

**THE USE OF MIND MAPPING TECHNIQUE  
IN SPEAKING DESCRIPTIVE TEXT  
IN ISLAMIC PRIVATE SCHOOL  
IN SEMARANG 2021/2022**

**A FINAL PROJECT**

Submitted as a partial fulfillment of the requirements for the bachelor degree

(Sarjana Pendidikan) in English Education



**proposed by:**

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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**FAKULTAS BAHASA DAN ILMU KOMUNIKASI**

**UNIVERSITAS ISLAM SULTAN AGUNG**

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**2021**

**PAGE OF APPROVAL**

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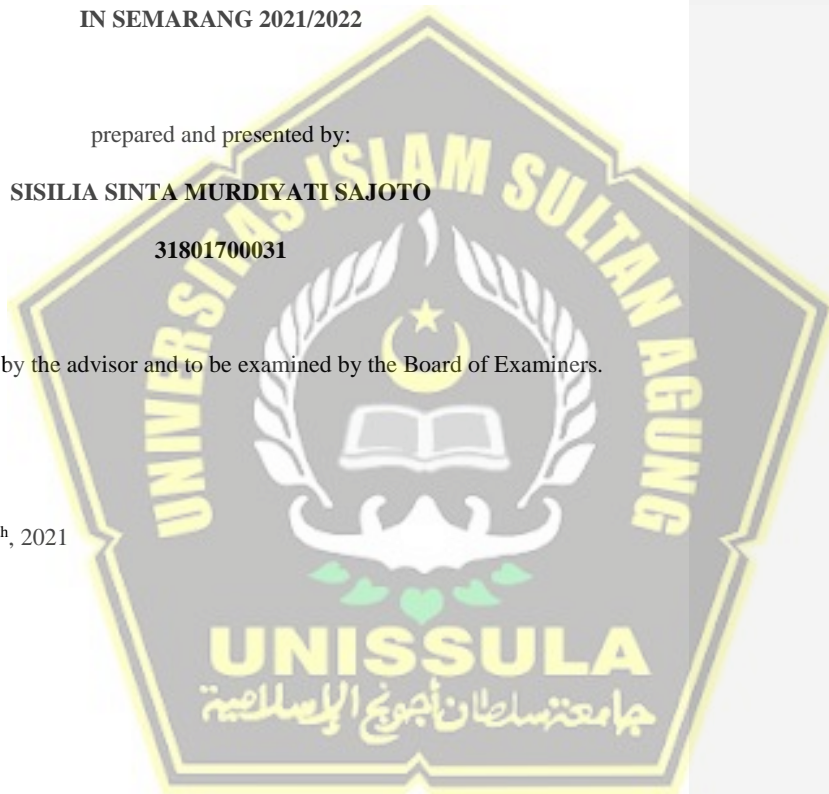
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Semarang, November 8<sup>th</sup>, 2021

Approved by,



**Elok Widiyati, S.Pd., M.Pd.**  
Advisor



**PAGE OF VALIDATION**

*A Sarjana Pendukung Final Project on*

**THE USE OF MIND MAPPING TECHNIQUE  
IN SPEAKING DESCRIPTIVE TEXT IN ISLAMIC PRIVATE SCHOOL**

**IN SEMARANG 2021/2022**

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on November 24<sup>th</sup> 2021

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**SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Dekan Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung (UNISSULA) Semarang menyatakan bahwa skripsi

Judul : The The Use of Mind Mapping Technique in Speaking Descriptive Text in Islamic Private School in Semarang 2021/2022

Yang disusun oleh

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Telah memenuhi ketentuan dan persyaratan yang ditetapkan dan oleh karenanya disetujui untuk disahkan.

Semarang, 24 Desember 2021

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### STATEMENT OF WORK ORIGINALITY

What I wrote in order to qualify for this degree was actually a work of my own. Through the various process of research, guidance, discussion, and exposure of all the test I have passed. All quotations of good directly and indirectly and kindly from other sources have been accompanied by information about their source in the manner in which scientific writing is customary.

Semarang, November 08<sup>th</sup> 2021



Sisilia Sinta Murdiyati Sajoto

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### **MOTTO AND DEDICATION**

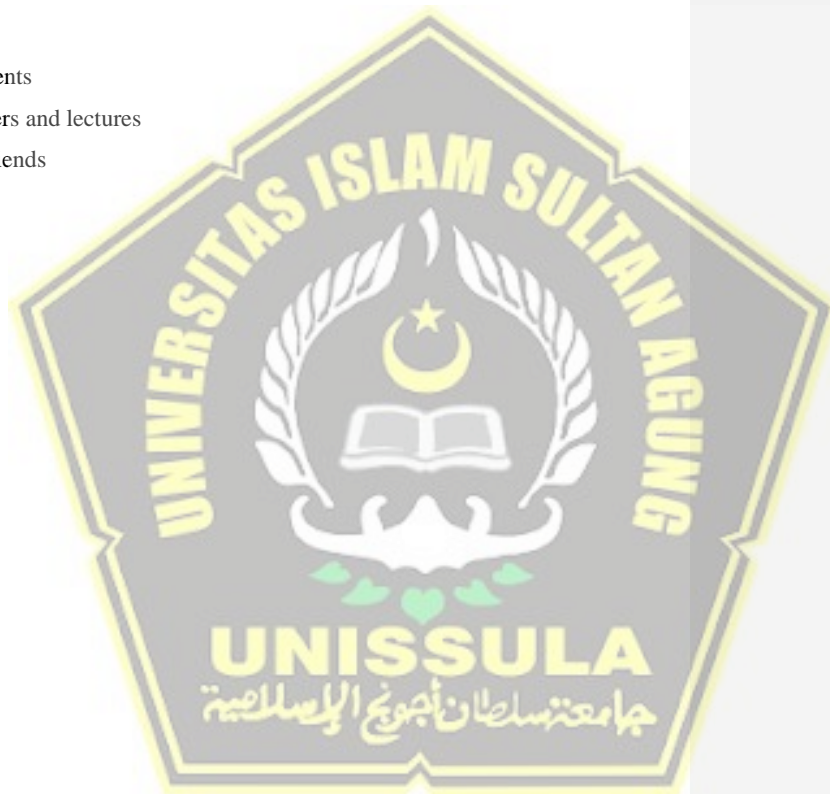
“Never say no, when you haven’t tried it”.

(Sisilia)

### **DEDICATION**

This final project dedicate to:

- My beloved parents
- All of my teachers and lectures
- All of my bestfriends



## ABSTRACT

**Sajoto, Sisilia Sinta Murdiyati. (2021).** *“The Use of Mind Mapping Technique in Speaking Descriptive Text in Islamic Private School in Semarang”*. A final project. *English Language Education Program*. Faculty of Language and Communication Science. Sultan Agung Islamic University. Elok Widiyati, S.Pd., M.Pd as the advisor.

