak. But writing is clearly much more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and word have to be arranged to form sentences, although again we can be said to be “writing”.

According to Carroll (2001: 3) stated that being a writer help you respond to the world. Writing is often the most effective way to communicate. Writing a thoughtful letter to the editor can help you express and share your feelings. Writing can also bring you suprising insight into yourself.

Based on explanation above, it can be inferred that writing is to convey a messege, ideas, thoughts, impression, feeling in written form. Writing should be organized effectively and include aspects such as ideas, word choice, grammar, content and coherent.

2. Process of Writing

According to Sundem (2007), writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate idea, chose and organize these ideas, write and revise their pieces, and format them for publication. The process of writing has four elements : (a) Planning : Before starting to write or type, try and decide what it is they are going to say. For some writers this may involve making detailed notes, when planning, write have to think about three main issues.

In the first place they have to consider the purpose of their writing. Secondly, experienced writes think of the audience they are writing for. Thirdly, the writer have to consider the content structure of the piece. (b) Drafting : We can refer to the first version of a piece of writing as a draft. This first, “go’ at a text is often done on the assumption that it will be amended later. (c) Editing (reflecting and revising) : Once writers have produced a draft. Usually they read through what they have written to see where it works and where it doesn’t reflecting and revising are often helped by other readers who comment and make suggestions. (d) Final Version : Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plam and the first draft. Because things have changed in the editing.

As Carol (2001:15) asserts the process of writing occurs in several states:

- a. Prewriting : include exploric topics, choosing a topic, and beginning to gather and organize detail before write.

- b. Drafting : involves getting ideas down on paper in taught the format that intend for the finished work
- c. Revising : is the stage in which rework the first draft to improve its content and structure.
- d. Editing and proofreading : involve correcting errors grammar, spelling and mechanics.
- e. Publishing and presenting : are sharing the work with other

So, from the referencess above, it can be concluded there are some steps in writing process, they are : (a) Prewriting : It hepls to think about and create material or figure out what you want to write. (b) Writing a first draft : It is prepared to put in additional thoughts and details that did not emerge during prewriting. (c) Revision : It means rewriting a paper, building on what has already been donce, in order to make it stronger. (d) Editing : It used to edit, check for correct, errors in grammar, punctutation and grammar.

3. Indicator of Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

- a. Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follow:

27-30	Excellent to very good: knowledge able substantive though
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	development of topic sentences-relevant to assigned topic
22-26	Good to average : some knowledge able of subject adequate range limited development of topic sentence-mostly relevant to topic, but lack detail
17-21	Fair to poor: limited knowledge of subject-little substance inadequate development the topic
13-16	Very poor: does not show knowledge of subject- not substantive not pertinent – or not enough to evaluate

b. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use the follow:

18-20	Very good : exact word, effective word choice und usage, word from mastery appropriate register
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured
10-13	Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate

c. Vocabulary

Vocabulary refers to the students' ability in using words or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

18-20	Very good: exact word, effective choice and usage, word from mastery appropriate register
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured
10-13	Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate

d. Language usage

The criteria of scoring language usage as follow:

22-25	Excellent to very good: effective complex construction-few errors arguments, words order function, article, pronoun, preposition.
18-21	Good to average: effective but simple construction- minor problems in complex construction several errors of agreement, tense, number word-order or function, articles, pronouns, prepositions but meaning, seldom obscured
11-17	Fair to poor: major problems in simple/complex construction frequents of errors of negotiation, agreement, tense, pronoun,

	preposition, and fragment, delectation meaning confused or obscured
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5-10	Very poor: virtually nomastery of sentence constructionrules, dominated by errors, doesnot communicate, or not enough toevaluate
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e. Mechanism

The criteria of scoring mechanism are given bellow:

05	Excellent to very good: demonstrate mastery of conversation few errors spelling, punctuation and capitalization writing sentence
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04	Good to average: occasional errors of spelling, punctuation, and capitalization, writing sentence
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03	Fair to poor: major errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured
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02	Very poor: no mastery of convention-dominate by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible or not enough to evaluate
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4. Genre of Writing

The term “genre” is used to refer particular text types. It is a type or kind of text defined in terms of its social purposes, also at level of context dealing with

social purpose. Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. here are many kinds of genre (text type). They are:

1. Spoof

Spoof is kind of genre that has social function to retell an event a humorous twist.

2. Recount

It is kind of genre that has social function to retell event for the purpose of informing people entertaining.

3. Report

Report is kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

5. News Items

News items is a genre which has social function to inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is genre which has social function to share with others and account of an unusual or amusing incidents.

7. Narrative

Narrative is genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

8. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description is a genre which has social function to describe a particular person, place or thing.

10. Hartatory Exposition

Hartatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation is a genre which has social function to explain the process involved in the formation or workings of natural or social cultural phenomenon.

12. Discussion

Discussion is a genre which has social function to present (at least) two points of view about issues.

5. Procedure Text

Procedure, According to Anderson (2007:50), procedure text is a piece of text that gives us instruction for doing something. Meanwhile, Derewinka (2004:27) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence of action one step. It explain how people perform different processes in sequence of step. Procedure text can be found in daily life that often has to perform some steps to make or to get something done and so most of daily activities are related with procedure text. That is why the students should understand what procedure text is and how to make it or use it. Procedure text is has social function for describe how something is completely done through a sequence of actions or steps. It is started with the goal is to describe how something is accomplished. The material deals with the thing needed in the case being discussed. The method concerns with sequence of steps by which something is accomplished to achieve the goal (Siahaan:81).

