THE USE OF MIND MAPPING TECHNIQUE ON IMPROVING STUDENTS' WRITING SKILL AT 8th GRADE OF SMPN 2 SULI

A Thesis

Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

Composed By:

RISDAYANTI
Reg. Number 17 0202 0081

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATEISLAMIC INSTITUTE OF PALOPO

2023

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Consultants :

4. **Prof. Dr. H. Rustan S, M.Hum.**

5. **Muhammad Iksan, S.Pd., M.Pd.**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
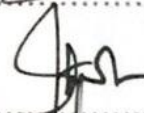# STATEISLAMIC INSTITUTE OF PALOPO
2023

THESIS APPROVAL

This thesis entitled "The Use of Mind Mapping Technique on Improving Students' Writing Skill at 8th Grade of SMPN 2 Suli" written by Risdayanti, Reg. Number 17 0202 0081, English Language Education Study Program of Education and Teacher Training Faculty at The State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Thursday, September 7th 2023, coincided with Shaffar 21st 1445 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, September 7th 2023
Shaffar 21st 1445 H

COMMITTEE OF EXAMINATION

1. Husnaini, S.Pd.I., M.Pd.   Chairman   (.............................)

2. Madehang, S.Ag., M.Pd.   Examiner I   (.............................)

3. Husnaini, S.Pd.I., M.Pd.   Examiner II   (.............................)

4. Prof. Dr. H. Rustan S, M.Hum.   Consultant I   (.............................)

5. Muhammd Iksan, S.Pd., M.Pd.   Consultant II   (.............................)

Approved by:

a.n Rector of IAIN Palopo
The Dean of Education and
Teacher Training Faculty

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language
Education Study Program

Husnaini, S.Pd.I., M.Pd.
NIP 19840820 200902 2 007

CONSULTANT APROVAL

Thesis Entitled : The Use of Mind Mapping Technique On Improving Students' Writing Skill At 8th Grade of SMPN 2 Suli

Written By

        Name : Risdayanti

        Reg. Numb : 17 0202 0081

        Faculty : Tarbiyah and Teacher Training

        Study Program : English Education

Has been corrected and approved to be examined.

Palopo, Friday, March 10th 2023

Approved:

Consultant I   **Consultant II**

Dr. H. Rustan S, M.Hum   **Muhammad Iksan, S.Pd., M. Pd**
NIP.196512311992031054   NIP. 198603272018011001

NOTA DINAS PEMBIMBING

Palopo, Friday, March 10th 2023

Lampiran : -

Hal   : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

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Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

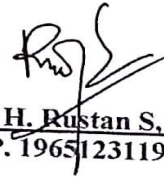Nama   : Risdayanti

NIM   : 17 0202 0081

Prodi   : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : The Use of Mind Mapping Technique On Improving Students' Writing Skill At 8th Grade of SMPN 2 Suli.

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Pembimbing I

Dr. H. Rustan S, M.Hum
NIP. 196512311992031054

STATEMENT OF ORIGINALITY

I, who undersigned below,

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Study Program	: English Education
Faculty	: Education and Teacher Training

With awareness and consciousness state exactly that:

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2. All parts of this thesis are my own works except the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.

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Palopo, September 7th, 2023

Regards

Risdayanti
Reg. Number 17 0202 0081

ACKNOWLEDGEMENTS

بِسْـــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the Name of Allah, the Most Beneficent, the Most Merciful

All praises are to Allah, the mightiest God of all things. Peace and salutation may always be upon the elected Prophet and the chief of prophets, Muhammad SAW, his relatives, companions, and followers. On this occasion, the researcher would like to express her deepest gratitude to the most benevolent Allah Almighty because of His grace and compassion; the researcher can finish and complete this research.

This thesis entitled **"The Use of Mind Mapping Technique on Improving Students' Writing Skill at 8th Grade of SMPN 2 Suli"** is submitted as a compulsory fulfillment of the requirements for the S1 degree of English Language Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. The researcher has obtained so much help, assistance, support, and valuable things from many sides when finishing this thesis. Therefore, the researcher would sincerely thank to:

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The researcher realizes that this thesis still needs improvement. Thus, any criticisms and suggestions for the improvement of this thesis are highly appreciated. Hopefully, this thesis can contribute to the readers and benefit the English teaching and learning process.

The Researcher

RISDAYANTI
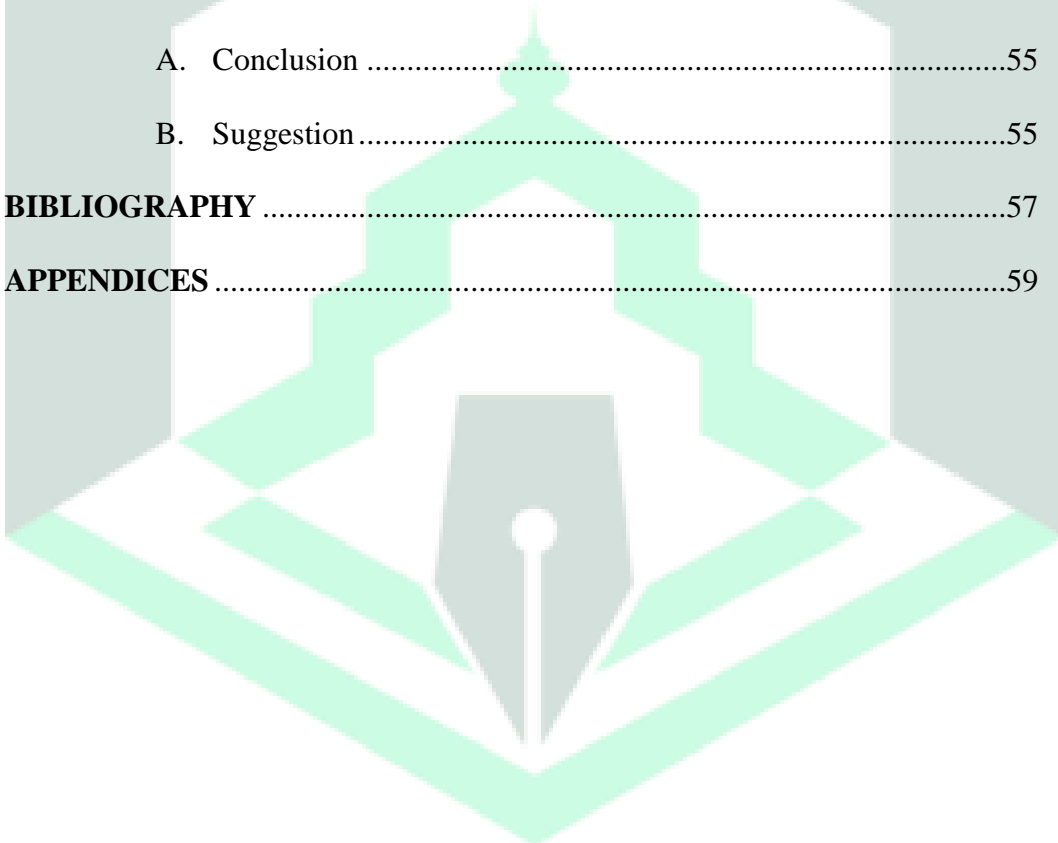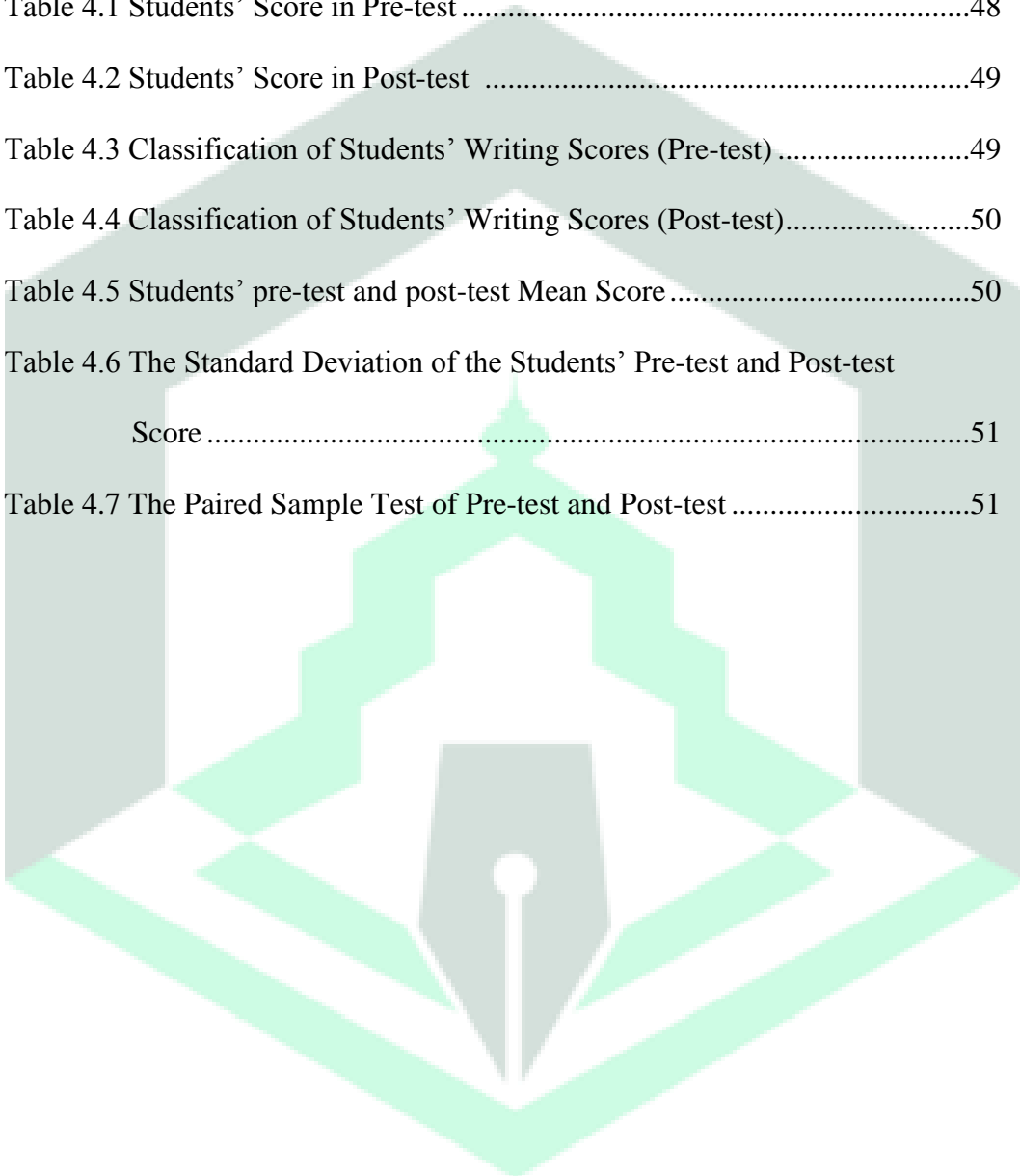**17 0202 0081**

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix 1 Lesson Plan

Appendix 2 Questions of Pre-test

Appendix 3 Questions of Post-test

Appendix 4 The Result of the Pre-test and Post-test

Appendix 5 Documentation

ABSTRACT

Risdayanti, 2023, *"The Use of Mind Mapping Technique on Improving Students' Writing Skill at 8th Grade of SMPN 2 Suli".* A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by: Rustan Santaria, Muhammad Iksan.

This research attempted to prove whether Mind Mapping technique effectively improves students' skill in wriitng at 8th grade of SMPN 2 Suli. This research question was "Does the use of mind mapping technique effective on improving students' writing skill at 8th grade of SMPN 2 SULI"?. The researcher used apre-experimental method and conducted six meetings. The instrument of the research is a pretest, and posttest. The population of the research is the 8th grade of SMPN 2 Suli. The actual numbers of population were 66 for the three classes. This research used a purposive sampling technique because this sample class is an active and excited class. Moreover, the total sample is 22 students in class VIII.A. The researcher used SPSS 22 to collect some of the data from this research. In which data showed that the t_o (t_{count}) was higher than (t_{table}) as follow 29.919 > 1.724. It means that H_1 was accepted and H_0 rejected. It indicates that using mind mapping technique effectively teaches in teaching writing skills at 8th grade of SMPN 2 Suli.