The study aims to determine whether the use of mind mapping techniques is effective in developing students' speaking skills to the eleventh grade students at Islamic Private School in Semarang by using quantitative research design. The subjects of this study were 54 students drawn from two classes, XI IPA 6 as the control class and XI IPA 4 as the experimental class. This study used SPSS in analyzing speaking test data through several activities. They were pre-test before treatment, and post-test after treatment. The result of the research shows the significance difference in the students' performance who were taught after applying mind mapping technique. It can be seen in the result of mean score in the post-test of experimental class which is 90 and control class which is 89 and as a result Sig. (2-tailed) was  $0.162 > 0.05$ , which implies that  $H_0$  was accepted and  $H_a$  was rejected. In this case of treatment actually, the analyst got a great course level both control and experimental class. The result still concluded that learning procedure mind mapping technique for teaching speaking for the eleventh grade students of Islamic Private School in Semarang in the academic year 2020/2021 were not effective.

**Key Word:** *Mind Mapping Technique, Descriptive Text, Speaking Performance*

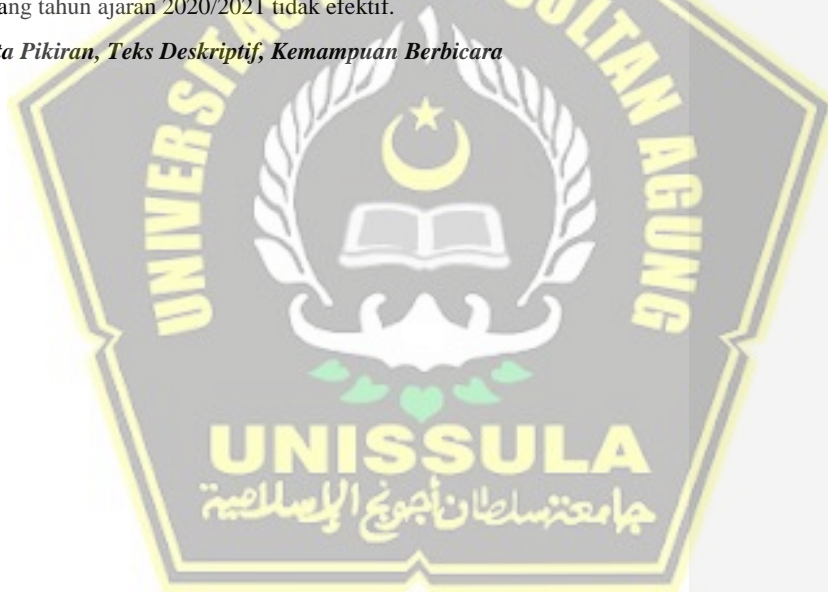


## INTISARI

Sajoto, Sisilia Sinta Murdiyati, 2021. *“The Use of Mind Mapping Technique in Speaking Descriptive Text in Islamic Private School at Semarang”*. A final project. *English Language Education Program*. Faculty of Language and Communication Science. Sultan Agung Islamic University. Elok Widiyati, S.Pd., M.Pd as the advisor.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik peta pikiran/ mind mapping efektif untuk meningkatkan kemampuan berbicara siswa pada siswa kelas sebelas di Sekolah Islam di Semarang dengan menggunakan metode penelitian kuantitatif. Subyek penelitian ini berjumlah 54 siswa yang diambil dari dua kelas yaitu, kelas XI IPA 6 sebagai kelas control dan XI IPA 4 sebagai kelas eksperimen. Penelitian ini menggunakan SPSS dalam menganalisa data tes berbicara melalui beberapa kegiatan, yaitu pre-test sebelum perlakuan dan post-test setelah perlakuan. Hasil penelitian menunjukkan perbedaan yang signifikan dalam kinerja siswa yang diajar setelah menggunakan teknik mind mapping. Hal ini dapat dilihat pada hasil nilai rata-rata post-test kelas eksperimen yaitu 90 dan kelas control yaitu 89 dan sebagai hasil Sig. (2-tailed) adalah  $0.162 > 0.05$  yang berarti  $H_0$  di terima dan  $H_a$  di tolak. Dalam hal perlakuan ini sebenarnya analisis mendapat nilai yang bagus baik kelas control maupun kelas eksperimen. Hasil penelitian ini dapat disimpulkan bahwa prosedur pembelajaran teknik mind mapping untuk pembelajaran berbicara siswa kelas XI Sekolah Islam di Semarang tahun ajaran 2020/2021 tidak efektif.

**Kata Kunci:** Teknik Peta Pikiran, Teks Deskriptif, Kemampuan Berbicara





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4. Kurniawan Yudhi Nughroho, S.Pd., M.Pd. as the Dean of Faculty of Language and Communication Science.
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Finally, I found that this thesis is still far from perfect. However, I clearly hope that this final project can be useful for the readers.

Semarang, November 08 2021



Sisilia Sinta Murdiyati Sajoto

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## CHAPTER I

### INTRODUCTION

This chapter presents nine sub chapters related to this study. These sub chapters cover the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

#### 1.1 Background of the Study

Speaking is one of four skills in English, such as reading, listening and writing. The existence of one's speaking ability can easily recite readings such as, grammar, pronunciation, vocabulary, and the ability to understand messages and convey ideas. Learning speaking is not easy, however, especially for foreign students. Hedge (2003) states that learning to speak is very significant because with these skills students can exchange information and talk to others with distinct backgrounds. Speaking ability is usually used by someone to express ideas or information verbally, and has become our daily activities. For example, learning to speak English in school. One of them is talking, like telling their experience, and describing an object that they or the teacher gave. Suryani Desi, (2011) states that learning to speak is an ability that is very difficult for foreign students, because they must communicate effectively to be able to interact with others. On the other hand, many students are not confident in their ability to speak, because they have limited vocabulary which makes them difficult to speak English.

The process that must be designed so that students are active and creative in speaking one of them is to use mind mapping techniques. Buzan (2005) states that mind mapping is a good technique for brainstorming, creative thinking, problem solving, gathering ideas or ideas. The

existence of this technique students can focus on concentrating on topics and mind mapping that can help students to further enhance understanding of the topic and broad material, because it contains keywords that will be conveyed to others. According to Padley (2004: 45), the use of mind mapping is to build students in dealing with systematic learning. Thus, students must apply mind mapping in speaking, it is easier to remember various kinds of vocabulary.

Descriptive text is a text that describes an information. As for the arrangement is the identification that contains the identification of something, both living things and inanimate objects. Description contains an explanation or description of a particular object. In this learning, students are asked to make a drawing assignment on paper, then describe or identify the picture, with the assignment the students can think using their respective opinions, and can practice their speaking skills. Not only that, students will also easily memorize vocabulary and the ability to think clearly.

Mind mapping is a basis for learning to hone the mind so that students more easily convey what they have thought first. Mind mapping can help students remember vocabulary, with this learning, making teachers can teach two skills at once, namely the ability to speak and the ability to remember good vocabulary. Students in learning the technique can practice it in front of the class and the teacher can easily find out how the students' speaking ability using the technique.