In writing procedure text, there are two things that should be mastered by students, they are:

Generic structure of Procedure Text: (a) Goal: Something the purpose (the title of the text). (b) Materials: Telling the needed material. (c) Steps: Describing the steps to achieve the purpose.

The Language Features of Procedure Text: (a) Using simple present tense. (b) Using imperative sentence, e.g: go, stir, put, mix, etc.(c) Using action verb,

e.g: Turn, cook, mix, etc. (d) Using temporal conjunction or numbering to indicate sequence. e.g: First, Second, third, then, next, afterthat, etc.

Example of Procedure Text

How to Make Ice Tea

To make Ice Tea, you need water, dye tea, sugar, and ice cube. Here is the way. First, boil water. Then, put the boiling water into a glass. Next, dip a dye tea into the glass. After that, put a spoonful of sugar into the glass and mix well. Finally, put 3 small ice cubes into the glass.

From the statement above, the writer infers that procedure text is a kind of text type that gives us instruction to do something through a sequence of action or steps.

6. Criteria of Good Writing Procedural Text

In writing procedure text, we need to know several things that should be understood as the following:

- a. Goal: The goal is to explain the purpose of writing procedure text.
- b. Material: List the specific materials and quantities that are needed for make something.
- c. Steps: Break down the instructions into step by step sequence. Number each step and start each step on a new line. Create instructions that are accurate and detailed so that no assumptions need to be made.
- d. Using Conjunction: To start each step

- e. Using Imperative verb: To give orders or instructions. Include adjectives and adverbs to clarify the instructions.

7. Learning Technique

Brown (2001:14) states that “technique is the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with an approach as well. More clearly stated that technique as a super ordinate term to refer various acts that either teachers or learners perform in the classroom. In this case technique is helped someone to improve the students achievement in mastering the language. So, it well very usefully to be applied in the classroom, with the technique teaching process will be facilitated and enjoyable to study.

In fact, technique is kind of strategy to make a lesson more understandable by the students. In other word, the teacher device a kind of activity thenstimulated the curiosity of the students when the learning process occurred. It is a particular trick, strategy or contrivance use to accomplish and immediate objective technique to be consistent with a method and therefore in harmony with an approach as well.

Further, technique depends on the teachers, this individual art and on the composition of the class particular problem must be track equally successful by the different technique.

8. Mind Mapping Technique

Mind mapping is a common technique in the English teaching-learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. It is a good technique that can help our memory because it enables us to arrange the facts and ideas. Mapping knowledge which will help us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas. Buzan (2010:4) states that “mind mapping is an easy way to place information to brain and take information out from brain.

Mind Mapping is a creative and effective way to write and will map your mind by a simple way”. In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such

as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts.

All mind maps are using color and the form is radiant thinking. All mind maps have basic structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

a. Advantage

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life. According to Murley (2007: 176), there are some advantages of mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarity, subtopics stay close to their topic. This arrangement keeps the big picture in focus. Beside, mind mapping makes relationships and connectors easier to see, it is more flexible than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for

spatial awareness, a sense of wholeness, imagination, day dreaming and color, and the left side, which is the more analytical, logical side. According to DePorter and Mike (2008: 172), the mind mapping has four benefits. They are as follows:

1. It is flexible

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

2. It focuses attention.

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

3. It increases understanding.

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

4. It is fun

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

So mind mapping has many benefits in writing. The researcher applies it in teaching writing for the tenth grade students in senior high school to increase students' writing skill.

b. Disadvantage

Difficult to use by people who extremely logical: mind mapping can be extremely useful in a brainstorming session, as it encourages creativity and innovation. However, logical people might find it hard to trust their creativity or

intuition, because logic is the dominant side of their thinking pattern, takes time: the truth is that creating a mind map can take a lot of precious time. Unfortunately, time is an asset most of us lack, and might be difficult for others to understand: once you have created and personalized your map, it might be difficult for those around you to understand all your ideas and concepts.

c. Steps of Using Mind Mapping in Teaching Writing Procedure Text

Mind mapping is a system that uses brain management to open all the hidden potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and happily. Buzan (2005: 15) mentions seven stages to make a mind mapping as follows:

1. Putting the main idea in the center the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in “landscape” style. Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center.
2. Using a picture or photo for the central idea picture and photo are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.
3. Using colors, color makes mind map more alive and adds the energy on creative thinking. It can be used to capture eye’s attention and interest.

Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on trying to connect main

branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.

9. Video Tutorial as Media

Video is electronic media to record, copy, playback, broadcasting, and visual display moving images. Video tutorial make learning easier than printed materials or online help pages. Iska (2007) say that video group performed better than group without. According Smaldino, Lowther, and Russell (2011:404-406) the video is available for almost all kinds of cognitive, effective, motor skill, interpersonal. They can bring the learners to almost anywhere expand students' interest beyond the classroom. Arsyad (2007:12) revealed the video tutorial is defined as intentionally created in order to guide the learning to the student or group of students. In this study the media used is a video tutorial. Deveyany (2009) discover that all his respondents were favourable to video tutorial. He conclude that video is viable tutorial to tool online courses. 75% reported that the tutorials were enjoyable and interesting. 84% indicate that, it met their need, 100% reported that they were straight forward and easy to understand, 92,4% agreed that the length of the tutorial were appropriate and 90,8% believed that viewing gave them better understanding than textbooks and guide sheets.

A video tutorial is a method of transferring knowledge and may be used as a part of learning process. More interactive and specific than a book or a lecture. A

tutorial seek to teach by example and supply the information to complete a certain task. Tutorials or tutoring is aid or the nature of academic tutoring by tutors to students to help smooth the process of self-learning of individual students or groups of related teaching materials. Tutor is a person who gives knowledge to the students directly, the students better understand the concept and practice of non-formal education better.

