

CHAPTER IV

FINDING AND DISCUSSION

This chapter is presented to answer the statements of the problems in the first chapter. The first one is how the teacher implements mind mapping technique on teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong. The second statement of the problem is what the students opinion about the mind mapping technique on teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong. In order to answer those statements of the problems, the researcher had done an observation and interview to the students.

4.1 Findings

In this sub-segment, the research displayed the findings that came from the instruments within the tools of the research herself, observation, interview, and questionnaire. In teaching learning process the teacher made three parts. They were pre teaching ,whilst activity and the last post activity. In pre activity, the teacher began the class by greeting to the students. In the whilst activity was teaching learning process in mind mapping technique on teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong. In the post activity was teaching learning process have been completed.

4.1.1 The Observation of Implementation of Mind Mapping

The observation of the implementation of writing descriptive text using mind mapping was divided into two meetings, on Saturday 16th February 2019 and on Monday 18th February 2019. The researcher described and observed all of activities happened in the class which were done by the teacher and students. The description about of the teacher`s way in teaching writing descriptive text using mind mapping and also the students opinion about the mind mapping technique on teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong were explained as follows.

4.1.1.1 First meeting

The teacher started the class by greeting to all of the students before doing the teaching learning process. She continued asking the students about material used in the classroom after that the teacher gave the question about the material.

4.1.1.1.1 Pre - Activity

First observation was done by the teacher on Saturday 16th February 2019. The teacher choosed 7C class. The total of students were 26 students with 15 boys and 11 girls. The teaching learning process started at 08.00 a.m and finished at 09.20 a.m. In the first meeting all of the students came to the class.

The material for teaching learning process such as LCD, projector, and laptop were prepared by the teacher before the lesson

was started. After that, the teacher and researcher entered the class. The teacher stood up in front of the students and then the researcher sat behind the students. During the class the researcher wrote the activities and situations in the class.

Picture 4.1 The teacher gave greeting for the students before starting the teaching learning process



(taken during the research)

Before the class began, the teacher opened the class with greeting. The teacher gave greeting to the students and they gave good response. The teacher used two languages, English and Bahasa. Moreover, most of the students did not understand what teacher meant. After that, the teacher checked the attendance before starting the lesson. There were twenty six students of seventh grade. The teacher stood up in front of the students. The teacher asked the students what kind of text at English lesson today. Some of them answered correctly for the descriptive text. After the warming up, she explained to them that they would learn about descriptive text using mind mapping technique.

Before the teacher taught about descriptive text using mind mapping technique, the teacher gave some ice breakings to rebuild the relax and fun atmosphere in the class. The teacher used ice breaking by using the human and monkey. The students felt very excited and ready to start the learning activity process.

4.1.1.1.2 Whilst – Activity

In the whilst activity the researcher found the teacher involved communication between students.

- Teacher : “Assalamualaikum Wr.Wb. Good morning students”,
- Students : “Wa`alaikumsalam Wr.Wb.”
- Teacher : “Students, do you know what is the descriptive text?”
- Students : “I know Mam”
- Teacher : “Ok. What is descriptive text?”
- Students : “Descriptivet text is text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing”
- Teacher : “Excellent. So, descriptive text is a text that describes a particular person, place or thing.”

Picture 4.2 The definition of descriptive text



(taken during the research)

The teacher explained to the students that today they would learn new material. Before starting the explanation, the teacher showed the material in the slide, the teacher gave information and the students paid attention to the slide of power point.

Teacher : “ Students, do you know what will we learn today”

Students : “ No Mam”

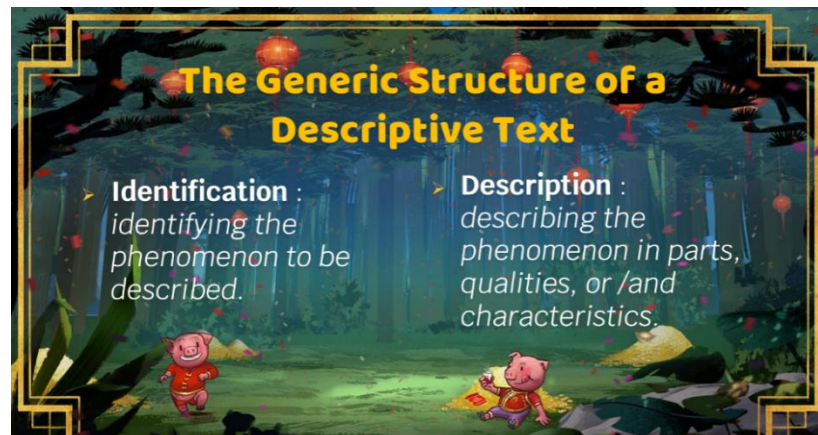
Teacher : “ Today we will learn about descriptive text using mind mapping technique”. Attention please!.