### **1.2 Reasons of Choosing the Topic**

The study is conducted for the following reasons :

1. Mind mapping technique can improve memory to be long term full stop. Students can easily remember without memorizing. It gives the students to have long term memory. It gives the students to have long term memory.
2. Speaking skill makes students understand with everything others speak. Students with good speaking skills will make them easy to speak. Thus, this is the skill which students speak fluently in English
3. Many students have difficulty in speaking, so by using mind mapping students can manage what they want to say.

Dealing with students' difficulties, the teacher uses mind mapping technique, so students easily say what they want to say. Therefore, students do not memorize all the vocabulary.

### **1.3 Research Question**

As related to the background of the study, the problem is formulated as

Follows: Is there any significant influence on students using mind mapping technique towards students' speaking skill at the second graders of Islamic Private School in Semarang?

### **1.4 Objective of the Study**

The objective of this study is to measure the students' ability before and after using mind mapping techniques in learning descriptive text

### 1.5 Hypotheses of the Study

Based on the problem presented above, the hypotheses are formulated as follow, There are: 2 hypotheses

Ha: There was a significant difference influence in the use of mind mapping technique on students' speaking idea in descriptive text for the eleventh grade at Islamic Private School in Semarang.

H0: There was no significant difference influence in the use of mind mapping technique on students' speaking idea in descriptive text for the eleventh grade students at Islamic Private School in Semarang

### 1.6 Limitation of the Study

The purpose of this study is to develop students' ideas in speaking by using mind mapping for the second graders of Islamic Private School in Semarang. Furthermore, this research Focuses on students' speaking skills. The scope and limitations of research are limited to the subject and object of research.

a. Subject

The subject of the research will be limited to the second graders, there were only two kinds, namely Science and Social Sciences at Islamic Private School in Semarang

b. Object

The object is limited to the students' idea, speaking skill in descriptive text by using mind mapping because in the second graders syllabus has the topic.

The research chose descriptive text through the mind mapping strategy for the second graders of Natural Sciences and Social Sciences in Islamic Private School in Semarang

### **1.7 Significance of the Study**

From the explanation above, this research has an important role on the theory and practitioners. The main results in this study may be useful for teachers, students, and also next researchers.

#### **A. Pedagogical Significance**

It is hoped that this research can help students who are not fluent in English, and can motivate them to study hard

#### **B. Practical Significance**

1. For the students, they will more easily remember what they want to say by applying mind mapping technique to manage their speech
2. For teachers, teaching using mind mapping creates many innovative, effective and interesting learning strategies
3. For the researchers, this technique is very useful and adds to the experience of teaching how to speak through mind mapping technique

## 1.8 Definition of Key Terms

Definition of the key term are very important in order to understand the meaning of the topic. The key terms of the research which are defined as follows:

### a. Speaking

Speaking is when students convey ideas to communicate with others through learning mind mapping techniques in descriptive text. According to Cameron (2001:40) talking is the dynamic utilize of language to specific implications so that other individuals can make sense of them. So students can verbally deliver the material that has been taught by the teacher so they can speak English fluently

### b. Descriptive text

Descriptive text is text that describes an object, place, or thing. There two types of parts that are characteristic, identification and description. Droga and Humphrey (2005:148) states that there are two variety of bland structure of graphic content. They are identification and description.

### c. Mind mapping technique

Mind mapping is a teaching material for getting ideas or tasks as material for learning concepts. According to Wiliam R Scott (2009), a intellect outline may be a web-like structure composed words, picture or pictures, and lines made with the sole purposeful of visual organization of data

## **1.9 Organization of the Study**

This research proposal is divided into 3 chapters, they are:

Chapter I presents nine sub chapters related to this study. These sub chapters cover the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study

Chapter II tells about the literature review which illustrates some important points that underlie research and review from previous studies.

Chapter III talks about the research method. It contains of the Research Design, the Subject of the Study, the Instruments of the Study, the Validity and Reliability of the Instruments, Data Collection Technique, and Data Analysis

Chapter IV describes Finding and Discussion which consist of Description and School's Profile, Description of the Description of Participants, Validity and Reliability of the Instrument, Analysis of Pre-Test, Analysis of Treatment, Analysis of Post-Test, and Discussion of the Research Findings.

Chapter V is about the Conclusion of this Study and some suggestions based on the result of this experimental study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Chapter II tells about the review of related literature which describes several points of some theories. It consists of research and review from the previous studies.

#### 2.1 Definition of Speaking

Speaking ability is one of the four English skills for good communication with others. Boonkit, K (2010) states that speaking is one of four critical capacities in English, particularly when the speakers are not from English local nation. Ability is defined as the ability of two people to speak using language in everyday life using good and correct language. Byrne (2006) recommends that talking is an movement including two or more participants as audience members and speakers in arrange associated to each other. In speaking, it must involve two people, namely the speaker who conveys information and the listener who receives the information.

Lesakova (2008) states that speaking is the capacity to create and share meaning by utilizing verbal or non-verbal images. Speaking is an activity that is used by two people to interact directly. It is a real activity carried out by the speaker to a message to the listener.



Speaking has an important role in everyday life situations. Speaking is used to communicate with people to keep connections going well. River, Poteat, Noret and Ashurst. (2009) states that somebody can express their thought, feeling conjointly impact other individuals through talking that can get a feedback straightforwardly from audience. So, in speaking skills must involve two or more people to talk about something.

## **2.2 The Components of Speaking**

Syakur (2007) mentions that there are five components of talking expertise, they are; fluency, accuracy (grammar and pronunciation), comprehension, and vocabulary

### **1. Fluency**

Fluency is the property framework to convey data rapidly and without halt or delay a part. Usually critical to note. In case learners don't talk fluidly, they might have inconvenience getting on the talking.

### **2. Grammar**

Grammar is something that is needed to justify a sentence. According to Heaton (2008) that it is imperative for understudies to use a adjust structure and suitable grammatical in talking. Grammar is used to justify speaking both in spoken and written

### **3. Comprehension**

Comprehension is an action to understand a thing. Comprehension for verbal communication that require a subject to reply the speaker as well as to start it. It implies that, somebody appear their comprehend or understand well approximately

the subject in the event that that they can reply or express well and accurately their speaker.

#### 4. Vocabulary

Vocabulary is a form of vocabulary to make sentences easier to understand. People cannot communicate well in speaking or in writing if they do not have enough vocabulary, because it is used to communicate properly. Vocabulary make a person will not be able to communicate fluently

#### 5. Pronunciation

Pronunciation is the way a person gets a certain sound. In communicating, students must be able to pronounce clearly and correctly. One must be able to produce sounds and words that carry the correct meaning.