Definition tutorial in computer-based learning as expressed Hernawan (2004) is a special learning with qualified instructors using computer software that contains subject matter that aims to provide an understanding completely (mastery learning) to the students about the material or subject matter being studie

From some expert opinions previously, the researcher can conclude that video tutorial is a series of live images broadcast by a teacher that contains messages of learning to help the understanding of a learning material as guidance or additional learning material to a small group of learners.

a. Advantage

- a. Students acquire learning services individually so that the specific problems faced specifically can be served as well.
- b. A student can learn at a pace that suits ability without having to be influenced by the speed of the teaching learning other students, or better known as “Self Paced Learning”.
- c. The power of creation: when students use video the students are given the potential to create something memorable and enjoyable.

- d. Video increase the motivations of students who enjoy watching the media to improve their learning activity, especially in improve their speaking.
- e. Video enables students to see concepts and the real example which help to focus their attention and develop their critical thinking.

b. Disadvantage

- a. Difficult implemented classical learning for teachers to serve students in large number.
- b. If still implemented,required teaching techniques in a team or with the division of tasks among team members.
- c. If this tutorial implemented, to serve students in large numbers, required patience and breadth of material teacher achievement.

c. Steps of Using Video Tutorial in Teaching Writing Procedure Text

Owing to previous explanation for both writing and media used (video), it is obvious that using appropriate and attractive media in teaching the skill, especially procedure text is highly recommended. Rivers (1983) in Hidayati (2010) says that students learn partly of the lesson at least through seeing, hearing, touching, and manipulating items. It indicates that being seeing the process, student's mind will be stimulated and they will remember and learn something from it. It is support by Harmer (2001) who notifies that short video extracts (two or three minute) can be used to introduce a lesson devoted to a particular topic to illustrate what we are working on. Type of video used was real-world video (recipe taken from youtubevideo) and the procedures on how the video is

implement are describe in the lesson plan design by the researcher and it is carry out under Mind Mapping Technique.

10. Steps of Using Mind Mapping Technique assisted by video tutorial in Teaching Procedural Text

There are seven procedures of using mind mapping technique assisted by video tutorial, there were mentioned as follow:

(a) Teacher devides the students are instructed to work in pairs (b) teacher shows video tutorial how to make a guava juice to the students (c) after showing the video, the students work together to identify measures generic structure and language features from what has been shown. (d) After viewing the video, the teacher collaborates videos provided by the mind mapping technique. (e) The teacher explains to the students how to make mind mapping and the benefit for students' writing. (f) Students understand the examples of mind mapping and the benefits. (g) Teacher gives to the students the picture, origami and Hvs to make the mind mapping (h) show the other video to the students for their test item. (i) Students makesmind mapping before they write a procedure text (j) after finishing, they write a procedure text (k) the teacher monitoring the students work (l) after finishing, the students are report their procedure text in front of class.

11. Conventional Method

Conventional method is one of teaching and learning methodology which still used by English teacher now. Conventional method be familiar with

traditional methodology. In here researcher take some defenition of traditional methodology from thesis of Bc. VieraBoumová. In her thesis she took some defenition of traditional methodology from expert. According to Broughton and his colleagues in Viera's thesis (2008) claim, is the "teacher-dominated interaction". The teaching is deeply teacher-centred. Traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers. So, conventional or traditional method is one of teaching and learning methodology which use teacher centered learning.

Then Jim Scrivener, who claims that "traditional teaching is imagined to work as 'jug and mug' is the knowledge being poured from one receptacle into an empty one." This widespread attitude is based on a precondition that "being in a class in the presence of a teacher and 'listening attentively' is enough to ensure that learning will take place. Futhermore, Jack C. Richards highlights that in traditional methodology "learning was very much seen asunder the control of the teacher.

To sum up the above mentioned ideas, we can say that traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary. The traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher's explanations and examples, they will be able to use the knowledge.

a. Advantages of Conventional Method

Now researcher will consider some advantages and disadvantages of the traditional methodology. As all methods, it has some positive as well as negative aspects. The researcher take it from thesis of ofBc. VieraBoumová. First, researcher focus on advantages of conventional method. According to Xu in Boumová's thesis doing a little bit of translation and using students' native language in class is both economic and effective in explaining a concept. Xu considers using students' native language as a good way of saving students' precious time. Briefly, the translation of sentences from or to their mother tongue and communicating in the students' first language reveals whether the students have really understood the main point, the concept of a new word or a grammatical relationship between the words.

b. Disadvantages of Conventional Method

Traditional methodology, however, also appears to have some disadvantages. According to Tyler in Boumova's thesis disadvantages of conventional method is there is not enough attention paid to teaching the basic skills, reading and writing, speaking and listening. As mentioned above, "reading" in a foreign language seems to have more to do with deciphering than with reading in one's mother tongue. The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text. To sum up the above mentioned ideas, we can say that traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words

that are combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary.

B. Previous Research

Review of the previous studies was made in order to avoid replication. This study is intended to improve the students' writing skill by using mindmapping. Another study has been conducted to find the use of mind mapping to improve students' writing skill.