Students : “ Yes Mam”

After the teacher taught using power point which showed the definition, purpose language feature and example from descriptive text. After that the teacher described the material. The teacher asked the students about descriptive text. One student whose name is Dian gave the answer “ descriptive text is the describe the something”. Other students whose name is Hambali answered “ descriptive text is describe about the picture”. The

other students whose name is Vicky answered ” descriptive text is describe

Picture 4.3 The generic structure of descriptive text



(taken during the research)

about something in detail”. The last students whose name is Dimas answered “ decriptive text is text describe something in detail and the characteristic of something”. The teacher gave good responses because the students could answer the question from the teacher. After question and answer section, the teacher gave the conclusion

Picture 4.4 the exampe of a descriptive text



(taken during the research)

about the definition of descriptive text.

The teacher explained about the generic structure and language features of descriptive text. The teacher explained that the generic structure of descriptive text consisted of identification and description. Teacher gave some ice breakings to students. Then the teacher explained about the language features of descriptive text. The language features of descriptive text were using simple present tense, using noun, using kinds of adjective, using active verb, using imagination language. The teacher gave the example descriptive text after that.

Teacher : “ Students, do you know the title from power point”

Students : “The dog, Mam”

Teacher : “Thats right, give the opinion what is the identification?”

Students : “In the first paragraph miss “ I have a pet dog. His name is thomas. We usually call him tom. My father and i bathehim twice a week. He look very handsome after bathing.”

Teacher : “ Good job! What is the description?”

Students : “In the second paragraph until the last, Mam”

Teacher : “ Who can read”?

Students : “ (All of the students)” Tom has brown round eyes and quite long ears. His body is covered with white long fur. He also has four legs with some strong claws. He uses them to catch mouse,lizard geckos or any animals who came to my house.he barks loudly when somebody comes to my house.he acts like a reliable guard for my family.when i come home,he waves his tail enthusiastically. All of family likes to play with him. We love him very much”.

Teacher : “It`s so great! Give applause students!”

After making sure that there were no more questions from the students, the teacher told the students what they were going to learn today. Before giving example of a mind mapping, the teacher explained about the definition of mind mapping. It was done in order to build the students prior knowledge and let them had some sort of conception about what mind mapping was.

Teacher : “Do you know about mind mapping?”

Students : “Mind mapping? No, Mam.”

Teacher : “Okay, let me explain. Mind mapping is a common technique in the English teaching learning process. Mind mapping involves writing down a central idea

and thinking up new and related ideas which radiate out from the centre.”

Students : “Example Mam.”

Picture 4.4 The example mind mapping of descriptive text



(taken during the research)

Teacher : “Yes, let me show you some examples (showing example of mind mapping in LCD). Nah, today we will learn about using mind mapping in creating descriptive text. Before we start, is there any question?”

Students : “No, Mam.”

From the transcript above, it showed that all of the students had not background knowledge about mind mapping technique and never made any mind map before. Thus, the teacher needed to explain and gave example to make them clear. In this process, the teacher did a good job because the teacher did not explain about the definition of mind mapping, but she provided examples of mind

mapping to the students. The teacher also gave time for the students to ask relating to the confusing explanation about that. This action process the teacher try to get the students be engaged in the teaching-learning process.

Teacher : “My students, now please open your note.”

Students : “Yes, Mam.”

Teacher : “Hhmm,, we will use that text to make a mind mapping. Actually, you have to make a mind mapping before writing your descriptive text. But in order to make you easy we will do it in reverse. Any question?.”

Students : “No, Mam”

Teacher : “All right, let me start then.”

The transcript above showed that the teacher would teach them how to make a mind mapping out of an existing descriptive text instead of making a mind mapping before making the next. Apparently, it was an effort from the teacher to ease the students in understanding about mind mapping technique. There were several rules that were applied by the teacher in writing a descriptive text by using the mind mapping technique.

4.1.1.1.3. Post activity

The bell rang, It was a sign that the English lesson ended at 09.20 a.m. The students were ready to break out. Before the students broke out, the teacher reviewed the material that students had learned in the day. They prayed together after that

Teacher : “Attention please! Students, before breaking out, any question for today?”

Students : “No, Mam “

Teacher : “Ok. I will review the material. Today we have learned about descriptive text. Descriptive text is a text that describes a particular person, place or thing.”