Keywords: Junior High School, Mind Mapping, Writing Skills
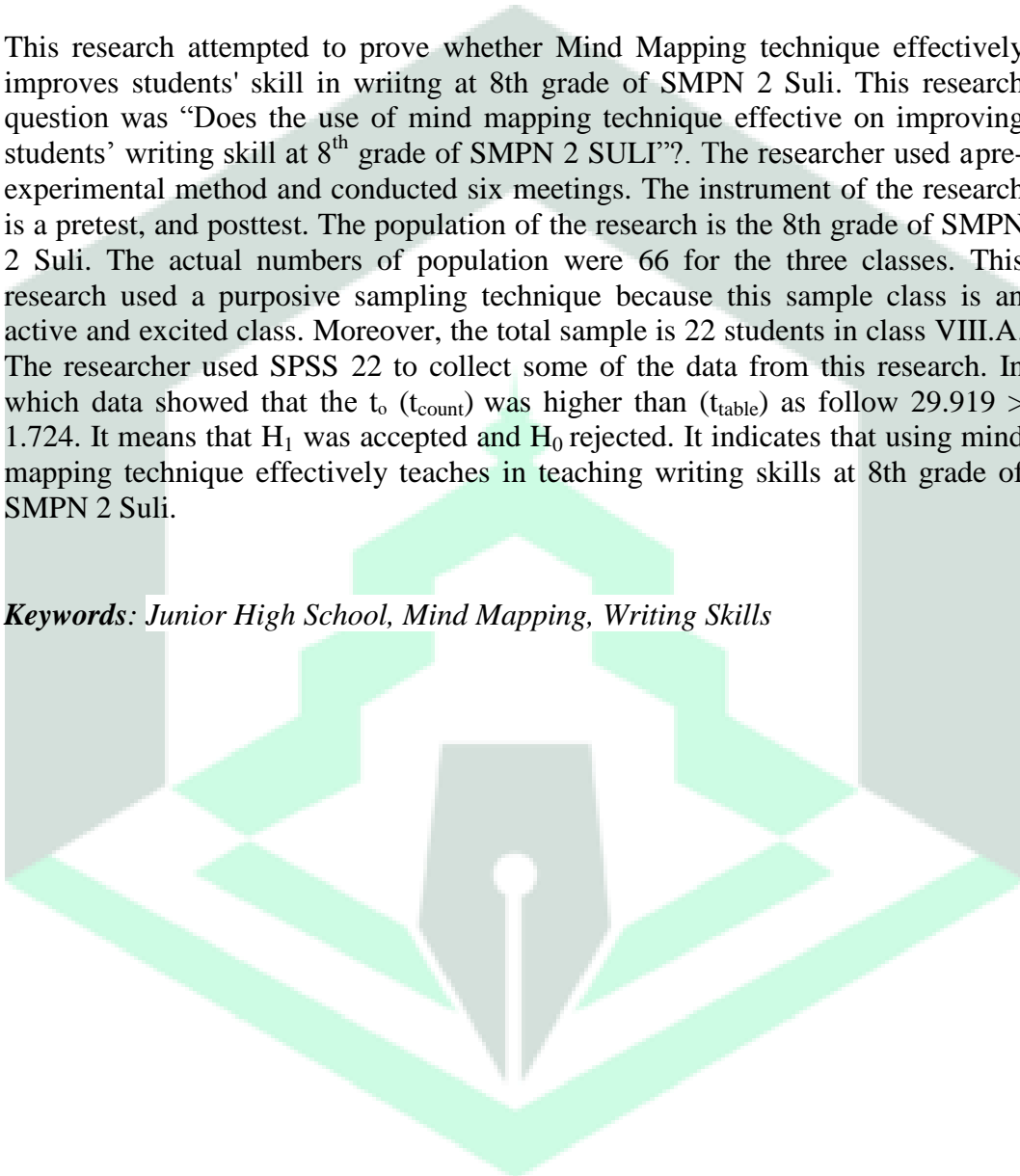
CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is the mental work of designing thoughts, expressing them, and organizing them into statements and paragraphs that will be clear to a reader.[1]So, the students need to master writing skills because they can express their ideas and feelings and communicate with others. Most of the students think that writing is complicated to study. Students always have difficulties when they are asked to write in English. The interviews conducted in 8th grade of SMPN 2 SULI found that students' achievement in English is still low. Their achievement in writing proved it.

In fact, in Indonesia, students' writing skill in the English language is deficient. Moreover, it found that most Indonesian students still need to improve in comprehension of the text. Based on the standard competency in the syllabus of the eighth grade of Junior High School called K13 (Kurikulum 2013), students are expected to write simple paragraphs in descriptive, recount, narrative, procedure, and report. Students who write this type of text should express what they see, hear, and feel vividly. As generally known, the Minimum Mastery Criteria (MMC) of English subjects in many schools is up to 70. From the KKM above, the score is very high for many schools. Because we found that student has a challenge in writing a text well based on the genre. Especially in writing skills, students face difficulties because of reluctance to question or less motivation. It is

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[1]David Nunan, T. D. Terrell, dan H. Douglas Brown, *Practical English Language Teaching*, *Language*, vol. 57, 2003.

challenging to build and develop their ideas, using grammar and confusion in determining the text's generic structure. The teacher explained the material from the guiding book and asked them to answer the question based on their text.

In Nasution, language learning depends not on the number of years it is studied but on the students' motivation, teachers' method of teaching adopted, and instructional material designed.[2] Many reasons make students' achievement low in writing. Students found writing difficulties because they needed to learn how to write; their grammar and vocabulary were incorrect, and they needed to be more confident in using their language. When someone wants to register for a specific purpose, they have to think about who will be their audience and provide the readers' information in their writing.

Students still got low achievement in writing not only from students themselves but also from the teacher. The conventional learning strategy that teachers apply in teaching writing skills is not practical. During learning activities in the classroom, the teacher only asks the students to read the text, translate the text using a dictionary, and rewrite the translation. The students are not asked to practice their writing ability. Also, the teacher never makes a variation in the teaching and learning process. This situation made the students' motivation in writing decrease. So, the teacher has a high responsibility to improve students' achievement in writing. The teacher has to create exciting activities in the classroom to develop their ideas in writing.

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[2]Jojor Saut M Padang, "Improving Students Achievement In Writing Descriptive Text Through Mind Mapping Strategy," *REGISTER Journal of English Language Teaching of FBS-Unimed* 2, no. MMC (2014): 1–5.

The writer would like to apply the new teaching strategy to primarily junior high school students based on the explanation above. The design is named mind mapping, which Buzan develops as an expression of Radiant Thinking. Therefore, a function of the human mind and a powerful graphic technique provides a universal key to unlocking the brain's potential.[3] The subject's attention is crystallized in a central image. The main themes of the subject radiate from the central image as branches, branches comprise a key idea or keyword printed on an associated line, and the components form a connected nodal structure. Like a concept map, a mind map is also a graphic organizer, described as two-dimensional visual knowledge representations, including flowcharts, timelines, and tables. It shows relationships among concepts or processes employing spatial position, connecting lines, and intersecting figures.

However, unlike the mind map, mind mapping means that visualizing these relationships among different concepts has distinctive features over concept mapping in terms of its colors and accessible form. Using such pictorial and graphical design flourishes, and mind mapping can make learning and teach more vivid, thus promoting memory retention and enhancing learners' motivation. When it comes to the free-form and unconstrained structure of mind mapping, There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal design or format. Mind mapping thus promotes creative thinking and encourages "brainstorming."

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[3] Tony Buzan, "The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential," 1993.59

The mind mapping strategy is one of the teachers' methods of teaching. Mind Mapping is used to generate, visualize, structure, classify ideas, solve problems, make decisions and write. The mind map shows facts and the overall design of a subject, and the relative importance of individual parts of it. It helps students associate ideas, think creatively, and make connections that they might not otherwise make. This strategy uses basic mental operations involved in perceiving, processing, and evaluating information.[4] Mind maps are an excellent way to help learners organize knowledge to understand the key concepts better. Principles in lectures, readings, or other instructional materials found that relating images to ideas is a creative task that requires thinking instead of memorizing.[5]

Mind mapping works well as the teachers' visual design enables students to see the relationship between them and encourages them to group-specific ideas. Students start with a topic at the center and then generate a web of ideas, developing and relating them as their minds make associations. Mind mapping is often created around a single word or text in the center, associated with thoughts, terms, and concepts. Using this strategy helps students develop good writing skills and become better learners by developing life-long skills to study.

For that reason, the researcher was interested in doing research using the title *"The Use of Mind Mapping Technique on Improving Students' Writing Skill at 8th Grade of SMPN 2 Suli".*

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[4] Shamma Al Naqbi, "The use of mind mapping to develop writing skills in UAE schools," *Education, Business and Society: Contemporary Middle Eastern Issues* 4, no. 2 (2011): 120–33, https://doi.org/10.1108/17537981111143855.

[5] Eliye Yuli Yenti And Meisuri, "Improving Students Achievement in Writing Descriptive Text Through Mind Mapping Technique," *REGISTER Journal of English Language Teaching of FBS-Unimed* 3, no. 3 (2014), https://doi.org/10.24114/reg.v3i3.1376.

B. Problem Statement

Based on the case of the study, the research is formulated in question as follows:

"Is the use of mind mapping technique effective on improving students' writing skill at 8th grade of SMPN 2 SULI?"

C. The Objective of the Research

Concerning the statement of the problem above, the objective of the research is:

To find out whether or not Mind Mapping Technique can Improving Students' Writing Skill at 8th grade of SMPN 2 SULI.

D. Significance of the Research

1. Theoretical significance

The mind mapping technique can take an important role and be helpful in English Language Teaching (ELT), especially in teaching writing.

2. Practical significance

This research would be helpful for the following:

a. Helping teachers to find out the simple way to teach writing comprehension, especially in English class.

b. Providing benefits for students in improving their writing skills in order to motivate them to improve their writing skills by using the mind mapping technique.

c. Providing information and references for further researchers, as well as being able to reexamine and develop their research deeply.

E. Scope of the Research

This research focuses on improving students' achievement in writing. The technique that is used to improve students writing skills is Mind Mapping Technique. The scope of this research is limited to the teaching of essay writing.

F. Definition of Term

This research has three main terms: Mind Mapping, Writing, and Essay.

1. Mind mapping can be interpreted as mapping the mind to connect certain problem concepts from the branches of the nerve cells to form a correlation of ideas to an understanding. The results are poured directly on paper with an animation liked and easy to understand by the maker so that the resulting writing is a direct picture of how the connections to the brain work.

2. Writing is a process of organizing ideas, opinions, and feelings into written form. It is a complex activity with the control language, both at the level of the sentence (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating data into cohesive and coherent paragraph or text). What we want to write should have something meaning to convey.

3. The essay is a written piece designed to present an idea, propose an argument, express emotion, or initiate debate. It is a tool that is used to give a writer's ideas in a non-fictional way. Multiple applications of this type of writing go way beyond providing political manifestos and art criticism and personal observations and reflections of the author.

CHAPTER II

REVIEW OF LITERATURE

A. Relevant Previous Study

Based on the research topic, the researcher shows some previous studies that are closely related to this research.

Pebri Prandika Putra in his thesis "The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu"[6] discussed whether the use of the Mind Mapping strategy was effective in improving the students' writing achievement. A non-equivalent group pretest-posttest design was used in this study. The population was the First-year students of SMAN 3 Bengkulu Town in the academic year of 2011/2012 with 234 students. Out of this population, 66 students were taken as a sample. There were two groups, each of which consisted of 33 students. The data were collected by using a writing test. The data obtained were analyzed by using the t-test formula. The result of the research showed that using the Mind Mapping Strategy improved students' writing achievement

Angga Dwi Pamungkas in his thesis "Using The Mind Mapping to Improve Students ' Writing Skill of the Tenth Grade Students At SMAN 1 Pleret In The Academic Year Of 2011/2012,"[7] studied to improve the students' writing skills of the tenth-grade students at SMAN 1 Pleret using the mind mapping

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[6]Pebri Prandika Putra, "The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia," *International Journal of Humanities and Science* 2, no. 21 (2012): 60–68.

[7]Pamungkas Dwi Angga, "Using The Mind Mapping to Improve Students ' Writing Skill of the Tenth Grade Students At SMAN 1 Pleret In The Academic Year Of 2011/2012," *Skripsi*, 2012, 1–137.

technique. The study was action research. In conducting the study, the researcher involved the English teacher, the school principal, and the students of grade XB. The study subjects were 32 students of Grade XB of SMA N 1 Pleret in the academic year of 2011/2012. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching-learning process during the actions and interviewing the students and the collaborator about the implemented activities. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' writing skills through the pre-test and the post-test. Therefore, the quantitative data were in the form of students' writing scores in the pre-test and the post-test. The results of this study showed that the use of mind mapping was effective in improving the students' writing skills.

Ats Tsauratul Maimanah in her thesis "The Effectiveness Of Using Mind Mapping In The Teaching Of Writing Essay"[8] discussed the effectiveness of using mind mapping in the teaching of writing an essay in the eleventh grade of SMA Muhammadiyah 25 Setiabudi Pamulang. The sample of this study consisted of 29 students from Class XI IPA 1 as an experimental group and 29 students from Class XI IPS 1 as a controlled group. This research used a quantitative method in which the data was served by numerical and tested by statistical formula or t-test. The research design of this study is quasi-experimental. The writer compared the essay produced by the experimental class, which was taught an essay using mind mapping, with the controlled class,

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[8]Ats Tsauratul Maimanah, "The Effectiveness Of Using Mind Mapping In The Teaching Of Writing Essay," 2014.

which was taught an essay using conventional teaching. The research instrument was a written test using construct validity. Jacobs et al. scoring procedures for assessing writing were used to maintain the reliability of the test. When analyzing the data obtained, the mean of the gained score of the experimental class was 20,2, and the mean of the gained score of the control class was 3,7. The t-test was used to examine the research hypothesis. The result of the statistical hypothesis test showed that = 5,10 and = 1,67 or >. It indicated that the null hypothesis was rejected, and the alternative hypothesis was accepted. In other words, using mind mapping has a significant effect on helping students write an essay.