1. Fuad Nur Cahyo (2013) conducted a research "Using The Mind Mapping Technique to Improve The English Writing Skill of The Tenth Grade Students At MAN Yogyakarta" department students at the University of Yogyakarta. The finding of research shows that there is significant improvement. Mind Mapping Technique is good technique because the students became more active and interaction between another students, it can make the students learn more from other.
2. Eka Desi Ariyuni (A graduate of English Language and Literature Department of UNIMED) Investigated "The Effect of Using Video on Students' Achievement in Writing Procedure Text". The research finding implied that video is appropriate to be applied for writing procedure text.
3. Opy Iloanda (2015) Investigated "The effect of using Video Tutorial as Media on The Students' Achievement in speaking skill". The research finding from this research, the t_o value was greater than t_t in which t_o was 15.92 and t_t was 1.669 ($15.92 > 1.669$). It means that the hypothesis (H_0) was rejected

and alternative hypothesis (H_a) was accepted. So, there was significant effect of applying video tutorial as media on the students' achievement in speaking skill.

4. Santi Oktaviani Siregar (2016) Investigated “ Improving The Students' Achievement in Reading Comprehension Through Mind Mapping Technique”. The research showed that there was improvement of students' achievement in reading comprehension through mind mapping technique. The percentage of students who passed KKM 75 in reading comprehension. Pre test 14,81% ----- Cycle I 44,4% Cycle II 100%. The percentage of improvement students' achievement in reading comprehension.

C. Conceptual Framework

Writing is challenging and complicated, actually. It concerns many elements such as the content, grammar, vocabulary, form, cohesion and coherence, specific structures for each genre and functional text. Sometimes, they always afraid wrong in their write or they do not confidence with themselves and they got difficulties to develop their writing. So that, there are some factors such as they do not know about what the tense must to use when they will write. Their vocabulary is very less. Many teachers make their students are bored and uninterest in writing. It makes them cannot write effectively. Some of teacher has not found appropriate methods in teaching writing. They still use step to teach write procedure text to students. It will be more comfortable for the teachers if

they teach write by using Mind Mapping Technique assisted by Video Tutorial can make them fall like writing.

Writing is one of the complex series of thinking and sometimes difficult to teach. It is organize effectively and grammatically based on chronological other. Writing procedure text is one of genre which is achieve by the students. The problem is how about the students who had less knowledge about the way how to make a good write language especially in writing procedure text. In this case, the researcher attends the Mind Mapping Technique assisted Video Tutorial to increase on the students' achievement in procedure text.

In applying Mind Mapping Technique assisted by video tutorial in teaching writing procedure text, firstly the teacher will give the pretest, then the teacher will explain the material about procedure text assisted video tutorial, after that the teacher apply Mind Mapping Technique in teaching learning process can be effective for help the students. In this case, the researcher will be give the pretest to the students that is devide in two group, experimental group and control group.

D. Hypothesis

This research is to answer the question about whether yes or not the effect of using Mind Mapping Technique assisted by Video Tutorial on the students' achievement in writing procedure text. To get the answer of question, the researcher will propose alternative hypothesis (H_a) and null hypotesis (H_0) as below:

H_a : There is significant effect of applying Mind Mapping Technique assisted by Video Tutorial on the students' achievement in writing procedure text.

H_0 : There is no significant effect of applying Mind Mapping Technique assisted by Video Tutorial on the students' achievement in writing procedure text.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMK Swasta Bandung-1Tembung, Medan on Jln. Pengabdian No.72 Desa Bandar Setia Kabupaten Deli Serdang of academic year 2016/2017, from February till March. The reason of choosenthis school related to the students' difficulty in writing procedure text because almost the English teacher still used the conventional method and in addition, many students had low abilities in writing skill. Based on the situations the researcher would like conducted a research about the effect of Mind Mapping Technique assisted by Video Tutorial on the Students' Achievement in Writing Procedural Text.

B. Population and Sample

The population in this research was conducted at class X of SMK Swasta Bandung-1 Tembung, Medan. There are 2 classes such as X-AK consist 33 students and X-AP consist 30 students, and the total numbers of students are 63 students.

In taking the sample, the researcher was used total sampling technique. Total sampling technique is sampling technique in which the number of samples is equal to the population (Sugiyono, 2007).

The samples chosen were X-AP as experimental group and X-AK as control group. So, total numbers are 63 students. The design figured as follow:

Table 3.1 Population and Sample

Class	Population	Sample
X-AK	33	30
X-AP	30	30
Total	63	63

C. Research Design

Quantitative research were used by implementing randomized pre-test and post-test group design. The experimental group was taught by Mind Mapping Technique assisted by Video Tutorial, meanwhile control group was taught by conventional method. The design is figured as follow:

Table 3.2 Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	√	Using Mind Mapping Technique assisted	√

		by Video Tutorial	
Control	√	Conventional Method	√

Both of two groups, the experimental and control group was give pre-test before treatment.. Pre-test is the teacher asks to the students of experimental and control group to write a procedure text with the same test.

Treatment, after conducting the pre-test, treatment was be conducted. The experimental group was taught by using mind mapping technique assisted video tutorial. And control group was taught by conventional method.

The post-test was given to both of groups, experimental and control group after the treatment had completed. In order, to know their mean score of experimental and control group after receiving treatment.

D. Instrument of the Research

A written test was as an instrument in collecting the data. The teacher asked to the students to write the procedure text. The test was taken from youtube (<http://www.youtube.com/watch?v=wYzZUAKTheQ>).

This means that in order to be able to measure the effect of using mind mapping technique assisted by video tutorial on the students' achievement in writing procedure text.

The test was divided in two session, the first is pre-test given prior to the treatment. The second is post-test which was applied after conducting the treatment.