Students : “Ok, Mam”

Teacher : “Thank you for your attention, See you next meeting. Don’t forget to study about descriptive text at home”

Students : “Ok, Mam”

Teacher : “*Wassalamualaikum Wr.Wb*”

Students : “*Wa’alaikumsalam Wr.Wb.*”

4.1.1.2 Second Meeting

The teacher started greeting to all of the students before doing the learning process. The teacher gave some questions of the last material about mind mapping technique on descriptive text.

4.1.1.2.1 Pre - Activity

The second observation was done by the researcher on 18th of February 2019. It started at 07.25 a.m until 08.45 a.m. In the second meeting, the researcher observed it using same technique.

The material of teaching learning process such as LCD, laptop were prepared first by the teacher before starting the lesson. The teacher and reseacher entered the class. The teacher stood up in front of the students. The reseacher sat behind the students after that. At the class, the reseacher wrote the activities and situations in the class.

Before the class began, the teacher started the class with opening namely greeting. The teacher gave greeting to the students and they gave good response. The teacher used two languages, English and Bahasa. Moreover, most of the students did not understand what teacher meant. The teacher checked the attendance before starting the lesson. There were 26 students of seventh grade. The teacher stood up in front of the students. The teacher asked the students what kind of text at English lesson was today. Some of them answered correctly that it was descriptive text. After the

warming up, she explained to them that they would learn about descriptive text using mind mapping technique.

4.1.1.2.2 Whilst - Activity

Before beginning the lesson, the teacher gave greeting the students and checked the students attendance. All of the students were coming at the class. She reviewed the previous subject that they had studied by asking them the language features and generic structure related to picture they viewed in the previous meeting. Almost all of the students could remember the generic structure and language features. The teacher gave some pictures of animals in the paper.

Teacher : “Students, I will give you some pictures of animals to one group. Now make the group consisting of five until six members.”

Students : “Yes, Mam”

The teacher explained to the students that in the day they would continue the material in the second meeting. The teacher divided the students into six groups containing five until six students. The teacher distributed the pictures to each group with different pictures. Students were asked to analyze and describe the picture. When the students were working with their groups, the teacher moved around the class and checked the students` works.

After twenty minutes the teacher asked one of the group to come forward and present their assignment about the picture until the last group.

Teacher : “Are you ready students?”

Students : “Ready, Mam”

Teacher : “I will give you a picture of animals in one group.

You must make mind mapping of description about those picture with colourfull marker in order to easy to indentify more easy. If the mind mapping is done, you can write into pargraph of descriptive text. Any question?”

Students : “ Like in the power point Mam?”

Teacher : “ Yes, students. Do you understand? ”

Students : “Yes, Mam”

Teacher : “ Ok, now please write the assignement, I will give you 30 minutes please make the colourfull paper

Students : “Ok, Mam”

Picture 4.5 The process of writing descriptive text using mind mapping technique



(taken during the research)

Based on the picture above, the students were working on writing descriptive text assignments by using mind mapping technique in groups. They were very happy and compact when working for the task. They helped each other when their friends needed help.

Ten minutes passed. The teacher asked the students who had finished writing their mind mapping were to write the text. For those who had not finished the mind mapping, she asked them to finish it quickly and to write the text. While writing the mind mapping and writing the text, the students enthusiastically asked. She walked around the class to check the students` works and to give help if they asked for it. After finishing the task, she collected the students` writing since the time was already up. She directly said goodbye and ended the lesson.