In addition speaking learning a person must know some of the components in speaking, namely fluency, grammar, comprehension, vocabulary, and pronunciation. Because, with these components it makes easier for someone to talk and to express ideas that other people want to convey.

### **2.3 Definition of Mind Mapping**

Mind mapping is a tool for thinking by developing mindsets with creative and innovative ways that make the brain remembers the material for longer. Intellect mapping strategy could be a modern strategy to record the operation adjusted to the operation of the two sides of the brain (the left brain and right brain). Concept Mapping could be a preparation to which distinguishes concept inside an verbal or composed content, it can be organized these concepts in chain of command from the first common to the first specific

concepts, and laid out by utilizing interfacing words the meaning associations between concepts (Buzan,2007). The existence of mind mapping makes it easier for students to understand learning and it attracts students to be more active in reading, because mind mapping is visual in nature, it can help the brain to concentrate more and improve its memory.

Begun within the late 2005 by Tony Buzan, he described that intellect maps are presently utilized by millions of individuals around the world – from the exceptionally youthful to the exceptionally ancient – at whatever point they wish to utilize their minds more successfully. Mind Mapping could be a graph utilized to speak to words, thoughts, assignments or other things connected to and around a central key word or thought. Intellect maps offer assistance to review of leaving recollections. The component of a given judgment skills layout are coordinated impulses concurring to the importance of the concepts, and are classified into groupings, branches or zones, with the objective of talking to semantic or other affiliations between packages of information. Based on the clarification over, intellect mapping method can make the understudies more inventive and simple to create their intellect. They have too intrigued to memorize by utilizing intellect mapping technique.

### **2.3.1 The Characteristics of Mind Mapping**

Budd, J. W (2003) mentions that there are four fundamental characteristics of intellect mapping, they are:

- a. Each mind-map includes a central picture as a beginning area containing the main subject or thought. The central point within the mind-map commonly utilized picture since picture can makes a difference brain to create thought effectively.

- b. The thoughts of the mind-map “released” from the central point or picture as branches with sub-topics associated to each other. The sizes of the branches are distinctive and the interfacing words are utilized to back relations to fundamental theme.
- c. The ultimate structure of the mind-map gets to be a pecking order of connected thoughts. Palmberg (2011) claimed that our awareness continuously investigations how things are associated to each other. And when that's done, the intellect creates an picture to represent the structure.
- d. Each department has watchwords or colorful pictures associated to each other. It is prescribed to utilize the picture within the whole mind-map. A conventional outline is frequently need of color though the utilize of color is imperative in creating mind-maps. In specific, numerous mind-maps utilize one color for each major subject to assist in organization. Each department utilized a single catchphrase, not a state or sentence.

Basically, mind mapping should be made in colors and using lots of pictures and also symbols. In addition, it's like work of art, it can make it easier for students to remember what they are going to say.

### **2.3.2 The Procedure of Mind Mapping**

This ponder utilized method adjusted from Susan (2014) ponder with a few modifications in executing clear talking assignment. First, the teacher explains about descriptive text, then gives examples of descriptive text, explains the general structure of descriptive text, functions of descriptive text, makes keywords to speak, then speaks descriptive text using mind mapping and the teacher will judge. It is planning to construct students' understanding within the task. At that

point, the instructor tells the understudies how to select the watchwords for making a good thought of talking from the maps. Besides, the understudies adjusted the intellect mapping method in arranging passage based on watchwords for graphic content with the certain point, which is approximately a put, an individual, creatures, or a protest.

### **2.3.3 The Advantages of Mind Mapping**

Murley, Diane (2007) states that mind mapping is made to radiate the main topic with others subtopic. For that, subtopics remain close together, it is an act of maintaining the big picture that can make relationships and connections clearly. Therefore, with mind mapping it makes easier for someone to pronounce an image well and clearly. Someone will be able to easily remember by using it.

In addition, mind mapping can improve students' creativity because it increases the storage memory. Mind mapping will display all the topics related to their thoughts, such as keywords denoted by images, symbols, and colors. Mind mapping does not only increase students' imagination, but also describes students' consideration. The benefits of mind mapping are makes students more attractive and it creates arrangements for their eyes and brain.

Pramono, S, A (2013) states that mind mapping strategies make students increase their speaking capacity in several criterias such as pronunciation, vocabulary, clarity, discourse expectations, task achievement, and communication skills. They are more confident in speaking English by using mind mapping. The conclusion is mind mapping is a good strategy for using the two sides of human brain to continue learning, solving problems, thinking critically, and recalling memories.

The advantages of mind mapping includes its “free form” and unrestricted structure. There is no limit to the ideas and links that can be created, and there is no need to maintain an ideal structure or format. Mind mapping thus promotes creative thinking and encourages “brainstorming”. Mind mapping can help students in many ways, Legowo in Davis (2010: 8-9) mentions that mind mapping can help students for planning, communication, to be more creative, save time, problem solving, centralized attention, organize and explain things to memorize more for the better, learn more quickly and effectively, see “all pictures”.

#### **2.3.4 Disadvantages of Mind Mapping**

According to Prayasmita (2016), there are some disadvantages of mind mapping technique:

1. Association between keywords and concept are not self evident
2. The way our mind hop from one association to the other
3. One though can have thousands of words in your mind

Therefore, mind mapping can make it easier for students to learn so that they can more easily in learning English. In addition, mind mapping helps students to further develop ideas and to improve their thought, so that they can easily identify the word and speak using their ideas based on they plan.

According to Davies (2010) the disadvantages of mind mapping technique are:

- a) The types of links created are limited to simple association.
- b) The absence of a clear links between ideas is a constraint.
- c) Mind mapping is also limited in dealing with more complex relationship.

## 2.4 Descriptive Text

### 2.4.1 Definition of Descriptive Text

According to Wahidi (2009), description is utilized in all shapes of composing to form a distinctive impression of a person, place, protest or occasion e.g. to portray a uncommon put and clarify why it is special, to depict the foremost vital individual in your life, or to portray the animal's habitat in your report. In other words, portrayal content is to depict a particular person, put, or thing. A genuine depiction contrasts from a data report because it portrays a particular subject instead of a common bunch (Anderson, M. & Anderson, K: 2003).

The social function portrays a specific individual, a thing (Doddy, A., & Sugeng 2008):

- a. Recognizable proof: recognizes marvel to be portrayed
- b. Depiction: depicts parts, qualities, characters. The dialect include of expressive text:
  - 1) Using simple present tense
  - 2) Using descriptive adjectives
  - 3) Using action verbs 'Material Processes'
  - 4) Using figurative language

Descriptive text has a function, which is to describe an object and to know more clearly about the object through the images presented, the description is loaded into writing which describes and uses the simple present tense.

### 2.4.2 The Purposes of Descriptive Text

In descriptive text there are several objectives, namely giving a complete explanation to the reader so that he can understand what is being read, as well as in physical form or abstract form such as attitude, taste and so forth. Concurring to Hansen, Katharine & Hansen, Randall S (2006), expressive paper is to empower a peruser to involvement anything you're portraying with the same tactile striking quality that you, as the spoke, experienced it which suggests that another reason of descriptive text is make the perusers investigate what the spoker spoke.