E. The Validity and Realiability of the Research Instrument

An instrument was valid if it is able to measure what is desirable and it can reveal the data of the variables appropriately. Validity is used to determine how much these instruments have reflected the result. The validity that was applied in this research are content and constructs validity. Content validity should be fixed based on the curriculum and syllabus. While construct validity is used to examine whether the test has a consistent representation with theories underlying the material given or not. For construct validity the researcher scored the test by using Jacob in Hughes with five categories.

However the reliability refers to the consistency or stability of the test scores. It means if the instrument has a consistent result in the second chances or more, the instrument is reliable.

F. Technique For Analyzing the Data

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

1. Reading the students' answer sheet.
2. Identifying the students' answer sheet.
3. Scoring the students answer.

4. Listing their scores in two scores tables, first for experimental group scores as X variable and control group scores as Y variable.
5. Calculating the total score pre-test and post test.
 - a. Measuring the mean score of pre-test and post-test variable X and variable Y. Sudijono (2010: 315)
 - b. Measuring Standard Deviation of variable X and Y. Sudijono (2010: 315)
 - c. Measuring Standard Error of Mean to find out the size of the error sample. Sudijono (2010: 315)
 - d. Finding out the differences Standard Error differential between M_x and M_y . Sudijono (2010: 316)
 - e. Calculating the normality test of experimental and control group. It was used to know the normality of the data that is going to be analyzed whether group that have normal distribution or not. The normality test with Liliefors was done to find out the distribution data. Determining the distribution normaly with test criteria:

If $L_{obs} > L_{table}$ so the data was not normal distribution and the other way if $L_{obs} < L_{table}$ so the data was normal distribution. (Sudjana, 2005:272)
 - f. Calculating homogeneity test of experimental and control group. It was means to get the assumption that the sample of research come from a same condition or homogenous. It was used to know whether experimental group and control group, those were taken from population that have same variant or not. Determining the distribution homogeneity with test criteria:

If $F_{count} > F_{tables}$, the data was not homogenous and the other way if the

$F_{count} < F_{tables}$ the data was homogenous. (Sudjana, 2005:303)

g. Testing the hypothesis by applying T-test. Sudijono (2010: 316)

CHAPTER IV

DATA AND ANALYSIS

A. Data

The data on this study were quantitative data since this study was conducted in an experimental and control research design, and there were totally 63 students who were taken as sample of this study. The students in experimental group were taught by using mind mapping technique assisted by video tutorial while the students in control group were taught by using conventional method. The population of this study was the students of SMK Swasta Bandung-1 Tembung, Medan. The experimental group was X-AK and control group was X-AP. After applying pre-test and post-test in both of groups, the students' score were obtained.

From the result, it was found that the lowest and the highest pre-test score in the experimental class were 43 and 70 with the mean 60,15. While in the post-test 75 and 92 with the mean 83,64. In control class, the lowest and the highest pre-test score were 50 and 80 with the mean 61,57. While in the post-test 54 and 84 with the mean 73,5. Based on the data above, it proves that there are different scores between scores between two groups. The students' scores in experimental group are higher than that in control group. (Appendix 2)

After calculating the mean score of pre-test and post-test, the standard deviation was calculated. It showed that the standard deviation of experimental group and control group was 9.86 and 6.85 respectively.(Appendix 3)

B. The Data Analysis

The data analysis of data were conducted to obtain the validity of the test, reliability of the test, normality of the data, the homogeneity of the variance and to test the hypothesis. Each of these is presented as follow:

1. Testing Validity of the Test

The researcher uses content validity to validate the instrument of writing test. The researcher creates the instrument of writing based on the material of learning. The material is procedure text, especially about how to make fried banana. Therefore, the data of this research is considered because it is referring to the content of syllabus such as standard competence, basic competence, indicator, material, and learning objectives.

2. Reliability of the Test

The calculation shows that the coefficient reliability of the test was 0,74 (for detail, see Appendix 1). The coefficient reliability of the test is high (substantial). It means that the reliability of the test is high.

3. Testing Normality

Normality testing used in this research is using Liliefors testing. It was conducted to know whether the data was a normal distribution or not. The result of the test was described can be seen appendix 4 and 5.

From the data normality test in experimental group, it showed that the L_{obs} was 0.0191 and the Liliefors test significance $\alpha = 0,05$ with $n=33$ L_{table} was 0,154. $L_{table} = L\alpha(n-1) = L_{0,05}(33-1) = L_{0,05}(32) = 0,154$. So, $L_{obs} \leq L_{table}$ ($0,0191 \leq 0,154$). So, it can be concluded that the data was normally distributed.

Then, from the data normality test in control group, it showed that L_{obs} was 0.1339 and the Liliefors test significance $\alpha = 0,05$ with $n=30$ L_{table} was 0,161. $L_{table} = L\alpha(n-1) = L_{0,05}(30-1) = L_{0,05}(29) = 0,161$. So, $L_{obs} \leq L_{table}$ ($0.1339 \leq 0,161$). So, it can be concluded that the data was normally distributed. (For detail see appendix 4 and 5).

4. Test of Homogeneity of the Data

Testing homogeneity of variance was conducted to investigate whether the means both already homogeny or not. Homogeneity was done by using formula (see appendix 6).

Table 4.1**The Result of Homogeneity Variable X and Y**

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	9,86	33	1,44	1,82	Homogeneous
2	Control	6,85	30			

The homogeneity test was used to know whether the group sample that was taken from population was homogeneous or not. Based on the table above it was obtained that in variance of experimental by N=33 was 9,86 and control group by N=30 was 6,85. And F_{count} was lower than F_{table} , ($1.44 < 1.82$). It could be concluded that the data of experimental and control group had the same variance or homogenous.