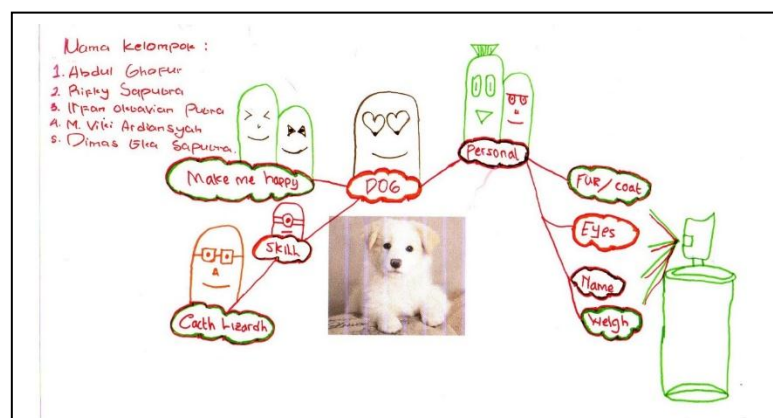
4.1.1.2.3 Post activity

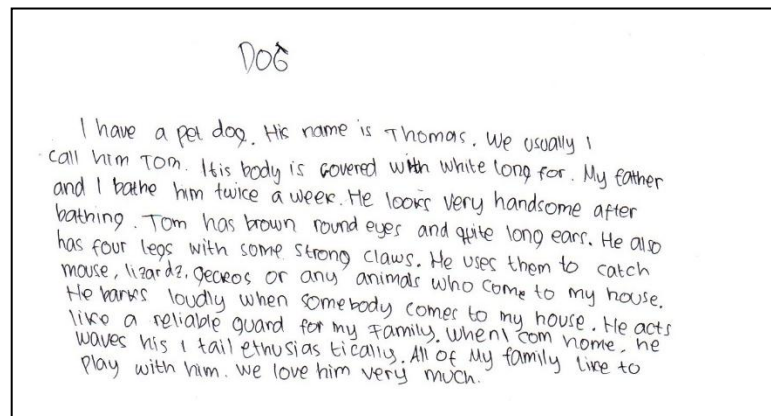
The bell rang, It was the sign that the English lesson ended at 8.45 a.m. The students were ready to follow other lessons. Before ending the lesson, the teacher reviewed the material that students had learnt today. Before students broke out, the researcher gave some of questionnaires containing ten questions.

4.1.2 The Result of Mind Mapping Technique for Teaching Writing Descriptive text

The students were asked to create their own mind mapping and group descriptive text. The researcher found that most of the students have already comprehended to apply mind mapping technique to create group descriptive text. It was indicated by how the students collected their assignment on time and how well their descriptive text composition were.

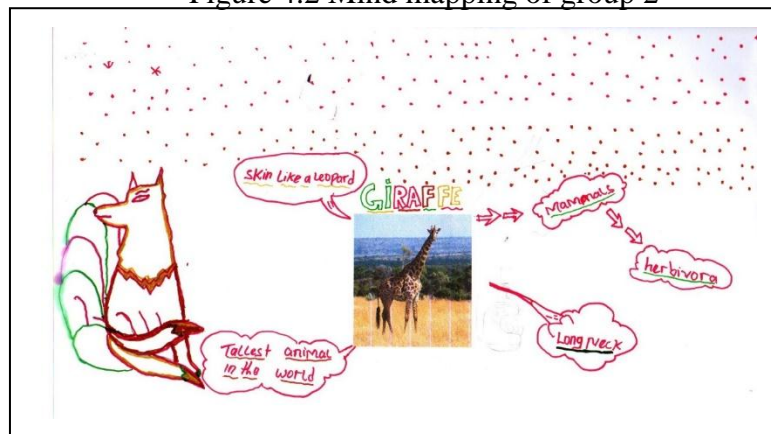
Figure 4.1 Mind mapping of group 1

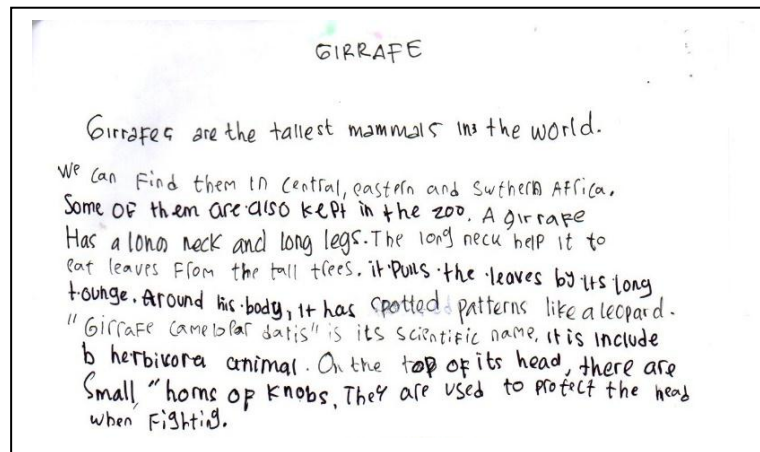




The example above shows that in terms of content, the students' writing has already been developed well. The description about the pet dog, his name is Thomas. The supporting ideas and details are related to the topic. Thus, this text is interesting and makes sense.