Khoiriyah in her article "Increasing the Students ' Writing Skill through Mind Mapping Technique"[9] discussed how the mind-mapping technique was improving the students' writing skills. This study is Classroom Action Research. This study aims to identify whether the mind mapping technique can improve students' writing skills and describe the classroom situation when the mind mapping technique is used in students of the English Department at Nusantara PGRI Kediri University. The data compiled from the observation sheets on the lecturer's and student's performance done by the collaborator, field notes made by the lecturer, questionnaire on the students, and mainly the students' achievement at the cycle test proved the mind mapping technique to be effective in improving the students' writing skill. The study was done in two cycles. The result of the study showed that the students' mean scores improved from the first

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[9]Khoiriyah, "Increasing the Students ' Writing Skill through Mind Mapping Technique," *Nusantara of Research Universitas Nusantara PGRI Kediri* 01 (2014): 177–87.

cycle (70.95) to the second cycle (76.68). And out of 65.91% of the subjects got the target score of 75 in cycle I, and it reached 84.06% of the students in cycle II. In short, it can be concluded the last cycle, students had really made significant progress. The analysis resulted in the findings that the mind-mapping technique could improve students' writing skills.

Iis Hidayah Romadhloni in her thesis "The Effectiveness of Mind Mapping Strategy in Writing Descriptive Texts for 8 Graders"[10] studied the effectiveness of using mind mapping as a pre-writing strategy to help the students write descriptive texts and uncover the aspects of effectiveness addressed by the students after the treatment of the mind mapping strategy. The participants were 64 Eighth-graders of State 1 Junior High School (SMPN 1) in Banyubiru, Indonesia. This research used a mixed method of quantitative and qualitative study, particularly quasi-experimental with questionnaire and interview techniques. This study used independent samples t-test to analyze and compare the statistical data. The statistical result showed a significant difference in progress demonstrated by the experimental class compared to the control class. It indicated that mind mapping was adequate to help the students write the descriptive text. Furthermore, the questionnaires and interviews showed that most of the students gave positive responses toward using the mind-mapping strategy in writing descriptive text. In particular, mind mapping facilitated the students to organize their idea, plan students writing, deal with the writing

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[10]Iis Hidayah Romadhloni, "The Effectiveness of Mind Mapping Strategy in Writing Descriptive Texts for 8 Graders," 2015.

elements, write enjoyably, understand the writing content and improve their writing achievement.

Based on the previous research above, there are similarities and differences between the researchers above with this study. The resemblance is the researcher wants to analyze writing skills. The researcher used the mind-mapping technique to improve students writing of a simple essay. The difference between this research and the researchers above is that the second and the fourth researchers used a Classroom Action Research design using two cycles. The third and fifth researchers used a quasi-experimental technique. In contrast, the researcher would use the pre-experimental method.

The relevance of this study is the technique used; it is Mind-Mapping Technique. The studies above show that the Mind-Mapping method shows promising results for students. The Mind-Mapping technique can improve student achievement in writing. It indicates that this technique is compatible and suitable for learning. Therefore the researcher tries to apply the same method for writing text, hoping that this technique can improve students' understanding of writing text material, especially for Junior High School students.

B. Some Particular Ideas

1. Writing

a. Definition of Writing

Writing is an activity of exploring opinions and ideas into words. It includes words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most challenging skill

for all language users: foreign, second, and even first language. Writing needs good preparation and many practices. According to Richards and Renandya, written language is tricky at the clause's level. It consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or appropriate rhetorical forms.[11]Concerning Writing, Brown stated that writing makes the product through thinking, drafting, and revising. It means that the writer should follow those steps to produce a final product in producing written language.[12]

Barnett stated that even though writing a definition may refer to a product and process; the report needs to be clarified. Both teachers and students are advantageous in treating writing as a mental process and a means of communication.[13] When students realize that teachers read their writing to understand what they are trying to say rather than judge their grammar and usage, they write more exciting compositions. They are also willing to write more, which is the best way to refine their writing, and they eventually take more care with what they write because it means more to them.

Hamp-Lyons and Kroll in Weigle defined writing as an act within a context that accomplishes a particular purpose and is appropriately shaped to its intended audiences. Similarly, Sperling in Weigle described writing as a meaning

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[11]Jack C. Richards dan Willy A. Renadya, "Methodology in Language Teaching," 2002.

[12]T. D. Terrell dan H. Douglas Brown, *Principles of Language Learning and Teaching*, *Language*, vol. 57, 2001, https://doi.org/10.2307/414380.

[13]Marva A Barnett, "Writing As A Process," *University of Virginia* 20, no. 2 (1992): 45–52, https://doi.org/10.1080/03004279285200231.

making activity that is socially and culturally shaped and individually and socially purposeful.[14]

The students have to use their ability to write. The teacher also must continuously motivate them in the order they want to write their idea. The teacher should help the students by using instructional media like mind mapping to encourage them in writing, which is believed to improve their understanding. The use of mind mapping can make the students confident and increase the student's interest in writing. From its objective, writing is a means of communication commonly used to express and impress. It means that the writers compose their writing works with a purpose. That is to describe what is on their mind and to impress the reader with their writing. Writing is a productive skill that must be learned and mastered by English learners because writing enables them to develop their potential ideas to the maximum level, which is appropriate with the English writing conventions.

There are many reasons why writing skills should be taught to students. Harmer explains four reasons why writing is critical to teaching students. First, writing is for reinforcement. In this case, the students will benefit from seeing the language written down, especially visual learners who learn best through visualization. Students know the language and write it down. Second, writing is one of the four language skills which is essential to master. Third, writing can fit the students" learning style. Some students can learn best by looking at the language, especially visual learners. The last, writing is a process that involves a

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[14]Sara Cushing Weigle, *Assessing Writing*, *Assessing writing*, 2002, https://doi.org/10.1017/cbo9780511732997.

mental process. So, by doing the writing, the students will activate their minds in learning the language. Writing skills, therefore, should be taught to the learners of English.

b. Micro-skills of English Writing

To increase the students' writing skills, the teacher must guide them in upgrading their writing competence. Several experts have proposed the subdivisions of writing skills into macro and micro-skills. Spratt et al.in Wayne Trotman stated that writing involves several sub-skills. Some of these are related to accuracy.[15] Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences perfectly, and using paragraphs correctly. In composing the writing product, Brown stated the compositions should be included; they meet specific English rhetorical style standards, reflect accurate grammar, and be organized in conformity with what the audience would consider conventional.[16]

According to Brown, twelve skills must be mastered by the students to increase their writing skills. The micro skills for writing production are: (1) producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions; (2) producing writing in a reasonable management rate of speed to suit the purpose; (3) producing an acceptable core of words and using appropriate word order patterns;

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[15]Wayne Trotman, "The TKT Teaching Knowledge Test Course," *ELT Journal* 60, no. 1 (2006): 93–95, https://doi.org/10.1093/elt/cci090.
[16]H. Douglas Brown, "Teaching by Principles An Interactive Approach to Language Pedagogy," 2001.

(4) using acceptable grammar systems (e.g., tense, agreement, and pluralization), pattern and rules; (5) expressing a particular meaning in many types of grammatical forms; (6) using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas; (7) using the rhetorical forms and conventions of written discourse; (8) appropriately accomplishing the communicative functions of written texts according to form and purposes; (9) conveying links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (10) distinguishing or differentiating between literal and implied meanings when writing; (11) correctly delivering cultural in specific reference; (12) developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.[17]

The process of writing emphasizes the balance between function and product. The students need a strategy to do good writing. According to Richards and Renandya, writing has four primary writing stages: planning, drafting, revising, and editing. The final product should be done through the process.[18]

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[17]Terrell dan Brown, *Principles of Language Learning and Teaching*.2001
[18]Richards dan Renadya, "Methodology in Language Teaching." 2002

According to Harmer, the writing process is divided into four stages: planning, drafting, editing, and final draft.[19] All the stages of the writing process are explained below:

1) Planning

It is the first stage of the writing process when the writers plan, try, and decide what they say before writing. It might involve making detailed notes. There are three issues, i.e., purpose, audience, and content structure, that must be considered in writing. Writing will influence the text's type to produce, language use, and information. Secondly, the audience will influence the writing's shape (how it is laid out, how the paragraph is structured) and language, such as formal and informal tone. Thirdly, the piece's content structure is how best to sequence the facts, ideas, or arguments that are decided to include.

2) Drafting

The draft is the first version of a piece of writing. Some currents might be produced on the way to the final version as the writing process proceeds into editing.

3) Editing (reflecting and revising)

The writing process makes the draft ambiguous or confusing using general meaning and overall structure, such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

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[19]Jeremy Harmer, "How to Teach Writing," 2004.

4) Final Versions

It is the last stage of the writing process when the written text is sent to its intended audience.

From the definition above, it can be inferred that learners should master the writing text stages to make a good writing text because writing skill consists of some stages. So those stages have to be taught by the teacher in every meeting to make the learners master the writing text.

c. Teaching Writing

There are five significant categories of classroom writing performance. They are imitative, intensive, self-writing, display writing, and actual Writing.[20]

1) Imitative, or writing down

At the beginning of writing, the students will write down English letters, words, and sentences. They will learn the conventions of the orthographic code.

2) Intensive or controlled writing

The students will learn about grammatical concepts. It will be like a written grammar exercise that has a function to improve their grammar ability.

3) Self-writing

This category's activity in classrooms is note-taking, where the students take notes for later recall.

4) Display writing

The short answer exercises, essay examinations, and research reports are the elements of the display.

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[20]Nunan, Terrell, dan Brown, *Practical English Language Teaching*.2003

5) Real Writing

Actual writing has three types; academic, vocational, and personal. Academic is truthful information conveyed by the students to each other. In contrast, Vocational is an advancement of students' occupation. Moreover, personal involves diaries, letters, postcards, notes, and personal messages.

Brown developed some principles for designing interactive writing techniques. They are as follows.[21]

1) Incorporating practices of "good" writers. A good writer has some criteria. They are:

   a) Focusing on goals or main ideas in writing.

   b) They were gauging their audience perceptively.

   c) Spend some time (but only a little) planning to write.

   d) Letting their first ideas flow onto the paper smoothly.

   e) Following the general organizational plan as they write.

   f) They are soliciting and utilizing feedback on their writing.

   g) They are separate from the specific surface structure.

   h) They are revising their work willingly and efficiently.

   i) Make as many revisions as needed patiently.

2) Balancing the process of product

   The product must become a clear, articulate, well-organized, and helpful piece of writing. Carefully, The students are led as they go through every step of writing.

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[21]Terrell dan Brown, *Principles of Language Learning and Teaching*.2001

3) Accounting for cultural/literary backgrounds

   The teacher has to see every student's literary background and help them use acceptable English rhetoric.

4) Connecting Reading and Writing Reading can help students observe what they already wrote or find more information and error.

5) Providing as much authentic writing as possible, Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, and writing advertisements-all can be seen as authentic writing.

6) Framing the techniques in pre-writing, drafting, and revising stages Process writing approaches tend to be prepared in three writing steps. The pre-writing stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing.

   Teaching writing also includes some sub-skills. Those are about accuracy and how to communicate successfully to the readers. The writing process stages are getting ideas, making drafts, proofreading, revising, and editing. Language learning must be distinct from language teaching.[22]. Teaching cannot be defined apart from learning; teaching is guiding and facilitating learning. It means that the teacher should be able to guide and encourage the students to use the language.

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[22]Mary Spratt, Alan Pulverness, dan Melanie Williams, "The TKT Course," 2005.

There are several steps to teaching English writing well. Harmer explains that there must be five steps in teaching writing. They are Demonstrating, Motivating, Supporting, Responding, and Evaluating.[23]

The first step in teaching English writing is demonstrating. In this stage, the teacher shows the students all about the material that will be learned. Then the teacher demonstrates how to make it, its purpose, and its functions. After demonstrating, the second stage is motivating and provoking the students. In this step, the teacher must inspire and encourage the students to generate or find ideas in simple and accessible ways. It will be better for the teacher to prepare what they will do in class. For example, the teacher prepares some mind-mapping pictures to be shown in class. The students can generate their idea from the image and then write in a correct sentence.

The third step in teaching English writing is supporting. The teacher should support anytime when they students need help in the classroom. The fourth step is responding. In this step, the teacher should give some suggestions for the student's work. The teachers must properly correct the student's writing. The teacher should provide comments and suggestions.

The last step is evaluating. The teacher must evaluate every task and activity. In evaluating the student's work, the teacher judges their work as the final product. The teacher gives the students feedback to learn from their mistake and avoid it on the next task and activity.

2. Mind Mapping

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[23]Jeremy Harmer, "How to Teach English" (Longman, 1998).

a. Definition of Mind Mapping

Nowadays, 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 concepts that radiate from the center. It is a valuable technique that can help our memory because it enables us to arrange facts and ideas. Mapping knowledge will help us understand and remember new information by focusing on critical concepts and looking for branches and connections between them.