According to Barden, J. and Petty, R. E. (2008), the most reason of a portrayal is to enable the reader to picture what you're describing. That is, the purpose of descriptive text is to make the reader understand what the speaker is saying about something like describing a place, person, or object.

Based on definition from expert above, it can conclude that descriptive text could be a text which says what a person, or a thing just like a person of descriptive text to describe a person, place, and thing.

### 2.4.3 The Generic Structure of Descriptive Text

According to Kistono (2008), descriptive text, structures are the extraordinary characteristic of dialect within the content. There are likely two of non-specific structure in graphic content, they are:

#### a. Identification

It is portion of section which presents or distinguishes the character to be depicted. It can be called common portrayal of the subject. Ordinarily it contains object's title, kind of the question, etc.



b. Description

This is part that describes the qualities and characteristics. An activity in which a person explains in detail about a story or situation. This section is located in the second paragraph and so on, contains the properties attached to something that has been introduced to the reader in the first paragraph.

In addition, the descriptive text has two generic structure, namely identification and description. Identification is the part of this paragraph located at the beginning as an introduction to who/what will be described in the text. Description is the next paragraph describes the characteristics of the person, thing, and place.

#### **2.4.4 The Types and Examples of Descriptive Text**

There are three types of descriptive text, they are:

a. Description of place

The description of place is something that describes an object in detail, especially a room, object or place. Usually more towards a tourist place to be described by the reader to the audience.

### **Monas National Monument**

The National Monument (Indonesian: Monument National, famously contracted as Monas) is a 132 m (433ft) tower in the focal point of Merdeka Square, symbolizing the battle for Indonesia. It was manufactured to memorialize the battle for Indonesian autonomy.

The landmark comprises of a 117.7 m monolith on a 45m square stage and at a stature of 17 m. Towering landmark speaks to the theory of Lingga and Yoni. Takes after a phallus, or pestle and Yoni takes after mortar, two critical things in the convention of Indonesian farming.

<https://www.kuliahbahasainggris.com/descriptive-text-about-place/>

#### a. Description of object

In portraying the protest, understudies can depict as an entire and include its reason or importance. By depicting the question as genuine as conceivable, perusers are fascinated by envision the protest before them. Example of expressive content in depicting an object:

### **My Favorite Phone**

One of my favorite things is my phone. I have an old phone, it is a smartphone. I bought it 3 years ago in Bandung Electronic Center (BEC). It is from Xiaomi product.

The color of the smartphone is gold. It is 5.5 inches long and slim. It has rectangle shape. It is made of metal and the screen is made of glass. There is a camera, finger-print, and a speaker on the body.

My smartphone has many functions. I use it to send texts, to take pictures and videos, to access internet, etc. I also use it to talk with someone far away.

It has a brown case. The case looks dirty because I use it a lot.

<https://page-ummu.blogspot.com/2019/05/descriptive-my-favorite-phone-artinya.html>

#### b. Description of person

In portraying individuals more often than not employments measurable data, for instance stature, weight and age. Besides, the journalists can depict individuals from the person's fashion of clothing, way of strolling, color and fashion of hair, facial appearance, body shape, expression, conjointly the way of talking. The speaker can depict approximately everybody, it can be begun by depicting the guardians, brothers, sisters, instructors, companions, etc. Here is the illustration of clear content in portraying individuals.

One of descriptive texts is describing people. It can be from the person's character and appearance. When describing people, it requires certain vocabulary to make sentences easier.

### **Mark Zukerberg**

Mark Elliot Zuckerberg is an American computer programmer & internet entrepreneur. He is a co-founder of Facebook, a famous social media. His name was in the list of 100 wealthiest and most influential people since 2010 by Time Magazine.

About his physical appearance, Mark's body is 170 centimeters tall with 76 kilograms weight. His hair color is red while his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 35 years old by 2019. Mark Zuckerberg has married to Priscilla Chan; they have one daughter named Maxima Chan Zuckerberg.

<https://englishcoo.com/contoh-descriptive-text-about-someone/>

## **2.5 Previous Studies**

The first previous study which relevant with this study came from Nasution (2013) did a research which as "Improving Students' Talking Ability Of Expressive Writings Through Intellect Mapping at Review X-1 Computer And Organize Technic Program (TKJ) Of SMK N 1 Panyabungan". They interpreted to find out whether the intellectual mapping procedure could improve students' talents in speaking through descriptive texts. This research may be a classroom activity investigate. The strategies of collecting information are observation, meet English instructor, and test instrument and field notes. The similarities of

the analyst investigate that the ponder employments Intellect mapping technique, talking thought, and expressive content. The distinctive is that the analyst focuses on Senior high School and utilized clear content as a theme, the subject is eleventh review and the analyst employments quantitative research.

The second study, Rahmah (2017) conducted a research “The Effectiveness of Utilizing Intellect Mapping Strategy on students’ Composing Aptitude in Descriptive Text at the Eighth Review of MTs Negeri 1 Kota Tangerang Selatan in Scholastic Year 2016/2017. This inquire about is within the range of try where the essayist employments pretest-posttest plan. The result of the inquire about appears that there was a positive impact of the result of understudies expressive content after utilizing the mind mapping strategy. It implies that the students’ score is expanding. The likenesses of the analyst inquire about that the ponder has impact employments Intellect mapping as a method, uses talking thought within the inquire about and utilized graphic content.

The third study, Puspita (2016) conducted inquire about “Improving Students’ Writing Aptitudes of Expository Composition Writings through Intellect Mapping Methodology at The Moment Review of SMAN 9 Bandar Lampung”. This research was quantitative inquire about with the test plan. The pointed of the think about was to find out the impact of utilizing intellect mapping on understudies composing explanatory exposition at the moment review of SMAN 09 Bandar Lampung. The result of the research appeared that there was a measurably critical impact of intellect mapping on students’ explanatory article content composing ability ( $0.00 < 0.05$ ) with the significant level 0.05 from pretest to posttest after they were instructed through intellect mapping methodology. The result of the talking capacity by utilizing intellect mapping technique sort of agreeable learning appeared

that there was a critical influence on students' thought in speaking. The likenesses of the analyst investigate that the think about has impact employments Intellect mapping as a strategy and employments talking thought within the research. The distinction that the centers on the subject of eleventh review and the analyst utilized descriptive text content as a theme.

From the previous studies above, the researcher can conclude the similarities and the differences among the previous studies and this study. The first previous study, the similarity is by using mind mapping technique, talking though, and expressive content. While the difference takes place in object of the study. They used observation, meet English instructor, test instrument, and field notes.