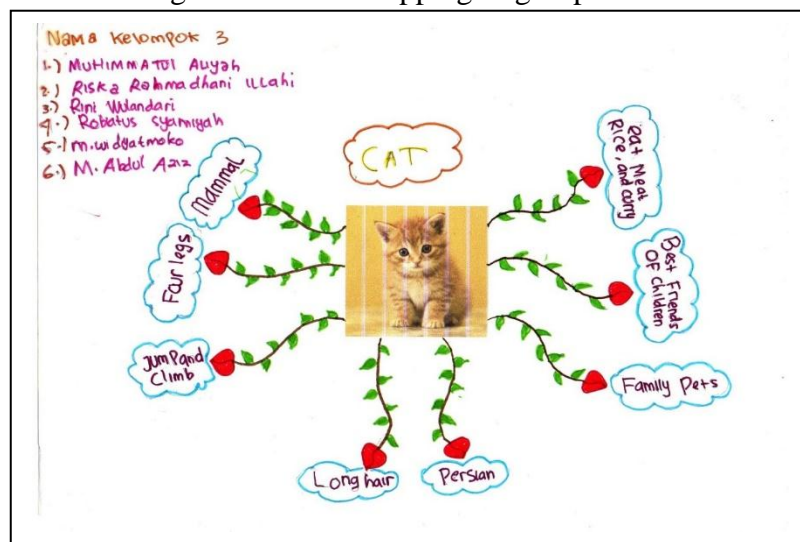
Figure 4.2 Mind mapping of group 2

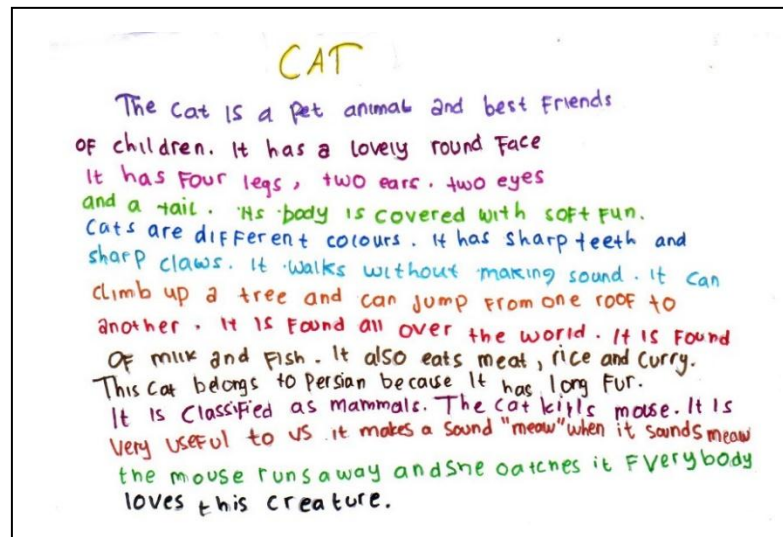




The next group descriptive text consist of more words than the previous one. In term of organization, this text was made up of appropriate structure, identification and description. The students started the text by stating the identification in sentence one. Then, it was followed by identification until description. From mind mapping picture, the students should be able classify in more detail.