Mind mapping is a creative note-taking method that eases us to remember much information. Buzan (as cited in Roebuck) claims that the mind map is a vastly superior note-taking method because it does not lead to a "semi-hypnotic trance" state included by other note forms.[24]He also argues that the mind map uses the full range of left and right human cortical skills and balances the brain. Mind maps provide a proper study technique when applied to written materialMcGriff stated that "mind maps are an excellent way to help learners organize knowledge, to empower themselves to comprehend better the key concepts, and principles in lectures, readings, or other instructional materials."[25] Mind maps go under a variety of Names. They are concept maps, semantic mapping, knowledge mapping, think links, graphic organizers, or cognitive maps. According to Buzan, mind mapping is a powerful visual technique that provides a universal key to

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[24]Nisreen Kadhim Khudhair, "The Impact of Applying Mind Mapping Technique as a Pre-Writing Tool on EFL College Students in Essay Writing Ministry of Education" 27, no. 1 (2016).

[25]Ignatius Agus Budiono, I Nyoman Sudana Degeng, dan Wayan Ardhana, "The Effect of Mind Mapping Method And Learning Motivation on Writing Short Story Learning Skills In Indonesian Subject" 6, no. 5 (2016): 109–12, https://doi.org/10.9790/7388-060501109112.

unlocking the brain's potential.[26]The mind-mapping technique imitates the thinking process, enabling us to move from one topic to another topic back and forth. Recording the information through symbols, pictures, emotional meaning, and colors does the same as our brains process it exactly. The best mind mapping is colorful and uses many images and symbols, usually like art.

In this definition, five critical concepts of mind mapping are used. Firstly, mind mapping is one of the creative note-taking techniques. It is a technique used by people to represent ideas in visualization and graphic forms where one idea is connected to another statement using branches. Secondly, mind mapping helps people to enter information into their brains. By using mind mapping, it is easy for people to put data into their memory. Thirdly, mind mapping helps people to keep information in long-term memory. By using mind mapping, the data can be saved into their memories for a long time. Fourthly, mind mapping helps people to take information out of their brains easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, mind mapping engages the use of imagination and association in its application. It means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to show 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.

b. Parts of Mind Mapping Technique

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[26]Saleh M Sbenaty dan D Ph, "Using Mind Mapping in Technical Education," 2005.

Some parts of mind mapping are central image, keyword, basic ordering ideas, branches, color, and picture.[27]

1) Central Image

A central image describes a mind mapping's main idea and puts it in the paper's center. It activates the students' "right brain, strengthens the students" memory, and makes the learning activity enjoyable.

2) Key Word

A keyword is a word that can lead to a sentence or event. Identifying a familiar term in one "s own language or another language sounds like the new word and uses only one keyword per line. It is an urge to remember many words for the students. It is a vital noun or verb that creates the image to trigger the recall of the memory.

3) Basic Ordering Ideas

Basic ordering ideas are the branches that collect and sort information connected to the central topic that radiates out from the center. Making basic ordering ideas can direct our minds to mind mapping, and they need creativity to encourage the students to understand the material. They are thin and thinner at the ends. They can be seen as headings for our topic and spread anywhere but do not become steep.

4) Branches

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[27]Susanto Windura, "Mind Map - Langkah Demi Langkah" (Jakarta: PT Elex Media Komputindo, 2008).

The branches should be curvy and the same length as the words or pictures above them. These branches can be seen as subheadings. There are thinner branches that contain details.

5) Color

Color is a perfect memory sign, and it involves the right brain in learning for long-term memory. Colors encourage creativity and help in memorization. Adding colors plenty by branches, map backgrounds, and images will add life to our mind map. It makes it easier to comprehend and remember.

6) Picture

In mind mapping, pictures can change or strengthen a critical word that has been written before.
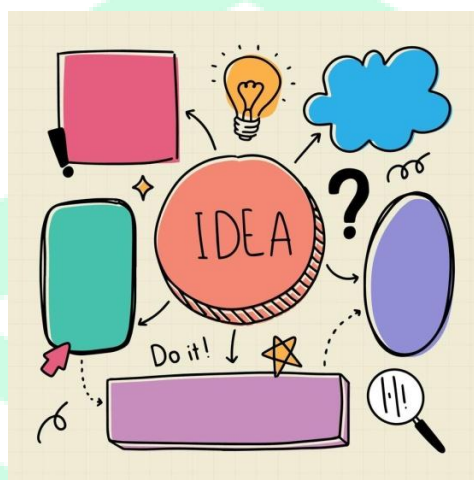
Picture 2.1 Mind Mapping Form

c. How to Make the Mind Mapping

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning

system often used to help students learn effectively, efficiently, and happily. Buzanmentions seven stages to make a mind mapping are as follows.[28]

(1) In the center, putting the main idea, the beginning idea in the center is designed to give freedom to expand the ideas in any direction, which is a perfect example of radiant thinking. Most students find it helpful to

(2) Turn their page on the side and do a mind map in "landscape" style. Placing the main idea or topic in the middle of the page will give maximum space for other ideas to radiate from the center.

(3) Using a picture or photo for the central idea picture and photo is essential to mind mapping. It is because pictures have a substantial impact on imagination and memory. It also pleases sight and keeps attention focused.

(4) Using colors makes the mind map more alive and adds energy on

(5) Creative thinking. It can be used to capture the eye's attention and interest.

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

(7) Making a curve line connector, not a straight line. A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches, like tree branches, are more attractive.

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[28]Nur Faidah Djahuddin, *The Implementation Of Mind Mapping Technique To Increase Students' Understanding Of Genres (English Text Types) At The Nine Grade Of Smpn 2 Pangkajene*, 2017.

(8) Using one keyword for each line. It is because a single keyword gives more energy and flexibility for mind mapping.

(9) Using pictures. Images and symbols are easy to remember, and they stimulate new creative associations. So, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be good sentences. Moreover, mind mapping can make the students happy in studying because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

d.   Teaching Writing Using the Mind Mapping

There are so many ways and methods that teachers in the teaching-learning process can use. They can freely select the appropriate teaching method according to their characteristics and the materials being taught. Only the teacher knows the suitable teaching method to be used in delivering the teaching material. There are some stages used to teach writing. They can be described as follows.

1)   Building Knowledge of the Field (BKOF)

In this stage, the students have to think about what they are going to learn. They can share it with their teacher and friends. That is the pre-topic before students study the material in detail. The activity is dominated by speaking and listening to the topic in general. In this stage, students and teachers can develop the vocabulary words of the topic and conjunctions, which are needed, and introduce the strategy they will use to study the topic. Concerning the teacher's

planning, the teacher will use this step to introduce the students to the material, the strategy, and grammar.

2) Modeling of the Texts (MOT)

This stage includes showing the example of the texts to the students. The teacher explains from general to specific. In general means, the teacher has to explain to the students the definition of mind mapping and the benefits of mind mapping. From particular standards, the teacher has to explain to the students some steps of making mind mapping and give examples. It is the stage to make the students understand the theoretical foundation of building the discussed texts. After finishing this stage, the teacher hopes the students understand the strategy that will be used in writing. The teacher also explains how to write a good paragraph and develop their idea using mind mapping.

3) Joint Construction of the Texts (JCOT)

In this stage, the students have to join together to have an exercise related to the topic. They can do it in a group, in pairs, or individually. It all depends on the materials. They are expected to do the work well because they have learned about the theory in stage two. The material is about writing a paragraph. In this case, the students must know about the vocabulary words they have to use and write using mind mapping. In this stage, the teacher will get the students to write their idea by using mind mapping. It is only a plan for the students before they write their opinions. The teacher will give the students a topic, their activity on their holiday, and their partner. They have to mind mapping their construction before writing their ideas. In another meeting, the teacher also asks the students to

write their ideas as a writing plan about their experiences using mind mapping individually.

4) Independent Construction of the Texts (ICOT)

In this stage, in the linguistic aspect, the students have to practice their speaking. For example, students can talk about their daily activities in front of the class. In the writing aspect, the students hoped to be able to write their ideas into writing. Related to the project, the teacher will get the students to develop their concepts using mind mapping that they made in the previous meeting into their writing.

5) Linking Related Texts

In this stage, students investigate how what they have learned in this teaching-learning cycle can be related to other texts in the same or similar contexts, future or past cycles of teaching-learning. Activities that link the text type to related texts include comparing the text type across different fields and researching other text types used in the same area. Thus, the teacher should make sure that the task consists of some stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text, has been well accomplished so that the students can do the independent tasks.

3. Essay

a. Definition of Essay

An essay is a group of paragraphs about a single topic and central main idea describing, clarifying, arguing, or analyzing a particular subject. It must have

at least three paragraphs, but a five-paragraph essay is a typical academic writing length. An essay can consist of some elements, including literary criticism, observations, and reflections. It is often considered synonymous with a story or a paper, or an article. Essays can be formal as well as informal. Formal essays are generally academic and tackle serious topics.[29]

b. Types of Essays

The type of essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays.[30]

1) Expository Essay

An expository essay requires the most generous amount of time because the volume is large. It is possible to divide this essay into several categories. These are interpretation, definition, cause-&-effect, response, and analysis.

a) An introductory explanation essay refers to the process of interpreting some process step-by-step (providing detailed instructions). Such assignments answer the "how" questions. These specific topics could be how the United States President is elected; write about how chocolate factory creates its best candies.

b) A definition essay is the simplest but only comes up with a single definition copied from the English dictionary. Plagiarism will result. A writer should include both the official definitions (several of them) and personal understanding of the specific word/phrase: define "justice," "hatred," or "school bullying" in the essay.

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[29]Wikipedia, "Essay," Dalam *The Free Encyclopedia*, 2021.
[30]Toopr, "English Writing Essay," Dalam *Toppr*, 2019.

c) The cause-&-effect essay is one that proves that things are interrelated in this world. In the essay, a writer should draw a parallel between some subjects/events by specifying why some things happen and the consequences. An example of such an essay could be the causes & effects of the US Civil War.

d) A reflection essay (or personal response essay) is in the realm of subjectivity on one side. A writer still has to explain the essay's main topic based on credible evidence and facts. Focus on personal opinion regarding the analyzed piece in such an essay.

e) A critical analysis essay is an essay whose goal is to make a writer understand the covered material. A teacher/student chooses a related piece of text (from a book chapter to a scholarly article) to write, analyze, and interpret the results in their way. The teacher compares the essay to the actual interpretation of the work. Go line by line to provide a clear explanation of this type of essay.

2) Descriptive Essay

It is the answer to the question, "What type of essay describes something?" A descriptive essay is an original essay based on a detailed description and analysis of the chosen literary piece, object, event, Etc. An essay writer will deal with adjectives, adverbs, Etc. Write many different descriptive words to describe the topic. Analogies, similes, allegories, and personifications are the most famous literary tools writers use in descriptive essays. They help to visualize things. English composition and literature teachers assign such essays. A student has

several options: sharing emotions, describing a personal experience in detail, explaining how to cook tasty pizza, Etc.

3) Narrative Essay

The narrative essay reminds me of a short story written by famous authors like Ernest Hemingway, "Old Man and the Sea." A writer can talk about the weirdest thing he has met in life. Another good idea is to talk about first love. Many students choose to recall a particular day from their life to show how 24 hours can change someone's life for better or worse. A narrative essay is all about expressing various things a writer has gone through in their life to make the target audience of readers interested. Writing narrative essays does not require the use of external sources. It makes academic writing easy, but a student must develop a creative approach to receive the best grade.

4) Compare-&-Contrast Essay

The compare-&-contrast essay belongs to the expository essay category. An essay writer will have to mention the differences & similarities between the selected subjects/people/locations/events to let the reader compare and contrast things. Comparing refers to finding similarities while differing in an essay is finding differences. This essay helps to understand more than one topic at a time. It is possible to compare/contrast various categories of essays (write about differences & similarities). Remember that we can mix essays of different types: comparing our previous job experience to the current one - that would be a mix of a narrative & compare- & -contrast writing.

5) Persuasive/Argumentative Essay

A persuasive or argumentative essay is where a writer insists on a specific perspective regarding the chosen problem. These are two different types of essays. A persuasive essay has to convince the reader of the truth of the main argument and thesis; an argumentative essay must state the theory and defend it with other related arguments & evidence. Writing persuasive essays is the most challenging task. A student should learn how to write an argumentative essay first.

6) Parts of the Essay

A basic essay is a three-paragraph essay: introductory paragraph (introduction), body paragraph (body), and concluding paragraph (conclusion).

a) Introduction

The introduction, also called the introductory paragraph, serves as a guide or a map of the essay. It usually starts with general statements that gradually become more specific to lead the reader to the thesis statement. To this point, the introduction resembles a reversed pyramid, which is specifically called a funnel introduction.

By and large, a solid introductory paragraph involves three parts: the hook, the background information, and the thesis statement.

(1) Hook: it is usually the opening sentence that catches the reader's attention. To achieve the purpose, the hook could be a quote, an analogy, a question, Etc.

(2) Background information: after the opening attention-getter, the introduction proceeds with an orientation in the form of general statements that provide the reader with background information to understand the topic, which gradually

leads the reader to the most specific idea of the essay ending in the thesis statement.

(3) Thesis statement: it is usually the last sentence of the introduction. It is like the topic sentence in a paragraph; it gives the essay's main idea and limits what the essay will discuss. It can even point to the entire essay's organization as each body paragraph directly relates to it. Hence, the thesis statement serves as a road map for the whole essay, giving readers an idea about the essay's argument and which points will support the essay's main idea.

b) Body

The body is the heart of any essay because it aims to develop the thesis statement in one or more paragraphs. Each body paragraph should explain, discuss or prove one aspect of the main claim or the points presented in the thesis following the tips listed below.