The second previous study also has the similarity and differences. The similarity is by using pretest-posttest. There are several differences between the second study and this study. First, taking research objectives from vocational high schools (SMK), this study will take senior high school students and collected data using observation, observation, meet English instructors, test instrument and field notes.

The similarity between the third previous study and this study is about collecting data, there are questionnaire and observation. In the other hand, the differences are by using two research design, there are qualitative and quantitative research. Second, the object of the study was students of 11<sup>th</sup> grade

## CHAPTER III

### RESEARCH METHOD

This chapter presents methodology of the research which contains of Design of the Research, Subject of the Research, Variable of the Study, Instrument of the Study, Validity of the Instrument, Reliability of the Instrument, Procedure of Collecting Data, Technique of Analyzing Data.

#### 3.1 Design of the Research

The research study on the use of mind mapping techniques to improve speaking skills of 11<sup>th</sup> grade students of Islamic Private School in Semarang is an action research focused on improving the real condition of the English teaching and learning process. This research was quantitative research. Quantitative is used to answer research questions. The reasons of this study about was to decide whether there was an increase and not increase in students' speaking ability using mind mapping methods. Creswell (2007) stated that consecutive informative could be a sort of blended strategy which the author collect the information using quantitative strategy and follow up by quantitative in arrange to reinforce the information. In this study author used quasi-experiment study in order to reply the research question.

In addition, mind mapping can improve students' abilities in learning, so that teachers can know the progress of these students. In this case the researcher applied quasi-research. Borg, W.R and Gall, M.D (2003) Et al, stated that the quasi-experiment is not assigned to random condition. Quasi-research is used by the researcher to answer the first research question.

### **3.2 Subject of the Research**

This study was conducted at Islamic Private School in Semarang. It is located on Jl. Mataram No. 657, Wonodri, kec. Semarang Sel., Kota Semarang, Jawa Tengah 50242. Has 3 departments. They are natural sciences, social sciences and languages. Has a total class of about 20 classes, from class X - XII. This school is one of the school that prioritizes Islamic things.

#### **3.2.1 Population**

The researchers used the population to collect data. According to Creswell (2008) stated that population is an individual who has the same characteristic. For this research was class XI. Which was divided into several classes, they were XI IPA 2, XI IPA 4, and XI IPA 6

#### **3.2.2 Sample**

Sample is a part of the population in this study, the researcher chosen class XI IPA 2 which consisted of 27, XI IPA 4 which consisted of 29 students, and XI IPA 6 which consisted of 25 students.

#### **3.2.3 Sampling**

In this study, the researcher used purposive cluster sampling technique, because the researcher focused on the class to be observe. This sampling,



technique was used to determine the improvement of students' speaking in using mind mapping in descriptive text.

### 3.3 Variable of the Study

Research variable must be explained operationally in order to have many interruption. Sugiyono (2010:2) stated that variable is anything which is chosen by researcher to memorize. So, it can be gotten the information about that thing and after that can be concluded. There are two types of variables independent variable and dependent variable.

#### 1. Independent Variable (X)

Independent variable is a variable that affects or causes the change or inclusion of depend variable (Sugiyono, 2010:4). Variable that cause in the dependent variable, the factors selected by researcher to determine the relationship between the observed. In short, the independent variable is a variable whose value can affect other variables. The independent variable in this research was the use of mind mapping technique as media teaching speaking.

#### 2. Dependent Variable (Y)

A variable whose value is influenced or depends on the value of other variables. Dependent variable (Y) is factors that's impacted or which be a consequence since of the independent variable (Sugiyono, 2010:4). This variable is called the depend variable because it is influenced by the independent variable. Therefore, the dependent variable in this research was the students' ability in speaking skill.

### **3.4 Instrument of the Study**

The instrument is a research tool to collect data. Instrument is one of the critical steps in conducting this investigate, therefore, the analyst must select an instrument whitin the prepare of collecting information. Inquire about instrument is device of collecting data that should be valid and reliable. The researcher used one instrument collecting data.

The test is given to students to determine the increase in students' speaking ability using mind mapping technique. In this study the tests were devided into three categories; tryout, pretest and post-test. The purpose of the pretest is to determine the students' speaking ability before using mind mapping technique in descriptive text. On the other hand, the post-test is to determine the speaking ability of students after using the technique. The researcher applies an oral proficiency test. Verbal capability scoring categorized propose by Brown, H. Douglas (2004:172-173) were employed within the test to score the students' performance.

### **3.5 Validity of the Instrument**

Validity refers to the extent to which an instrument accurately measures what it wants to measure. Rifqi Nurlaili Hidayat (2014) clarified that validity was characterized as the degree to which an instrument measured what it claimed to degree. On the other hand, the validation must have an accurate relationship with the instrument because the instrument is valid, the research would also produce valid data. Validity is an important aspect of a test, because the function of validity is to determine the test. Whether the test is suitable or not to measure what should be measured.

The percentage of increasing score in students learning activities, the researcher used the percentage formula as follow:

$$P = \frac{\sum x}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students

### 3.6 Reliability of the Instrument

Reliability refers to the extent to which an instrument produces consistent result. On the other hand, the test is called reliable if it is a consistent measure. Reliability instrument refers to the measurement of data if the instrument is used by a person or group of people who are at different times, because the results are consistent, the instrument can be reliable. It also refers to extent to which the test can produce a reliable score. Hidayat (2014) argues that quality of interjudge reliability is the reliability of two or more autonomous scores. The highest score was 25 and the lowest score is 0.

$$Mi = 2 / (\text{highest score} + \text{lowest score})$$

$$SDi = 3 / (\text{highest score} - \text{mean score})$$

$M_i$  : the ideal mean score

$SD_i$  : ideal standard deviation

### **3.7 Procedure of Collecting data**

In collecting data, this study uses the following steps:

1. The researcher asked students to make a simple mind mapping about describing something. Researcher tell them how to convey ideas structurally using mind mapping.
2. Researchers give homework to students about describing something by using mind mapping
3. Researchers give pre-test to students. Researchers asked students to describe something in front of the class.
4. The researcher gave them a post test to talk about the same topic as in the first meeting but in this meeting the students spoke based on their mind mapping which the researcher asked them to make as homework.

### **3.8 Techniques of Analyzing Data**

From the data collecting procedure, the data were analyzed by using quantitative technique. This data is used to determine the pretest and posttest data facilities and how significant the data improvement in student abilities is.