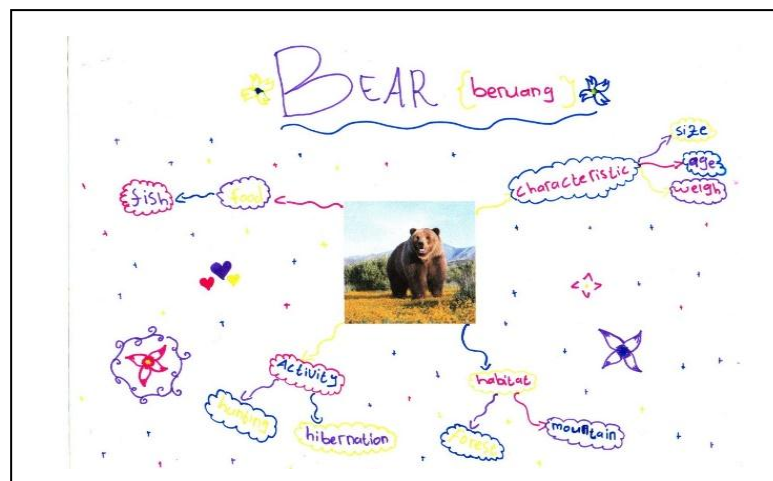
Figure 4.3 Mind mapping of group 3

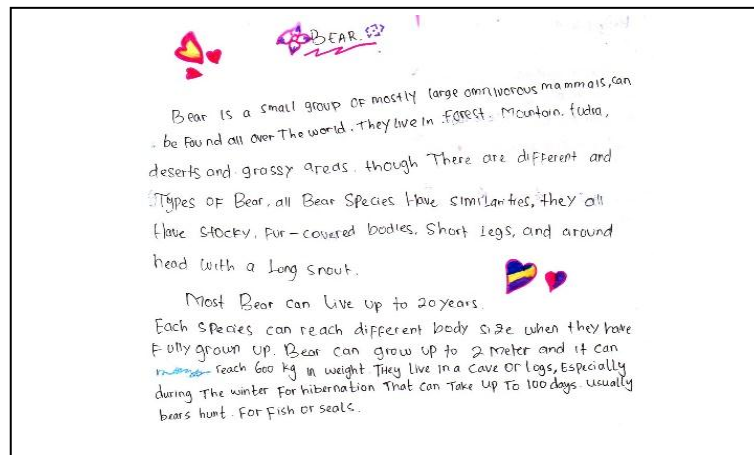




The descriptive text of the third group consist of more words and more color. In term of vocabulary or word choice is simple. The students already used the effective choice of words. It is proven by the use of the common words so that the text can be understood easily.

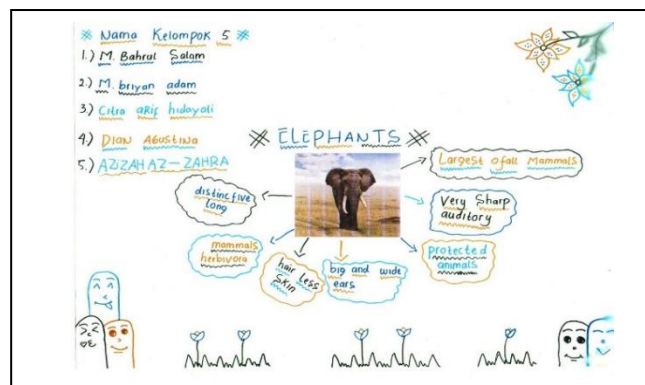
Figure 4.4 Mind mapping of group 4

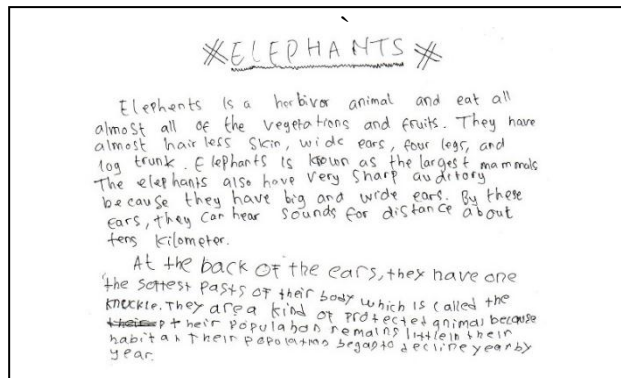




The example above shows that in terms of content the students develop the ideas quite well. The text is pretty interesting. The supporting sentence in the text were relevant with the main topic. Thus, the text has good unity. The students arranged this text in the right order. Starting with the identification in the first paragraph, then series of description in the second paragraph.

Figure 4.5 Mind mapping of group 5





The last picture of the fifth group. The students writing has already been developed well. The supporting ideas and details related to the topic. Thus, this text is interesting and make sense. The students already used effective choice of words. It is proven by the use of the common words so that the text can be understood easily.

4.1.3 The Students Opinion

After teaching learning process was implemented in the class, the researcher gave 10 questionnaires for 26 students. The researcher calculated the questionnaire using YES and NO question. The result of questionnaires could be seen in the following table.

Table 4.1 The students opinion

Question's Number	Student's answer YES	Student's answer NO	Total
1	17	9	26
2	19	7	26
3	24	2	26
4	25	1	26
5	14	12	26
6	22	4	26
7	22	4	26
8	26	0	26
9	3	23	26
10	23	3	26
Total Answer YES NO	195	65	260

Based on the questionnaires above the researcher calculated using formulas as follow:

$$\frac{\text{The Sum of The Student's Response of one Question}}{\text{The Number of The students}} \times 100$$

(Arikunto, 2005)

Based on the table of result questionnaires above, the researcher counted the percentage of students' responses in the formulas

a. Question number 1 :

$$\text{Answer Yes} : \frac{17}{26} \times 100\% = 65\%$$

$$\text{Answer No} : \frac{9}{26} \times 100\% = 35\%$$

b. Question number 2 :

$$\text{Answer Yes} : \frac{19}{26} \times 100\% = 73\%$$

$$\text{Answer No} : \frac{7}{26} \times 100\% = 27\%$$

c. Question number 3:

$$\text{Answer Yes} : \frac{24}{26} \times 100\% = 92\%$$

$$\text{Answer No} : \frac{2}{26} \times 100\% = 8\%$$

d. Question number 4 :

$$\text{Answer Yes} : \frac{25}{26} \times 100\% = 96\%$$

$$\text{Answer No} : \frac{1}{26} \times 100\% = 4\%$$

e. Question number 5 :

$$\text{Answer Yes} : \frac{14}{26} \times 100\% = 54\%$$

$$\text{Answer No} : \frac{12}{26} \times 100\% = 46\%$$

f. Question number 6 :

$$\text{Answer Yes} : \frac{22}{26} \times 100\% = 85\%$$

$$\text{Answer No} : \frac{4}{26} \times 100\% = 15\%$$

g. Question number 7 :