5. Testing the Hypothesis by applying T-test

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

$t_{observe}$ Or t_o

$$t_o = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

$$= \frac{23,48 - 11,93}{2,15}$$

$$= \frac{11,55}{2,15} = 5.37$$

After the data above were calculated by using t-test formula, the result showed that the t_{observe} was 5,37. Then after looking the table of distribution of t_{observe} as the basic of counting t_{observe} in certain of df (the degree of freedom), the calculation shown as follow:

$$\begin{aligned} df &= (N1 + N2 - 2) \\ &= (33 + (30 - 2)) \\ &= (33 + 28) \\ &= 61 \end{aligned}$$

From the result above, it showed that the dinal of $t_o = 5,37$ and the number of value on the $t_{\text{table}} = 2,00$. So, the researcher found that $t_{\text{observe}} > t_{\text{table}}$ or $5,37 > 2,00$, that was 2,00 was got pride t_{table} for 5%. So, it's mean that H_o was rejected and H_a was accepted. There was significant effect of using mind mapping technique assisted by video tutorial on the students' achievement in writing procedural text.

C. Finding

Based on the data analysis there are some findings can be presented as follow:

After accounting the data previously by using t-test formula, it showed that t_{observe} value was 5,37 then after seeking the table of distribution of t_{observe} as basis of counting t_{observe} in certain degree of freedom (df). The calculation

showed that df was 61 showed t-table was 2,00 for 0,05. Based on the data $t_{\text{observe}} > t_{\text{table}}$ or $5,37 > 2,00$. It means that the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was a significant effect of using mind mapping technique assisted by video tutorial on the students' achievement in writing procedural text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis and discussion the conclusion is there was a positive effect of using mind mapping technique assisted by video tutorial on the teaching and learning especially in teaching writing procedural text, it was showed in the result of the t-test which higher than t-table ($5,37 > 2,00$) at $\alpha = 0.05$ and $df = 61$.

B. Suggestions

Based on the result of the study, the researcher suggested for English teacher, students, and readers and as follow:

1. For the English teachers, they should choose a right method to teaching writing. English teacher are advised to mind mapping technique assisted by video tutorial, because the strategy easier to the students to write procedure text.
2. For the students, especially for tenth grade students in SMK Swasta Bandung-1 Tembung were able to increase their writing skills by using mind mapping technique assisted by video tutorial. They had to pay attention to learning process writing, because with mind mapping technique assisted by video

tutorial, the students are able to transfer their ideas easily, get motivated, and get activated. So that, they can write procedure text easily.

3. For the readers, especially the candidate of English teacher could be as an input for them in the future and who is interested in conducting the same field of research.

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APPENDIX 1

The Reliability of the Testt

No	Rater 1 (X)	Rater II (Y)	X ²	Y ²	XY
1	77	81	5929	6561	6237
2	54	58	2916	3364	3132
3	67	70	4489	4900	4690
4	60	63	3600	3869	3780
5	40	35	1600	1225	1400
6	65	62	4225	3844	4030
7	57	60	3249	3600	3420
8	74	76	5476	5776	5624
9	52	50	2704	2500	2600
10	42	64	1764	4096	2688
11	70	66	4900	4356	4620
12	60	65	3600	4225	3900
13	63	65	3969	4225	4095
14	54	55	2916	3025	2970
15	47	53	2209	2809	2491
16	65	62	4225	3844	4030
17	50	48	2500	2304	2400
18	70	68	4900	4624	4760
19	75	78	5625	6084	5850
20	63	66	3969	4356	4158
21	62	65	3844	4225	4030
22	75	77	5625	5929	5775
23	72	75	5184	5625	5400
24	44	48	1936	2304	2112

25	72	75	5184	5625	5472
26	50	48	2500	2304	2400
27	56	60	3136	3600	3360
28	55	60	3025	3600	3575
29	70	68	4900	4624	4760
30	67	70	4489	4900	4891
31	50	53	2500	3481	2950
32	61	48	3721	2809	2928
33	55	50	3025	2500	2750
Total	1994	2042	123834	131113	127278

From the table above, the data obtained were as follows:

$$\sum x = 1994$$

$$\sum y = 2042$$

$$\sum x^2 = 123834$$

$$\sum y^2 = 131113$$

$$\sum xy = 127278$$

$$N = 33$$

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

$$r = \frac{33(127278) - (1994)(2042)}{[33(123834) - (1994)^2][33(131113) - (2042)^2]}$$

$$r = \frac{4200174 - 4071748}{\sqrt{[4086522 - 3976036][4326729 - 4169764]}}$$

$$r = \frac{128426}{\sqrt{[110486][156965]}}$$

$$r = \frac{128426}{\sqrt{17342434990}}$$

$$r = \frac{98060}{131690}$$

$$r = 0,74$$

APPENDIX 2

The Scores of Pre-Test and Post-Test of Classes

A. Experimental Group

No	Students'	Pre-Test (X1)	Post-Test (X2)
	Initial Name		
1	ADS	61	80
2	AAS	70	92
3	AZ	43	78
4	ASA	69	85
5	AR	53	77
6	BI	56	82
7	BAP	60	86
8	DFA	65	84
9	DA	65	89
10	I	60	80
11	I	67	83
12	JS	49	82
13	JA	60	86
14	JS	40	77
15	MNS	52	82
16	NA	52	80
17	NHZ	60	75
18	NF	69	83
19	NS	67	80
20	RDK	55	81
21	RHP	54	87
22	RA	63	87
23	R	69	86
24	RA	62	86
25	SR	68	91
26	SN	60	86
27	SRVS	65	84
28	S	55	87
29	SA	56	80
30	WJ	65	87