(1) Each body paragraph should start with a topic sentence to introduce the point from the thesis statement that we will deal with in that paragraph.

(2) The thesis statement's main idea should be echoed in all the body paragraphs' main ideas so that the paragraphs will obviously and reasonably relate to the introduction's thesis.

(3) At least three supporting details should follow each topic sentence. The latter can be arguments, facts, data, quotes, anecdotes, examples, explanations, details, Etc. These means of support are essential for them to develop the topic sentences and flesh out the body.

(4) Each body paragraph should finish with a concluding sentence. Its function is to signal the end of the paragraph by summarizing the main points discussed in the paragraph, restating the topic sentence in different words, emphasizing the action readers to take, or giving an insight, prediction, suggestion, or a final comment topic. Sometimes the concluding sentence can function as a transition to the following body paragraph.

(5) The body paragraphs should keep unity with the thesis statement and be coherent. Unity is achieved by echoing a similar order and number of the body's thesis statement points. Connection or coherence between the body paragraphs is achieved through the use of transitions.

c) Conclusion

The conclusion is the final paragraph of an essay. It usually starts with a conclusion transition signal (in conclusion, sum up, briefly, in a nutshell, or a word)and takes three sentences. It aims to mark the end of the essay and assemble its principal points. To realize this, one can restate the thesis statement in different words, review the main topics discussed in the essay's body paragraph(s), and leave the reader with a final comment, though, or a sense of closure essay's topic.

C. Theoretical Framework

Writing an essay is a part of academic writing that students of a specific college or high school must know. Students sometimes need help generating ideas, whether general the specific, in writing such academic work. It also can be a problem that is faced by the teacher when teaching writing. Therefore, several techniques could be applied in the teaching of writing an essay.

One of those techniques is using mind mapping. The technique is good for the student, but it could also be an effective way for the teacher to teach writing, especially writing an essay. Using mind mapping before doing some writing assignment has been commonly known by several people. Therefore, in this case, the writer assumed that the students should use it when generating ideas in writing an essay. The conceptual framework of this research can be illustrated diagrammatically as follows:
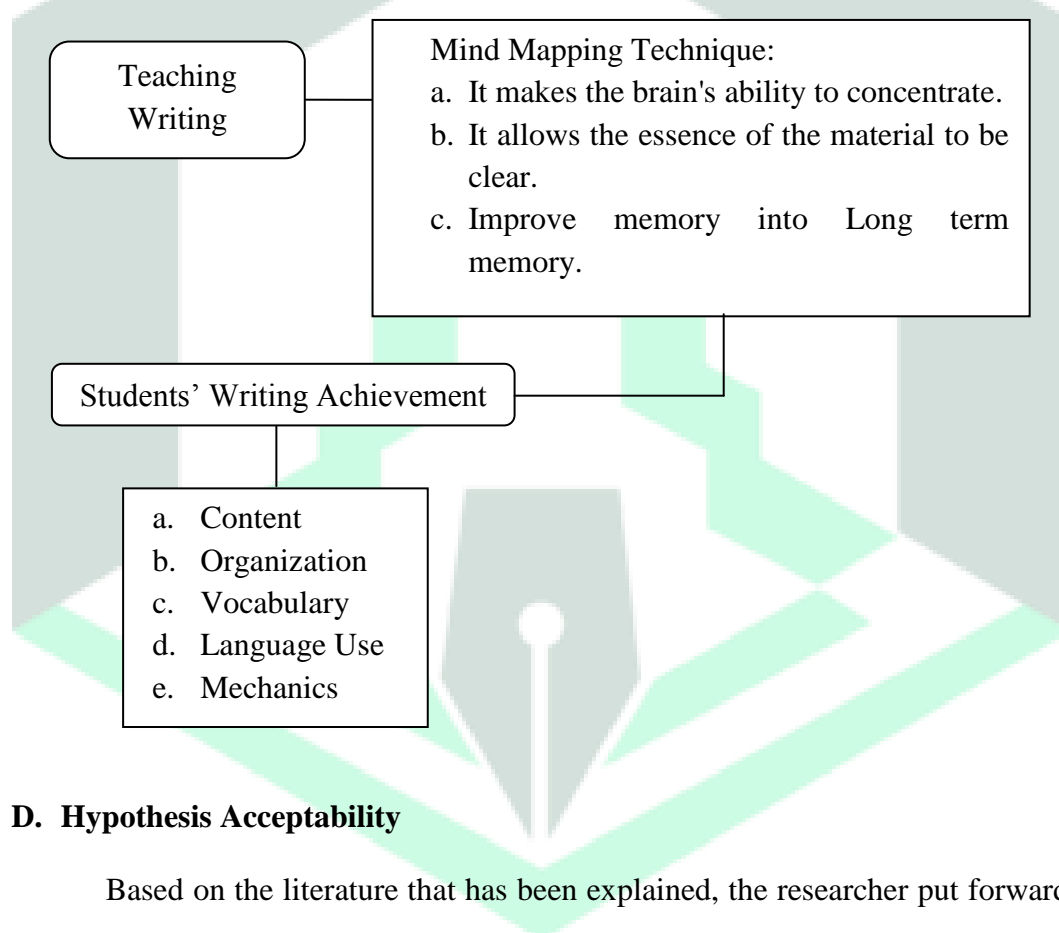
D. Hypothesis Acceptability

Based on the literature that has been explained, the researcher put forward the hypotheses of the research as follows:

1. H_1 : Using the mind mapping technique effectively to improve students writing skills.

2. H_0 : Using the mind mapping technique is not effective in improving students

    writing skills.

CHAPTER III

RESEARCH METHODS

The research methods are essential in every research as a guideline to attain the objective of the study. This chapter describes the research design, place and time of the research, data and data sources, the research variable, an instrument of the research and data collecting methods, the instrument, population and sample, and the method of analyzing data.

A. Research Design

The researcher employed a pre-experimental design with one group pre-test and post-test design. The comparison between the pre-test and post-test scores depends on the success of the treatment.

This research involved one class of students with pre-test, treatment, and post-test designs. This design of research can be described as follow :

Table 3.1 Research Design

Pre-test	Treatment	Post-Test
O_1	X	O_2

Where :

O_1: Pre-test

X: Treatment

O_2: Post-Test

B. Variables of the Research

According to Sudaryanto, variables are traits or characteristics of individuals in a group or community.[31]A Variable is the object of study or the point of a study. Based on Sudaryanto in experimental research, the variable is divided into independent and dependent variables. The independent variable is the dependent variable's influence, while the dependent variable is affected by the independent variable. The independent variable is mind mapping learning in this study, while the dependent variable is students' writing.

C. Population and Sample

1. Population

The population of the research is the 8th grade of SMPN 2 Suli. The actual numbers of population were 66 for the three classes.

2. Sample

This research used a purposive sampling technique because this sample class is an active and excited class. Moreover, the total sample is 22 students in class VIII.A.

D. The Instruments of the Research

A research instrument refers to any equipment used to collect the data. As experimental research, the instrument used in this research is a test. In this case, two kinds of tests should be done by the researcher; those are as follows:

1. Pre-test

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[31]Ari Kurnia Wijaya, "The Effect Of Using Mind Mapping On The Writing Comprehension Ability Of The Tenth Grade Students At Sma Tiga Maret Yogyakarta In The Academic Year Of 2014/2015," 2016.

A pre-test is a test given to all students in class VIII-A SMPN 2 Suli. The test is conducted to know the students writing ability in essay text before conducting the treatment. In this pre-test, the searcher asks VIII-A students to write an essay form consisting of 4 paragraphs. The topic is a descriptive essay of 30 minutes.

2. Post-test

The post-test is given to all students in class VIII-A at SMPN 2 Suli to measure the students' writing of simple essays using the Mind Mapping Technique. In this post-test, the researcher asks the students to make a mind map of the essay they will write. It consists of 1 sheet of paper or five paragraphs, and the students have 60 minutes to do the task.

E. The Procedure for Collecting Data

1. Giving Pretest

Before doing the treatment, the researcher employed a pre-test. The steps pre-test were:

a.   The researcher introduces herself as well as tells the students about the purpose of her presence.

b. The researcher asks students to write an analytical exposition in essay form with the topic they like for max. Four paragraphs and give 60 minutes for students to do the task.

c. After that, the researcher asks students to submit the answer sheet.

2. Giving Treatments

The treatment in teaching writing essays by Using the Mind Mapping Technique Consist of four meetings. The steps were as follows:

1. First Meeting
   a. The researcher explains the essay text.
   b. Then, the researcher explains Mind Mapping and how to work it.
   c. Then, the researcher asks the students to divide the group of four-five students of each groups.
   d. After that, the researcher gives an example of an essay text.
   e. The researcher asked the students to write the essay text use mind mapping.
   f. The researcher gives 30 minutes to write down an essay.
   g. Then, the researcher asks each member of the group representation group to present the essay they wrote in front of the class.
   h. After finishing, the researcher gives information about mind mapping in writing the essay.
2. The next meeting will be continued, but the topic was changed until the fourth meeting.
3. Giving Post-test

   After doing the treatment, the researcher applied a post-test to determine the students' achievements and progress. The steps were as follows:

1. The researcher asks students to do the mind mapping of the essay that they are going to write.

2. Then, the researcher asks students to write an analytical exposition in essay form for max. one sheet of paper.

3. The researcher gives 60 minutes to do the task.

4. After that, the researcher asks students to the collected answer sheet.

F. The Technique of Data Analysis

1. Classifying the score of writing

In the Jacobs et al. scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points), and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points). [32]

Table 3.2 Scoring of Writing Skill

Score	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable 1. Substantive 2. through development thesis 3. relevant to an assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of the subject 1. Adequate range

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[32] Sara Cushing Weigle, "Assessing Writing," *New York: Cambridge University Press*, 2002, 115.

		2. Limited development of the thesis 3. Mostly relevant topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of the subject 1. Little substance 2. Inadequate development of the topic
	16-13	VERY POOR: does not show knowledge of the subject 1. Non-substantive 2. Not partiment 3. Not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression 1. Ideas clearly stated/supported 2. Succinct 3. Well-organized 4. Logical sequencing 5. Cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy 1. Loosely organized, but the main

		idea stands out
		2. Limited support
		3. Logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent 1. Ideas confused or disconnected 2. Lacks logical sequencing and development
	9-7	VERY POOR: does not communicate 1. No organization or not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range 1. Effective word/idiom choice and usage 2. Word form mastery 3. Appropriate register
	17-14	GOOD TO AVERAGE: adequate range 1. Occasional errors of word/idiom form, choice, and usage, but meaning not obscured
	13-10	FAIR TO POOR: limited range 1. Frequent errors in word/idiom,

		choice, and usage
		2. Meaning or obscured
	9-7	VERY POOR: essentially, translation 1. Little knowledge of English vocabulary, idioms, and word form, or not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex construction 1. Few errors or agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction 1. Minor problems in complex construction 2. Several errors in agreement tense, number, word order/function, articles, pronouns, and prepositions, but the meaning is seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/complex construction 1. Frequent errors of negation

		2. Agreement tense, number, word order/function, articles, pronouns, preposition, fragments, run-ons deletion 3. Meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules 1. Dominated by errors 2. Does not communicate or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions 1. Few errors in spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, and paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing 1. Poor handwriting 2. Meaning confused or obscured

		VERY POOR: no mastery of conventions
	2	1. Dominated by errors in spelling, punctuation, capitalization, paragraphing
		2. Handwriting illegible or not enough to evaluate

The data obtained were then analyzed using quantitative descriptive statistical analysis. Quantitative analysis of the data presentation is in frequency distribution tables that can be used for categorization techniques by referring to the scale of 0-100.

2. Scoring Classification

The data analysis through percentages by using the formula as follows:

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

Where:

P   = percentage

F   = the cumulative frequency of subjects

N   = total number of the subject.

3. Classifying the score into criteria interpretation score as follows:

Excellent   : 96-100 is classified as excellent

Very Good   : 86-95 is classified as very good

Good   : 76-85 is classified as good

Fair Good   : 66-75 is classified as fair good

Fair   : 56-65 is classified as fair

Poor   : 36-55 is classified as poor

Very poor   : 0-35 is classified as very poor

4. Calculation of the mean score, standard deviation, significance tests, and standard value of the data

The researcher used SPSS 22 to calculate the t-count score (t_o) and the t-table (t_t) using the distribution table. The analysis technique used in this research is a compare means-paired sample t-test. The paired sample t-test is one of the testing methods used to assess the effectiveness of the treatment, marked by a difference in the average before and after the treatment is given. The researcher also used the hypothesis acceptance criterion to assess if the pre-test and post-test were significantly different, as well as the acceptability of the hypothesis:

If: $t_o \geq t_t$ = Reject the null hypothesis

If: $t_o < t_t$ = Received null hypothesis

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Here, the researcher presents the findings related to the effect of the mind-mapping technique in enhancing students' writing skills. To see the effect, some statistical calculations compare the pretest before treatment and post-test after treatment.