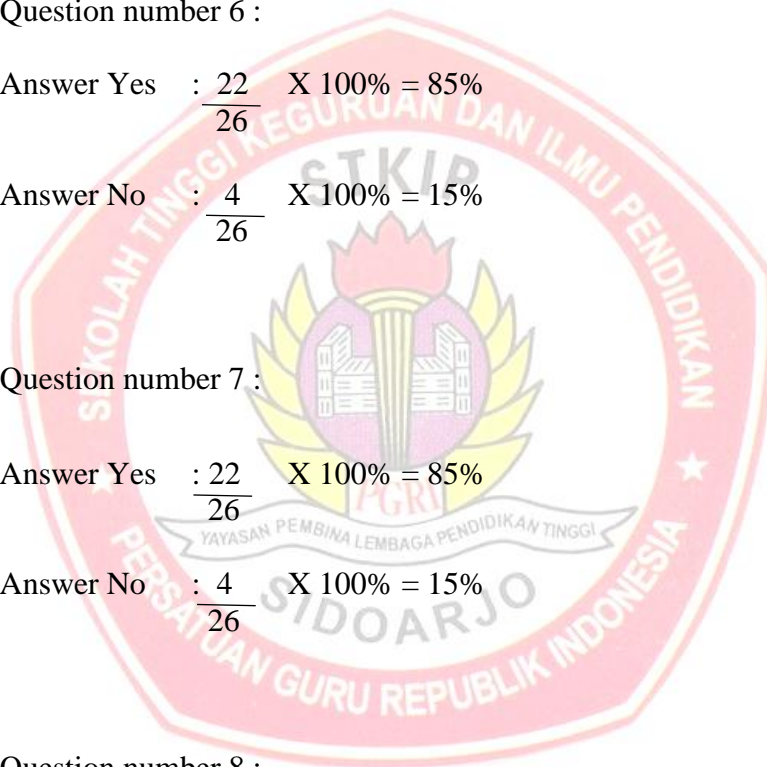
$$\text{Answer Yes} : \frac{22}{26} \times 100\% = 85\%$$

$$\text{Answer No} : \frac{4}{26} \times 100\% = 15\%$$

h. Question number 8 :

$$\text{Answer Yes} : \frac{26}{26} \times 100\% = 100\%$$

$$\text{Answer No} : \frac{0}{26} \times 100\% = 0\%$$



i. Question number 9 :

$$\text{Answer Yes} : \frac{3}{26} \times 100\% = 12\%$$

$$\text{Answer No} : \frac{23}{26} \times 100\% = 88\%$$

j. Question number 10 :

$$\text{Answer Yes} : \frac{23}{26} \times 100\% = 88\%$$

$$\text{Answer No} : \frac{3}{26} \times 100\% = 12\%$$

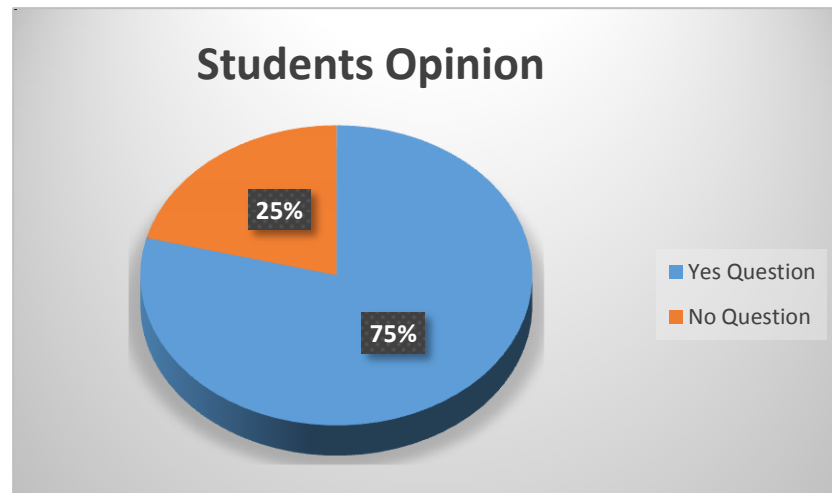
Based on the count of percentage of the students' responses, the count percentage of the students' responses YES and NO questions as the following counting.

a. Question number 1-10 students answer YES : $\frac{195}{260} \times 100\% = 75\%$

b. Question number 1-10 students answer No : $\frac{65}{260} \times 100\% = 25\%$

The percentage of the recapitulation of student's responses were converted into a pie chart which could be described this following figure.