31	WPT	65	85
32	YY	70	92
33	Z	60	80
	Total	$\Sigma = 1985$	$\Sigma = 2760$
	Mean	60,15	83,64

B. Control Group

No	Students'	Pre-Test (X1)	Post-Test (X2)
	Initial Name		
1	AP	61	75
2	A	68	71
3	AP	62	76
4	AR	80	83
5	AH	56	70
6	BH	56	71
7	CF	68	72
8	DNS	59	68
9	DA	65	84
10	EGT	60	72
11	IE	69	75
12	IS	50	74
13	JA	54	77
14	JS	50	54
15	MNS	57	80
16	M	52	84
17	NA	55	82
18	NU	70	82
19	NOS	68	74
20	N	70	79
21	NT	60	72
22	NRK	63	71
23	PSN	67	75
24	PES	58	62
25	RA	57	62
26	SN	70	82
27	SA	54	75

28	SA	63	68
29	YTA	67	75
30	Z	58	60
	Total	$\Sigma=1847$	$\Sigma= 2205$
	Mean	61,57	73,5

APPENDIX 3

The Calculation of Standard Deviation of Classes

A. Experimental Group

No	Students'	X(X2-X1)	$x=(X-Mx)$	X2
	Intial Name			
1	ADS	19	-4.48	20.0704
2	AAS	22	-1.48	2.1904
3	AZ	35	11.52	132.7104
4	ASA	16	2.31	5.3361
5	AR	24	-7.48	55.9504
6	BI	26	2.52	6.3504
7	BAP	26	2.52	6.3504
8	DFA	19	-4.48	20.0704
9	DA	24	0.52	0.2704
10	I	20	-3.48	12.1104
11	I	14	-9.48	89.8704
12	JS	33	9.52	90.6304
13	JA	26	2.52	6.3504
14	JS	37	13.52	182.7904
15	MNS	30	6.52	42.5104
16	NA	28	4.52	20.4304
17	NHZ	15	-8.48	71.9104
18	NF	23	-0.48	0.2304
19	NS	19	-4.48	20.0704
20	RDK	26	2.52	6.3504
21	RHP	33	9.52	90.6304
22	RA	24	0.52	0.2704
23	R	20	-3.48	12.1104
24	RA	24	0.52	0.2704
25	SR	21	-2.48	6.1504
26	SN	26	2.52	6.3504
27	SRVS	19	-4.48	20.0704
28	S	25	1.52	2.3104
29	SA	24	0.52	0.2704
30	WJ	22	-1.48	2.1904
31	WPT	20	-3.48	12.1104

32	YY	15	-8.48	71.9104
33	Z	20	-3.48	12.1104
	Total	$\Sigma=755$	1.95	1029.3089

Based on the tables above, the following formula t-test was implemented to find out the t_{observe} value of experimental group as the basis to test hypothesis of this research.

Measuring the standard deviation of variable by using the following formula:

Standard Deviation

Standard deviation performed to measure of how widely values are dispersed from the average value (the mean).

1. SD Variable X

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\Sigma x^2}{N_1}} \\
 &= \sqrt{\frac{1029.3089}{33}} \\
 &= 9.86
 \end{aligned}$$

B. Control Group

No	Students'	X(X2-X1)	x=(X-Mx)	X2
	Intial Name			
1	AP	14	2.07	4.2849
2	\A	3	-8.93	79.7449
3	AP	14	2.07	4.2849
4	AR	3	-8.93	79.7449
5	AH	14	2.07	4.2849
6	BH	15	3.07	9.4249
7	CF	16	4.07	16.5649
8	DNS	9	2.93	8.5849
9	DA	19	7.07	49.9849
10	EGT	12	0.07	0.0049
11	IE	6	-5.93	35.1649
12	IS	24	12.07	145.6849
13	JA	17	5.07	25.7049
14	JS	4	-7.93	62.8849
15	MNS	23	11.07	122.5449
16	M	20	8.07	65.1249
17	NA	27	15.07	227.1049
18	NU	12	0.07	0.0049
19	NOS	6	-5.93	35.1649
20	N	9	-2.93	8.5849
21	NT	18	6.07	36.8449
22	NRK	8	-3.93	15.4449
23	PSN	8	-3.93	15.4449
24	PES	4	-7.93	62.8849
25	RA	5	-6.93	48.0249
26	SN	12	0.07	0.0049
27	SA	21	9.07	82.2649
28	SA	5	-6.93	48.0249
29	YTA	8	-3.93	15.4449
30	Z	2	-9.93	98.6049
Total		$\Sigma=358$	5.96	1407.867

2. SD Variable Y

Based on the tables above, the following formula t-test was implemented to find out the t_{observe} value of control group as the basis to test hypothesis of this research.

Measuring the standard deviation of variable by using the following formula:

Standard Deviation

Standard deviation performed to measure of how widely values are dispersed from the average value (the mean).

$$\begin{aligned}SD_y &= \sqrt{\frac{\sum y^2}{N_2}} \\ &= \sqrt{\frac{1407867}{30}} \\ &= 6,85\end{aligned}$$