## 1. Scoring Criteria

**Table 3.1 Adapted from rubric of Analytic by John Anderson (2003)**

| Aspect        | Score | Description  |
|---------------|-------|--|
| FLUENCY       | 25    | Speak fluently, no critical stop   |
|               | 20    | Speak well enough, pause here and there  |
|               | 15    | Speak in a low voice, too many pause   |
|               | 10    | Unclearly  |
| VOCABULARY    | 25    | Using vocabulary and expression like native speaker  |
|               | 20    | Sometimes using vocabulary, which is not appropriate   |
|               | 15    | Using vocabulary which is not appropriate, the vocabulary is limited   |
|               | 10    | Vocabulary is so limited, so conversation impossible to occur  |
| COMPREHENSION | 25    | Get it subject without any difficulties  |
|               | 20    | Understand most of subject, there are a few repetitions  |
|               | 15    | Understand just a little about the subject, there are many repetitions   |
|               | 10    | Get it as well small around the subject  |
| PRONUNCIATION | 25    | The pronunciation is easily to understood  |
|               | 20    | Easy to understand with certain accent   |
|               | 15    | There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding |
|               | 10    | The serious pronunciation so it can be understood  |
| GRAMMAR       | 25    | Few if any visible grammatical or word errors order  |
|               | 20    | Some grammatical or word order errors caused does not , however interfere with understanding                             |
|               | 15    | Grammar or word order errors are quite common occasional reread is required for full understanding                       |
|               | 10    | Errors of grammar or word order very frequent, reader often has to rely on own interpretation                            |

To find out the data on the pre-test and post-test results of each student, it will be calculated with the following formula:

$$SC = \frac{\text{Total Score of the Speaking Item}}{MS}$$

Where:

SC : Students' Score

MS : Maximum Score

The criteria from the data above are as follows:

**Table 3.2 The level of achievement**

| Category  | Interval |
|-----------|----------|
| Very high | 20 – 25  |
| High      | 15 – 20  |
| Medium    | 10 – 15  |
| Low       | 0 – 10   |

After collecting the score data, it would be processed by the author group; they are the experimental group and the control group. Then, the author continued to determine the hypothesis using the independent sample t-test formula because the author wanted to know the significant difference between the experimental group and the control group using the SPSS for windows release version 2.1 to determine the hypothesis.

### 3.8.1 Homogeneity

Homogeneity test is a test of difference between two or more groups. Each population has different characteristics, two of which are the mean and median. The homogeneity test aims to determine whether the variance score measured in the two samples has the same variant. If several population show a variant of the results made, it can be said that the variant is homogeneous on the contrary.

The homogeneity criterion is the assumption underlying the analysis of variance (ANOVA) that the variants of the population are the same. As a test criterion, if the significance value is more than 0.05, it can be said that the variants of two or more data groups are the same.

### 3.8.2 Normality

The calculating of the normality test aims to determine whether the data is normally distributed or not. In this study, a significance level of 0.05 was used to determine the normality of the data. The normal distribution hypothesis can be explained as follows:

H0: normal data distribution

H1: the data distribution is not normal

The hypothesis is accepted if the normality test result is greater than 0.05 ( $\text{sign} > \alpha$ ). In this case, the 0.05 significance level is used. The results of the normality test can be seen in the following table.

### 3.8.3 t-Test

According to Setiyadi, Ag, B (2006), using T-Test for theory testing has three fundamental suspicions that can be depicted as takes after:

- a. The information is an interval
- b. The information is taken from irregular test in population
- c. The information is disseminated ordinarily

Therefore, before testing the hypothesis using the T-test, it is necessary to know whether the data in the experimental class is normally distributed or not. Because, the purpose of this study was to determine the increase in students' speaking skills, the data was processed using only the normality test.

This test is used to measure whether the data is normally distributed or not. The data were tested using the one sample Kolmogorov-Smirnov distribution formula criteria:

H0: normal data distribution

H1: the data distribution is not normal

The theory would be acknowledge in the event that the result of the normality test was higher than 0.05 ( $\text{sign} > \alpha$ ). In this case, the analyst using the level of centrality of 0.05.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter presents the result of the research to collaborate the findings of the research and its discussions. This chapter consists of the school's profile, the description of the Participants, the Validity and Reliability of the Instruments, the Pre-Test Analysis, the Treatment, the Post-Test, and the T-test the Discussion of the Research.

#### 4.1 The School's Profile

Islamic Private School in Semarang is one of the senior high schools in Semarang. The school was built in 1966 and it is located on Mataram street number 657. It is a private school that prioritizes Islamic matters. The headmaster of this school is Dra. Hj. Siti Mubarakatut Darojati., M.Si. The accreditation of the school is good, which has A from BAN (Badan Akreditasi Nasional) thus proving that this school is reliable in providing educational services.

The learning and teaching activities begins in the morning and over in the afternoon. In the morning class start at 07.00 a.m. – 02.00 p.m. Islamic Private School in Semarang has 20 classes with total of about 948 students from the tenth graders to the twelfth graders. In addition, the number of teachers is 78 teachers and there are 3 teachers who teach English subject.

In general, the teaching and learning process in this school is great. Facilities in this school such as liquid crystal display (LCD), teacher's office, counseling room, administration office, mosque, computer laboratory, science laboratory, and library room. Islamic Private School in Semarang at least has 11 extra-curricular such as, football club, basketball, PASKIBRA, PMR, scientific work, volleyball, math Olympiad, karate, reading the Qur'an, rohis, and robotics etc. The extra-curricular and teaching learning activities show that there are efforts from students and teachers to achieve the school's vision and mission.

#### **4.2 Description of the Participants**

The participants of the study were the eleventh grade students of Islamic Private School in Semarang. The researcher took three classes as the participants. They were XI IPA 2 as the try-out class consisted of 28 students, XI IPA 6 as the control group consists of 29 students, XI IPA 4 as the experimental group consists of 29 students. They are not taken at random, but based on the advice of the English teacher. Therefore, total respondents were 86 students.

#### **4.3 Validity and Reliability of the Instrument**

This part consist of validity and reliability of the instrument. The test is valid and reliable.

##### **4.3.1 Validity**

The validity of the instrument was based on content validity by which its validity was assess through the expert judgment of the test both the content and the element of the scoring analysis. According to Bougie (2010) the more scale items represent the domain of the concept being measured, the greater the content validity. Furthermore, the test items clearly identified according to what will be measure and their suitability with the curriculum. There are five categories of assessment analysis elements, they are fluency, grammar, pronunciation, vocabulary, comprehension. In addition, this study used descriptive text that should be understood by class XI students in the 2020/2021 school year. The researcher used speaking scoring rubric and speaking performance. Both types of validity intend to check whether the instrument is valid or not.

##### **4.3.2 Reliability**

The reliability of the test instrument was tasted using interrater reliability. According to Saleh (2008) reliability is the degree of consistency between two measures of the same thing. There were two persons who gave the score, the researcher and the English teacher. The try out group was had on 17<sup>th</sup> August 2021. It consists of try out class 27 students, pre-test class 29 students and post-test class 21 and 22 female students in IPA eleventh grade Islamic Private School in Semarang. Below the result of interrater reliability.