1. Students Score in Pre-test and Post-test

a. Students Score in Pre-test

This part shows a pretest result before doing the treatment

Table 4.1 Students' Scores in Pre-test

Respondent	C	O	V	LU	M	Score
RD 1	13	7	9	5	2	36
RD 2	13	7	8	6	2	36
RD 3	13	7	7	5	2	34
RD 4	13	7	8	5	2	35
RD 5	13	7	7	5	2	34
RD 6	13	7	7	7	2	36
RD 7	13	7	8	6	2	36
RD 8	13	7	7	5	2	34
RD 9	13	7	8	6	2	36
RD 10	13	7	7	5	2	34
RD 11	13	7	7	5	2	34
RD 12	14	11	9	11	2	47
RD 13	13	7	7	5	2	34
RD 14	13	7	7	5	2	34
RD 15	14	10	9	6	2	41
RD 16	13	7	7	5	2	34
RD 17	13	7	8	6	2	36
RD 18	13	7	7	5	2	34
RD 19	15	13	9	6	2	45
RD 20	13	7	7	5	2	34
RD 21	13	7	7	5	2	34
RD 22	13	7	7	6	2	35

Table 4.1 shows the students' scores in the pre-test. Based on the table above, the highest possible was 47, and the lowest possible score was 34.

b. Students Score in Post-test

This part shows the result of the post-test after doing several treatments using the mind mapping technique.

Table 4.2 Students' Scores in Post-test

Respondent	C	O	V	LU	M	Score
RD 1	21	14	13	15	3	66
RD 2	22	16	14	17	3	72
RD 3	22	16	15	17	3	73
RD 4	22	15	14	17	3	71
RD 5	22	17	18	17	3	77
RD 6	22	16	15	17	3	73
RD 7	21	16	16	17	3	63
RD 8	22	16	13	16	3	70
RD 9	22	16	14	17	2	71
RD 10	20	16	17	16	3	72
RD 11	22	17	14	16	3	72
RD 12	18	17	15	17	3	70
RD 13	21	14	14	15	3	67
RD 14	21	15	12	14	3	65
RD 15	18	13	15	12	3	61
RD 16	21	17	16	17	3	74
RD 17	22	15	14	16	2	69
RD 18	22	16	16	14	2	71
RD 19	23	18	18	18	3	80
RD 20	21	16	13	15	3	68
RD 21	22	13	13	17	3	68
RD 22	20	17	16	14	3	70

Table 4.2 shows the students' scores in the post-test. Based on the table above, the researcher can conclude that 80 were the highest score and 61 were the lowest score.

Table 4.3 Classification of students' writing scores (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fair Good	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	36-55	9	40,90%
7	Very Poor	00-35	13	59,09%
	Total		22	100%

Table 4.3 shows the classification of the students' writing scores in the pre-test. There were 9 students who got poor, and 13 students got very poor.

Table 4.4 Classification of Students' writing Scores (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	2	9,09%
4	Fair Good	66-75	17	77,27%
5	Fair	56-65	3	13,63%
6	Poor	36-55	0	0%
7	Very Poor	00-35	0	0%
	Total		22	100%

Table 4.4 shows that after giving the treatment, there was a significant difference in students writing skills. The classification of the students' writing scores in the post-test are 2 students got good, 17 students got fair good, and 3 student got fair.

2. Students' Mean Score in Pre-test and Post-test

The pre-test results before doing treatment showed that the students' ability in writing were less. They struggle to organize and use the mechanics of writing and struggle to develop their ideas. After giving the treatment, the results of the post-test showed the students got an improvement in their writing skills. It can be seen by the data below.

Table 4.5 Students' Pre-test and Post-test Mean Score

Students' score		Improvement
Pre-test	Post-test	(%)
36,04%	70,13%	34,09%

Table 4.5 shows that the improvement percentage of students in writing was 34,09% after using the mind mapping technique. The mean score of the students on the pre-test were 36,04%, and on the post-test which to be 70,13%.

3. **Calculating Standard Deviation and T-test of Pre-test and Post-test Score**

Table 4.6 The standard deviation of the students' Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	22	34.00	47.00	36.0455	3.60525
Posttest	22	61.00	80.00	70.1364	4.29058
Valid N (listwise)	22				

Table 4.6 shows that the mean score of the post-test was higher than the pre-test (70.13 > 36.04). It means that there was a significant difference after giving a treatment by using the mind mapping technique. The standard deviation of the post-test was higher than the standard deviation of the pre-test (4.290 > 3.605).

Table 4.7 The Paired Sample Test of Pre-test and Post-test

Paired Samples Test									
			Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-34.09091	5.34441	1.13943	-36.46049	-31.72133	-29.919	21	.000

In table 4.7, according to the findings of paired sample t-test using SPSS 20, the researcher found that t_o (t_{count}) = 29.919 and df (degree of freedom) = 21 While the t_t = 1.724 the degree of freedom (df) = 21, with the standard of significant = 5%

$$29.919 > 1.724$$

Related to the reserach result that the t_{count} (t_o) was higher than t_{table} (t_t). It was concluded that there was significant and improvement different in teaching writing before and after using Mind Mapping technique. Because of that, the researcher believes that using Mind Mapping technique was effective in teaching students' writing skill at 8th grade of SMPN 2 Suli.

B. Discussion

Mind Mapping as an interesting technique for students to enhance their writing capability. The use of mind mapping as a media is here because the researcher wants to develop school learning materials that can increase students' interest and learning ways. Learning media can play a role as a stimulant and is well-designed for learners.

As a technique to assist students to acquire retrieval and knowledge by utilizing visual pointers such as colors and pictures, mind mapping becomes is able to record a single pace of learners through memories. It helps them to set personalized, attractive and varied to recall the materials from the past as it is easy to manage. In addition, the practice on mind map diagram encourages them to apply their own technique on the learning process. It is an effective strategy to help students to relate new information to their gained knowledge.

This research on the use of mind mappping technique on improving students' writing skill is supported by the results of research conducted by Angga Dwi Pamungkas titled "Using Mind Mapping Technique to Improve The Students' Writing Skill of The Tenth Grade Students at SMAN 1 Pleret In

Academic Year of 2011/2012" support this experimental research, which uses mind mapping techniques to improve students' writing skills. The study's findings demonstrated that mind mapping helped students improve their writing abilities.

To show the similarities and distinctions of this result with the previous research, the researcher took some previous research related to this study. In the previous study, Pebri Prandika Putra, Ats Tsauratul Maimanah, Khoiriyah and Iis Hidayah Romadhloni stated that using the Mind Mapping Strategy improved students' writing achievement. The difference between this research with the previous research is that the second and the fourth researchers used a Classroom Action Research design using two cycles. The third and fifth researchers used a quasi-experimental technique. In contrast, the researcher would use the pre-experimental method.

In general, Mind Mapping will help someone in various ways such as planning, communicating, remembering something well, making someone more creative in solving problems, focusing attention, organizing and explaining thoughts, and learning things more quickly and efficiently.

Although there are many advantages of mind mapping technique, it cannot be separated from the weaknesses. The weakness lies in time consuming and space limitation. This usually applies to people who are new to mind mapping. When creating a mind map for the first time, it can take effort and gulp up time when we are brainstorming and trying to come up with associations between ideas. However, over time as we mind map, we get the hang of things and draw up mind maps in less time.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in the previous concludes as in the following.

The use of mind mapping technique is effective in improving students' writing skills at 8th grade of SMPN 2 Suli. It is shown that the t_o (t_{count}) was higher than (t_{table}) as follow $29.919 > 1.724$. It means that H_1 was accepted and H_0 rejected. The analysis shows a significance difference between before and after giving a treatment by using mind mapping technique. Mind Mapping is one of technique to teaching writing skill because this technique meaningfully gave a positive outcome in improving the students' writing skill. Also mind mapping technique can make teaching writing easier for the teacher and felt enjoyment, relax, happiness, comfortable and fun for the students.

B. Suggestion

Based on the conclusion of the study, the researcher presents some suggestions.

1. For Teacher

English teachers should use Mind Mapping as an alternative technique in teaching writing. The method can improve the student's writing skills, and when the students are well attracted by interesting methods, they will be motivated to write.

2. For Students

Using Mind Mapping, the students should be more active in exploring their idea. They have to be more on developing keywords.