APPENDIX 4

The Normality Test of X Variable

No	Xi	Xi2	F	Fkum	Zi	Ztable	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	75	5625	1	1	-1.66	0.4515	0.0485	0.030	0.0185
2	77	5929	2	3	-1.28	0.3997	0.1003	0.09	0.0103
3	78	6084	1	4	-1.08	0.3599	0.1401	0.121	0.0191
4	80	6400	6	10	-0.69	0.2549	0.2451	0.300	-0.0549
5	81	6561	1	11	-0.5	0.1915	0.3085	0.333	-0.0245
6	82	6724	3	14	-0.3	0.1179	0.3821	0.420	-0.0379
7	83	6889	2	16	-0.11	0.0438	0.4562	0.480	-0.0238
8	84	7056	2	18	0.08	0.0319	0.4681	0.550	-0.0819
9	85	7225	2	20	0.28	0.1103	0.3897	0.610	-0.2203
10	86	7396	5	25	0.47	0.1808	0.3192	0.76	-0.4408
11	87	7569	4	29	0.67	0.2486	0.2514	0.880	-0.6286
12	89	7921	1	30	1.05	0.3531	0.1469	0.91	-0.7631
13	91	8281	1	31	1.44	0.4251	0.0749	0.940	-0.8651
14	92	8464	2	33	1.64	0.4495	0.0505	1	-0.9495
	$\Sigma=1170$	$\Sigma=98124$							$L_{obs}=0.0191$ $L_{table}=0.154$

Based on the data in the table L_{obs} was 0.0191 and the Liliefors test significance $\alpha = 0,05$ with $n=33$ L_{table} was 0,154. $L_{table} = L\alpha(n-1) = L_{0,05}(33-1) = L_{0,05}(32) = 0,154$. So, $L_{obs} \leq L_{table}$ ($0, 0191 \leq 0,154$). So, it can be concluded that the data was normally distributed.

APPENDIX 5

The Normality Test of Y Variable

No	Xi	Xi ₂	F	Fkum	Zi	Ztable	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	54	2916	1	1	-2.2	0.4861	0.0139	0.033	-0.0191
2	60	3600	1	2	-1.5	0.4332	0.0668	0.067	-0.0002
3	62	3844	2	4	-0.92	0.3212	0.1788	0.133	0.0458
4	68	4624	2	6	-0.57	0.2157	0.2843	0.200	0.0843
5	70	4900	1	7	-0.34	0.1331	0.3669	0.233	0.1339
6	71	5041	3	10	-0.22	0.0871	0.4129	0.333	0.0799
7	72	5184	3	13	-0.1	0.0398	0.4602	0.433	0.0272
8	74	5476	2	15	0.12	0.0478	0.4522	0.500	-0.0478
9	75	5625	5	20	0.24	0.0948	0.4052	0.667	-0.2618
10	76	5776	1	21	0.36	0.1406	0.3594	0.7	-0.3406
11	77	5929	1	22	0.47	0.1808	0.3192	0.733	-0.4138
12	79	6241	1	23	0.71	0.258	0.242	0.77	-0.528
13	80	6400	1	24	0.82	0.2939	0.2061	0.800	-0.5939
14	82	6724	3	27	1.05	0.3531	0.1469	0.9	-0.7531
15	83	6889	1	28	1.17	0.379	0.121	0.93	-0.809
16	84	7056	2	30	1.29	0.4015	0.0985	1	-0.9015
	$\Sigma=1167$	$\Sigma=86225$							$L_{obs}=0.1339$ $L_{table}=0.161$

Based on the data in the table L_{obs} was 0.1339 and the Liliefors test significance $\alpha = 0,05$ with $n=30$ L_{table} was 0,161. $L_{table} = L_{\alpha}(n-1) = L_{0,05}(30-1) = L_{0,05}(29) = 0,161$. So, $L_{obs} \leq L_{table}$ ($0.1339 \leq 0,161$). So, it can be concluded that the data was normally distributed.

APPENDIX 6

Homogeneity Test

The homogeneity test was used to know whether the group sample that was taken from population was homogeneous or not. With criteria, H_0 accepted if $F_{count} < F_{table}$ with $\alpha = 0.05$ and $df = k-1$. The data of variable X and Y.

1. Variable X

$$M_1 = 23.48$$

$$SD_x = 9.86$$

$$N_1 = 33$$

2. Variable Y

$$M_2 = 11.93$$

$$SD_y = 6.85$$

$$N_2 = 30$$

Formula:

$$F = \frac{\text{maximum variance}}{\text{minimum variance}}$$

$$F = \frac{9,86}{6,85} = 1,44$$

H_a accepted if $F \leq F_{1/2\alpha(nb-1); (nk-1)}$

For $\alpha = 5\%$ with

$$df_1 = n_1 - 1 = 33 - 1 = 32$$

$$df_2 = n_2 - 1 = 30 - 1 = 29$$

$$F_{(0,05 \times 32:29)} = 1.82$$

The Result of Homogeneity Variable X and Y

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	9.86	33	1,44	1,82	Homogen
2	Control	6,85	30			

Standard Error

Standard error performed to measure of dispersion and accuracy of the sample statistics. It was an important indicator of how reliable an estimate of the population parameter the sample statistics. Measuring the standard error of both variable X and Y by using the following formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{9.86}{\sqrt{33 - 1}}$$

$$= \frac{9.86}{\sqrt{32}}$$

$$= \frac{9.86}{5.66} = 1,74$$

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$= \frac{6.85}{\sqrt{30 - 1}}$$

$$= \frac{6.85}{\sqrt{29}}$$

$$= \frac{6.85}{5.39} = 1,27$$

Next the following formula was implemented to find out t_{observe} of the differences Standard Error of the Mean between M_x or M_1 and M_y or M_2 .

$$\begin{aligned} SE_{M_1-M_2} &= \sqrt{SE_{M_1^2} + SE_{M_2^2}} \\ &= \sqrt{1,74^2 + 1,27^2} \\ &= \sqrt{3,0276 + 1,6129} \\ &= \sqrt{4,6405} = 2.15 \end{aligned}$$