Figure 4.6 Frequency Chart of Students Opinion



Based on the questionnaires for question number 1, there were 65% students answered Yes and 35% students answered No. It meant that students knew about mind mapping technique. For question number 2, there were 73% students who answered Yes and 27% students answered No. Thus, the students of SMP Sunan Ampel especially at seventh grade class C it could be assumed that the mind mapping technique could be used in learning English especially writing. For question number 3, there were 92% students who answered Yes and 8% students who answered No. Thus, it could be assumed that mind mapping technique could easy teaching descriptive text. The question of number 4, there were 96% students who answered Yes and 4% students who answered No. They said that mind mapping technique make them more consentrated in learning. For question number 5, there were 54% students who answered Yes and 46% students answered No. They agreed that mind mapping technique lead them to take note less.

For question number 6, there were 85% students who answered Yes and 15% students who answered No. They said that it was more effectively in teaching writing descriptive text. For question number 7, there were 85% students who answered Yes and 15% students who answered No. The students liked mind mapping technique. For question number 8, there were 100% students who answered Yes and 0% students who answered No. It meant that the students interested in mind mapping technique especially for descriptive text. For question number 9, there were 12% students who answer Yes and 88% who answered No. Thus the teacher did not use mind mapping technique. The last was question number 10, there was 88% students who answered Yes and 12% students who answered No. The students liked because it could motivate in writing skill. It meant that most of the students were not difficult for using mind mapping technique in writing descriptive text. Based on the count of percentage of students' responses from each number, the researcher counted the percentage students' responses from all of Yes and No questions. There were 75% students answered Yes and 25% students answered No.

Therefore, based on the results of learning activity provided in the student diagram, it could be seen that the application of mind mapping technique in writing descriptive text be proven by the classical percentage obtained by 75% fulling the assessment in good category.

4.2 Discussion

In this part the researcher discussed about the findings that had found from observation field notes, writing tasks, questionnaires and interviews which have been done to the teacher and students. All of the instruments were used to describe the implementation of mind mapping technique was on teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong and what the students opinion were about the mind mapping technique on teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong were explained as follows.

4.2.1 Implementation of Mind Mapping Technique for Teaching Writing Descriptive text

The students were more active in writing activity using mind mapping technique. To make students easy in writing the descriptive text at the first meeting the researcher found that the students did not know about mind mapping technique. The students were still confused what mind mapping technique was. The teacher gave some examples of animal pictures in slide of powerpoint with some questions. Therefore, the teacher gave some definitions about description text. As a result they felt happy in those class after being given some questions about descriptive text like what descriptive text was. They students answered very quickly by rising hand. The teacher gave questions about generic structure and language feature.

In the second meeting, it was the implementation of mind mapping technique in writing descriptive text for students. The teacher gave technique how write descriptive text using mind mapping. When teacher explained, the students watched LCD dan listened to the explanation from teacher more seriously. They felt happy and confident in writing descriptive text using mind mapping tehniqe because they felt that it helped them helping in learning English. Mind mapping was a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping was also a learning system that was often used to help the students to learn effectively, efficiently and happily. (Buzan, 2003:36). Additionally, the mind mapping technique was helpful to for the students in making their personal descriptive text. The students were very compact and enjoyable when carrying out those tasks. They helped each other when their friends needed color markers or asked about vocabulary. From the technique, the students were trained to have creativity and imagination.

4.2.2 The Opinion from Students

Based on the results of questionnaire, it could be seen that the application of mind mapping technique in writing descriptive text be proven by the classical percentage obtained by 75% fullfing the

assessment in good category. The implementation of mind mapping technique, made the students easier to understand the material, especially in writing descriptive text learning. This technique also made for the students to easier remember vocab, colors, objects, and can practice creativity. Based on Sugiharto (2009:96), the mind mapping could help the students to improve their writing. The students also created a favorable classroom`s atmosphere. The class atmosphere became very alive because students interacted with their friends freely. The students were very happy and comfortable with this technique because they were related to many colors and imagine in drawing mind mapping.