3. For Other Researcher

This research studies the use of the Mind Mapping technique to improve students' writing skills. The result of the study can be used as an additional reference for further research in a different context that will give a contribution to teaching English.
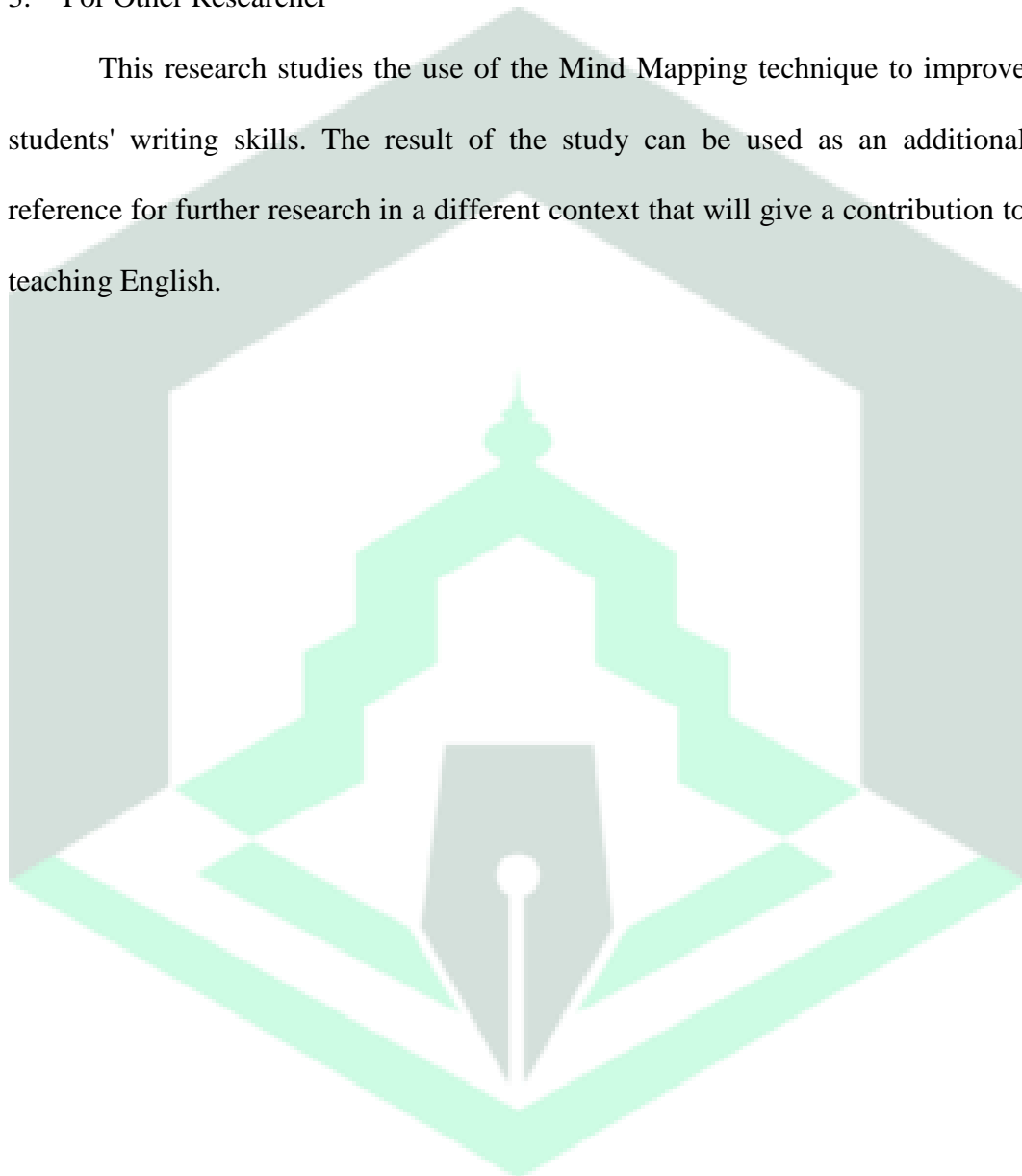
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APPENDICES
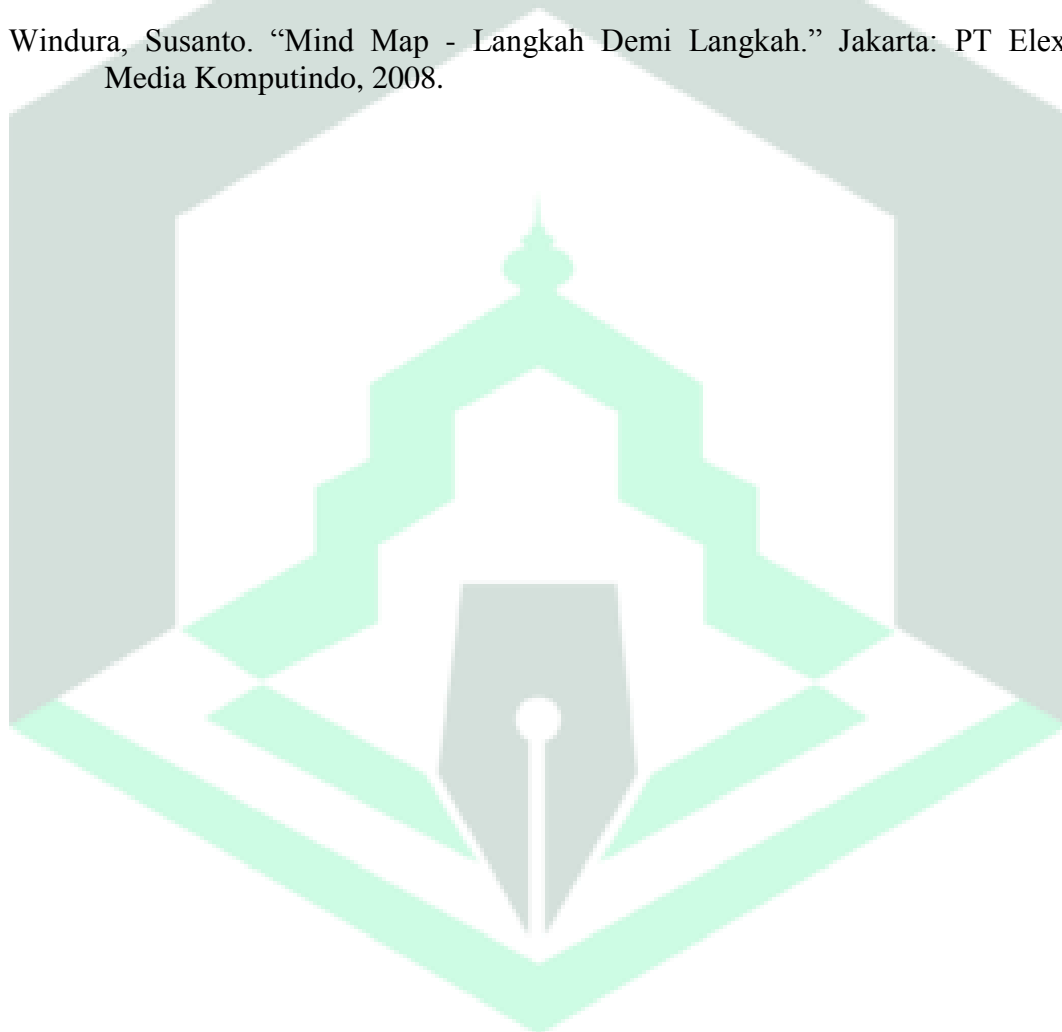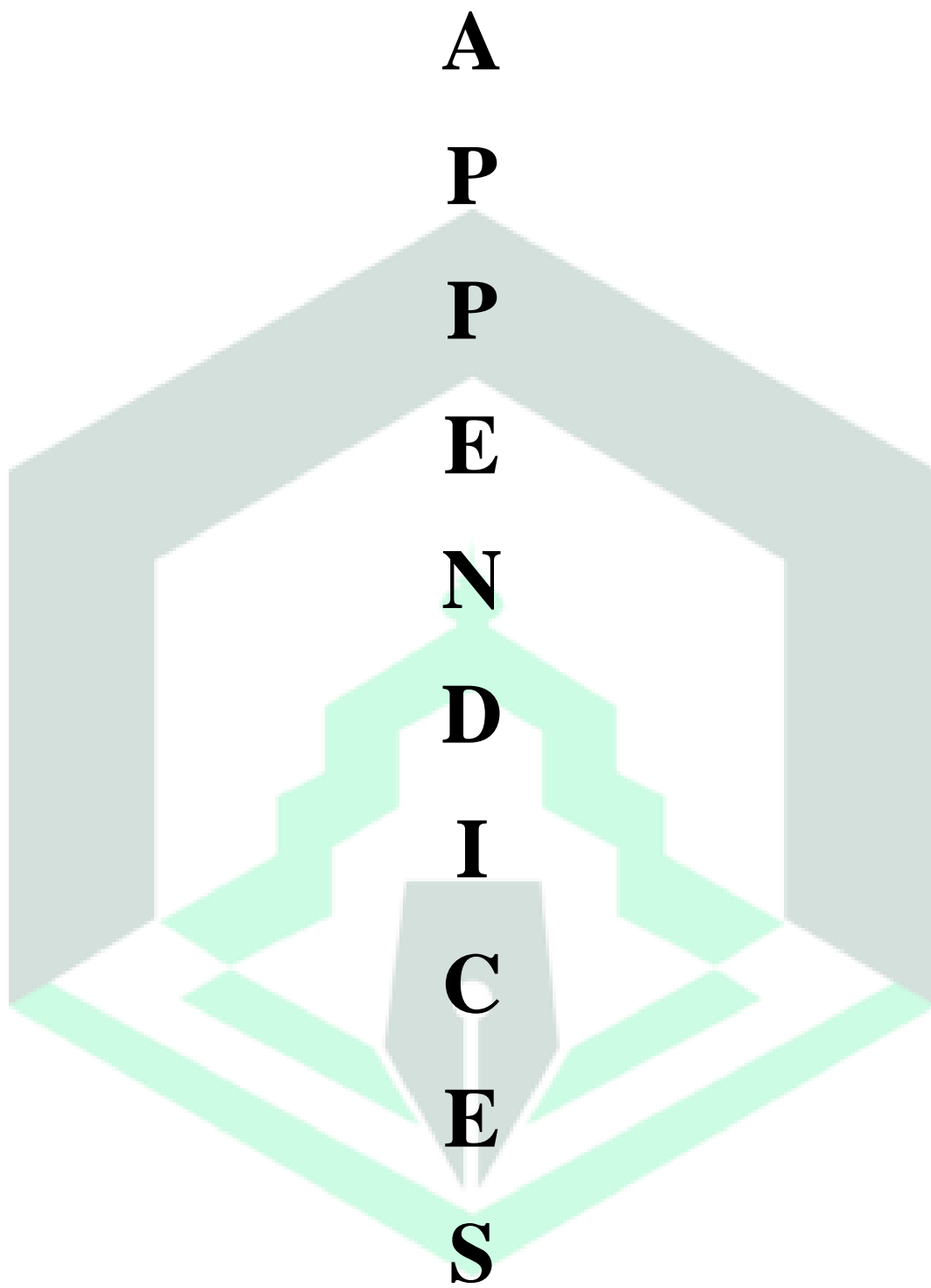
LESSON PLAN

SEKOLAH	**: SMP Negeri 2 Suli**
MATA PELAJARAN	**: Bahasa Inggris**
KELAS/SEMESTER	**: VIII.A/II**
MATERI POKOK	**: Writing Essay**
ALOKASI WAKTU	**: 2 x 40 Menit**

A. TUJUAN PEMBELAJARAN:

1. Literasi Dasar: Calistung, Orasi, dan Digitalisasi
2. Karakter: Moral dan Kinerja
3. Kompetensi Abad 21: 4C
4. Kompetensi Akademik: 6C, 4A, dan SP

B. MATERI DAN AKTIVITAS PEMBELAJARAN

1. Materi Pembelajaran

    Guru mengarahkan siswa untuk berdiskusi mengenai materi essai dan siswa memahami, dan mengidentifikasi materi essai kemudian siswa membuat essai sederhana dan mempresentasikannya di depan kelas dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar.

2. Aktivitas Pembelajaran:

    a. Teori : Constructivism, Cognitivism
    b. Pendekatan : Interactive, Collaborative
    c. Model : Project Based-Learning
    d. Metode : Diskusi, Tanya Jawab
    e. Teknik : Presentasi
    f. Perangkat : RPP, Buku, Silabus, Media
    g. Moda : Offline (Tatap Muka)

C. EVALUASI PEMBELAJARAN

Penilaian Sikap **:** Keaktifan siswa dalam mengikuti pembelajaran, diskusi kelompok/kelas, disiplin waktu dalam mengerjakan tugas/project.

Penilaian Keterampilan : Penilaian unjuk kerja, penilaian produk

Penilaian Pengetahuan : Tes Subjektif
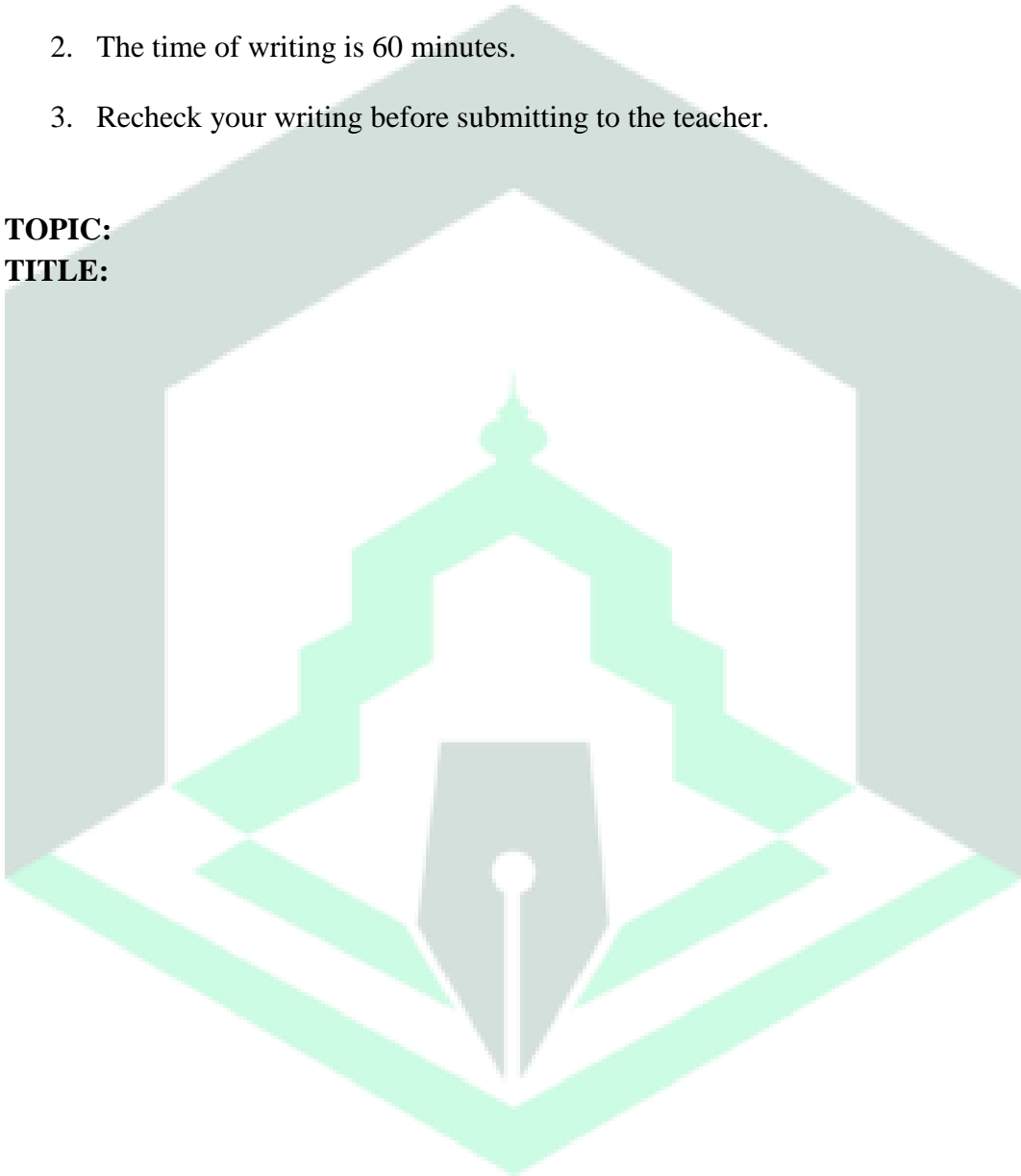
PRE-TEST

Instruction:

1. Write an analytical exposition in essay form with topic you like for max.

   Four paragraphs.

2. The time of writing is 60 minutes.

3. Recheck your writing before submitting to the teacher.

TOPIC:
TITLE:

POST-TEST

Instruction:

1. Make the mind mapping about the essay that you are going to write.

2. Write an analytical exposition in essay form for max. 1 sheet of paper.

3. The time of writing is 60 minutes.

4. Recheck your writing before submitting to the teacher.

TOPIC:
TITLE:

The Result of the Pre-test and Post-test

Nurhidayatullah magfirah

Instruction:

1. Write an analytical exposition in essay form with topic you like for max. Four paragraphs.

2. The time of writing is 60 minutes.

3. Recheck your writing before submitting to the teacher.

TOPIC: monkey

TITLE: Monkey

monkey adalah~~is~~ animals yang berbulu and like banana. monkey live in fores and like memanjat.

C = 13
O = 7
V = 7
L = 5
m = 2

(34)

POST-TEST

Instruction:

1. Make the mind mapping about the essay that you are going to write.

2. Write an analytical exposition in essay form for max. 1 sheet of paper.

3. The time of writing is 60 minutes.

4. Recheck your writing before submitting to the teacher.

TOPIC: Animal

TITLE: DEAF DOLPHIN

DOLPHIN is animal live in water. they live in sea and river.
DOlphin is animal breastfeed because dolphin is mammals.
dolphin eat small fish and squid too.
Dolphin have clever brain. They can play ball in show place.

T : 21
O : 14
V : 14
L : 15
M : 3

67

MIND MAPPING FORM FOR THE POST-TEST

Live in water

Clever brain

φ DOLPHIN

Animal mammals

Nabila

Instruction:

1. Write an analytical exposition in essay form with topic you like for max.

   Four paragraphs.

2. The time of writing is 60 minutes.

3. Recheck your writing before submitting to the teacher.

TOPIC: Hobby

TITLE: Cooking rice Fried

i Like cook. Seperti cook rice Fried
because Good. i Like cook rise Fried
Setiap morning. i Like chili rice Furied
and swit with kecap. My Family
like My rice Fried

T = 14
O = 11
V = 9
L = 11
M = 2

(4)

Nabila

Instruction:

1. Make the mind mapping about the essay that you are going to write.

2. Write an analytical exposition in essay form for max. 1 sheet of paper.

3. The time of writing is 60 minutes.

4. Recheck your writing before submitting to the teacher.
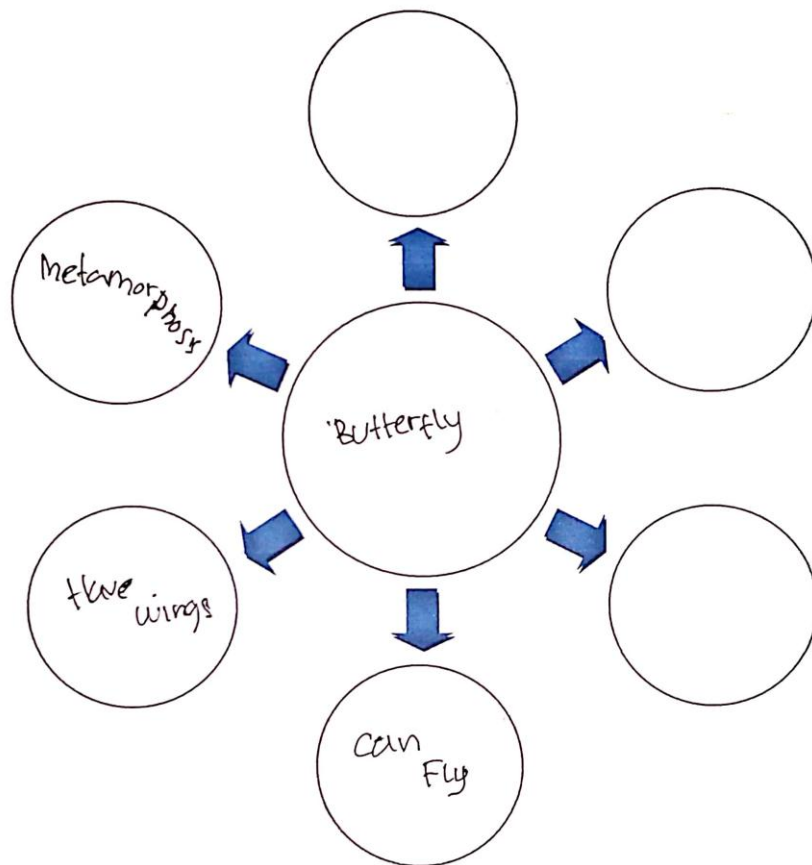
TOPIC: Animal

TITLE: Butterfly

ButterFly is Animal Have wing and can Fly.
Butterfly Have Beautiful wing. Butterfy can
Metamorphosis Like From egg, caterpillar,
cool cocoon, adand butterfly.
Butterfly eat Flower. Butterfly Have ~~so~~ so ~~much~~
So much color.

C
O
V
L
M

C : ~~22~~ 18
O : 17
V : 15
L : 17
M = 3

(70)

MIND MAPPING FORM FOR THE POST-TEST

Rahma dani takdir

Instruction:

1. Write an analytical exposition in essay form with topic you like for max.

   Four paragraphs.

2. The time of writing is 60 minutes.

3. Recheck your writing before submitting to the teacher.

TOPIC: Fruit

TITLE: Durian adalah Fruit grow on big tree and high outside is cover thick Brown rind, Large size, inside is yellow. Durian sangat populer in my country. Durian is unique aroma and creamy

C = 14
O = 10
V = 9
L = 6
M = 2

(41)

Rahma dani takair

POST-TEST

Instruction:

1. Make the mind mapping about the essay that you are going to write.

2. Write an analytical exposition in essay form for max. 1 sheet of paper.

3. The time of writing is 60 minutes.

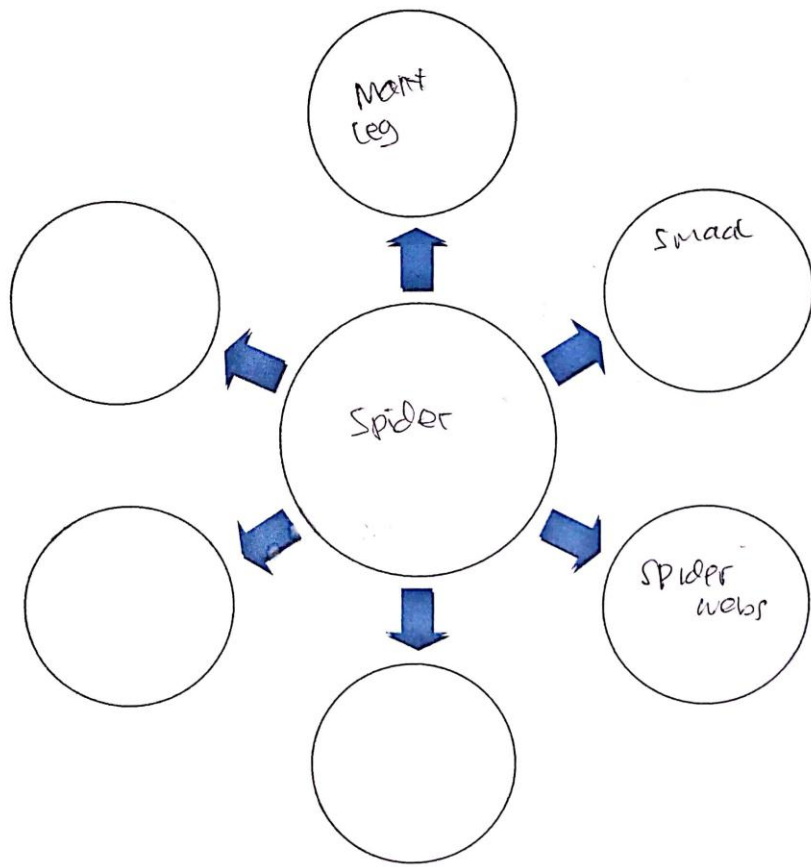4. Recheck your writing before submitting to the teacher.

TOPIC: Animal

TITLE: Spider is animal have many leg and small sice. have webs and dont have wings. have many eye. ane leg is long. spider ~~have~~ eat small insects.

```
T :  18
O :  17
V :  15
L :  12
m :  3
```

(61)

MIND MAPPING FORM FOR THE POST-TEST

Suci Rahmawati

Instruction:

1. Write an analytical exposition in essay form with topic you like for max.

   Four paragraphs.

2. The time of writing is 60 minutes.

3. Recheck your writing before submitting to the teacher.

C = 15
O = 13
V = 9
L = 6
M = 2

TOPIC: Fruits

TITLE: Banana

(45)

1. Bankna

I Like bancna, I ~~eat~~ banana two di rumah bersama grandmather. banana yellow color, sweet end delicius i like banana very much.

~~I~~ ~~very~~ ~~Like~~ banana di fried, my mother make banana
Like
~~Fried~~ end I eat with family.
Fried

Banana pohon tall green color end jantung banana bisa jadi
~~~~ Vegetabel.

I like banana and family eat banana setiap hari.
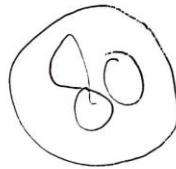
Suci Rahmawati

POST-TEST

Instruction:

1. Make the mind mapping about the essay that you are going to write.

2. Write an analytical exposition in essay form for max. 1 sheet of paper.

3. The time of writing is 60 minutes.

4. Recheck your writing before submitting to the teacher.

TOPIC: Family

TITLE: Mother

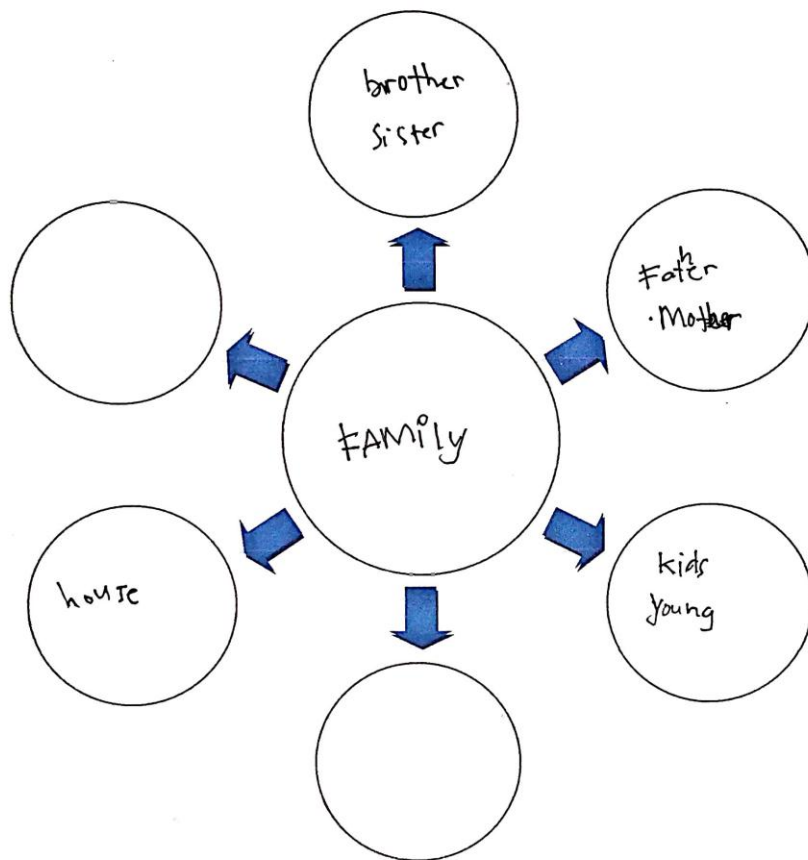$T = 23$
$O = 18$
$Y = 18$
$L = 18$
$M = 3$

Hello. my name is Suci Rahmawati I have mother she name is Siti Almirah. She is pretty love cook for family and me. she like washing clothes for clean use soap to clean clothes.

Today my mother cook fried rice for eat morning for family. My mother give me money to buy snack to eat in school.

I love my mother very much because mother is good mother for me.

I love family very much. I love my sister and mother and father, brother and sister.

MIND MAPPING FORM FOR THE POST-TEST

brother
Sister

Fater
·Mother

FAMily

kids
young

house

DOCUMENTATIONS

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 012/PENELITIAN/04.01/DPMPTSP/I/2022
Lamp   : -
Sifat   : Biasa
Perihal : *Izin Penelitian*

Kepada
Yth. Ka. SMPN 2 Suli
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2180/In.19/FTIK/HM.01/11/2021 tanggal 18 November 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Risdayanti
Tempat/Tgl Lahir : Buntu Barana / 05 Agustus 1999
Nim : 17 0202 0081
Jurusan : Pendidikan Bahasa Inggris
Alamat : Dsn. Tobolong
Desa Buntu Barana
Kecamatan Suli Barat

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE USE OF MIND MAPPING TECHNIQUE ON IMPROVING STUDENTS WRITING SKILL AT 8 GRADE OF SMPN 2 SULI

Yang akan dilaksanakan di **SMP NEGERI 2 SULI**, pada tanggal **18 Januari 2022 s/d 07 Januari 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada tanggal : 18 Januari 2022
Kepala Dinas,

Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Risdayanti;
5. Arsip.

SURAT KETERANGAN PENELITIAN
Nomor : 028 /Dikbud/SMP.2/ KP/II/2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Suli menerangkan bahwa :

Nama : **RISDAYANTI**

Tempat/Tgl Lahir : Buntu Barana, 05 Agustus 1999

Alamat : Dusun Tobolong Desa Buntu Barana Kec. Suli

Barat Kab. Luwu

Pekerjaan : Mahasiswi IAIN Palopo

Telah melaksanakan Penelitian di SMP Negeri 2 Suli :

Dari tanggal : 18 Januari 2022

Sampai tanggal : 07 Februari 2022

Untuk kelengkapan penyusunan Skripsi dengan judul **"THE USE OF MIND MAPPING**

TECHNIQUE ON IMPROVING STUDENTS WRITING SKILL AT 8 GRADE OF SMP

NEGERI 2 SULI ".

Demikian surat keterangan ini dibuat untuk di pergunakan sebagaimana mestinya.

Lindajang, 07 Februari 2022
Kepala Sekolah :

IDRIS, S. Pd. M.M
Pangkat : Pembina TK. I/IVb
Nip : 19720922 200604 1 003

Risdayanti or familiarly called Risda, was born in Buntu Barana August, 5th 1999. The author is the first of 5 siblings, from the couple Rustam and Samsidar. The author started her education at SDN 472 Tobolong in 2005 and finished in 2011. In the same year the author continued her education at SMP Negeri 2 Suli and finished in 2014. After graduating from Junior High School, the author continued her education at SMA Negeri 1 Suli Barat or which has changed to SMA Negeri 18 Luwu and finished in 2017. In the same year, the author was registered as a student at State Islamic Institute of Palopo, Education and Teacher Training Faculty, majoring in English Language Education and finished in 2023.