**Table 4.1 First rater Reliability of Class XI IPA 2 Correlation Reliability Statistics**

|                  |      |   |
|------------------|------|---|
| Cronbach's Alpha | .810 | 6 |
|------------------|------|---|

|                | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item Total Correlation | Cronbach's Alpha if Item Deleted |
|----------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| FLUENCY        | 73.89                      | 17.210                         | .823                             | .774                             |
| GRAMMAR        | 74.00                      | 18.148                         | .698                             | .794                             |
| COMPREHENSION  | 73.93                      | 16.587                         | .786                             | .765                             |
| VOCABULARY     | 74.04                      | 16.554                         | .795                             | .764                             |
| PRONOUNCIATION | 73.79                      | 17.138                         | .771                             | .775                             |
| TOTAL          | 41.07                      | 5.254                          | 1.000                            | .876                             |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it shows that the correlation between raters is 0.810. It can be concluded that the score of the first rater is correlated with the second rater, so it can be said that the test is reliable.

**Table 4.2 Second rater Reliability of Class IPA 2**

**Correlation of Reliability Statistic**

|      |   |
|------|---|
|      | N |
|      | o |
|      | f |
| Cro  | l |
| nba  | t |
| ch's | e |
| Alph | m |
| a    | s |

|      |   |
|------|---|
| .822 | 6 |
|------|---|

| Item-Total Statistics  |   |   |  |   |
|------------------------|---|---|--|---|
|                        | Scal<br>e<br>Mea<br>n if<br>Item<br>Dele<br>ted | Scal<br>e<br>Vari<br>anc<br>e if<br>Item<br>Dele<br>ted | Corr<br>ecte<br>d<br>Item<br>-<br>Tota<br>l<br>Corr<br>elati<br>on | Cro<br>nba<br>ch's<br>Alph<br>a if<br>Item<br>Dele<br>ted |
| FLUENCY                | 71.2<br>2                                       | 24.4<br>10  | .938   | .775  |
| GRAMMA<br>R            | 71.3<br>3                                       | 24.6<br>15  | .882   | .779  |
| COMPRE<br>HENSION      | 71.3<br>0                                       | 25.8<br>32  | .798   | .796  |
| VOCABU<br>LARY         | 71.2<br>2                                       | 25.4<br>10  | .861   | .789  |
| PRONOU<br>NCIATIO<br>N | 71.2<br>6                                       | 25.1<br>23  | .779   | .790  |
| NILAI_GU<br>RU         | 39.5<br>9                                       | 7.71<br>2   | 1.00<br>0  | .927  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it shows that the rater reliability correlation was 0.822. This is close to 1 and the significance of the number is higher than ( $0.822 < 0.05$ ) this means that the test is reliable.

#### 4.4 Analysis of Pre-Test

This part consists of Pretest Homogeneity and Normality.

##### 4.4.1 Pre-Test Standard Normality

The purpose of the pre-test was to know the skill of student's speaking. It is important to analyze the normality of the data, to balance the tests given in the control and experiment classes. This was done after obtaining pre-test data for both the control and the experimental class. Normal data is data that has a significance above 0.005 Kolmogorov-Smirnov test of the SPSS program. The pretest was

conducted on August 3<sup>th</sup>, 2021. The results of the pre-test given are shown as follows:

**Table 4.3 One-sample Kolmogorov-Smirnov Test**

|                                     |                   |  | Te<br>ac<br>her<br>Gr<br>ad<br>es |
|-------------------------------------|-------------------|--|-----------------------------------|
| N                                   |                   |  | 29                                |
| Normal<br>Parameters <sup>a,b</sup> | Mean              |  | 88.<br>00                         |
| Normal<br>Parameters <sup>a,b</sup> | Std.<br>Deviation |  | 2.2<br>52                         |
| Most Extreme<br>Differences         | Absolute          |  | .18<br>9                          |
| Most Extreme<br>Differences         | Positive          |  | .18<br>9                          |
| Most Extreme<br>Differences         | Negative          |  | -<br>.12<br>0                     |
| Kolmogorov-Smirnov Z                |                   |  | 1.0<br>16                         |
| Asymp. Sig. (2-tailed)              |                   |  | .25<br>3                          |

a. Test distribution is Normal

b. Calculated from data

**Table 4.4 One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Te<br>ac<br>her<br>gra<br>de<br>s |
|----------------------------------|----------------|-----------------------------------|
| N                                |                | 25                                |
| Normal Parameters <sup>a,b</sup> | Mean           | 88.20                             |
|                                  | Std. Deviation | 2.986                             |
| Most Extreme Differences         | Absolute       | .218                              |
|                                  | Positive       | .218                              |
|                                  | Negative       | -.142                             |
| Kolmogorov-Smirnov Z             |                | 1.02                              |
| Asymp. Sig. (2-tailed)           |                | .905                              |

- a. Test distribution is Normal  
b. Calculated from data

The normality of the data in the pre-test there are two tables, they are table 4.3 and table 4.4. in the table 4.3 there is an experimental class, the analysis of the pretest data normality of both experiment and control class using the Kolmogrov-Smirnov test was 1.016 with sig. (2-tailed) 0.253 > 0.05, in the opposite class the Kolmogrov-Smirnov test score for the control class was 1.090 with sig. (2-tailed) 0.185 > 0.05. This means that all samples based on control and experimental classes are normal.

**Table 4.5 One-Sample Kolmogrov-Smirnov Test**

|                                  |                |  | Res<br>earc<br>her<br>Sco<br>re |
|----------------------------------|----------------|--|---------------------------------|
| N                                |                |  | 29                              |
| Normal Parameters <sup>a,b</sup> | Mean           |  | 88.7                            |
|                                  | Std. Deviation |  | 3.38                            |
| Most Extreme Differences         | Absolute       |  | .224                            |
|                                  | Positive       |  | .224                            |
|                                  | Negative       |  | -                               |
|                                  |                |  | .136                            |
| Kolmogorov-Smirnov Z             |                |  | 1.12                            |
|                                  |                |  | 0                               |
| Asymp. Sig. (2-tailed)           |                |  | .162                            |

- a. Test distribution is normal
- b. Calculated from data

**Table 4.6 One-Sample Kolmogrov-Smirnov Test**

|                                  |                |  | Researc<br>her<br>Score |
|----------------------------------|----------------|--|-------------------------|
| N                                |                |  | 25                      |
| Normal Parameters <sup>a,b</sup> | Mean           |  | 88.66                   |
|                                  | Std. Deviation |  | 2.319                   |
| Most Extreme Differences         | Absolute       |  | .178                    |
|                                  | Positive       |  | .178                    |
|                                  | Negative       |  | -.167                   |
|                                  |                |  | .956                    |
| Kolmogorov-Smirnov Z             |                |  | .956                    |
| Asymp. Sig. (2-tailed)           |                |  | .320                    |

- a. Test distribution is normal
- b. Calculated from data

The normality of the data in the pre-test there are two tables, they are table 4.5 for class experimental and table 4.6 for class control. The analysis of the pre-test data normality of both using the Kolmogrov-Smirnov test was 1.120 with sig. (2-



tailed)  $0.162 > 0.05$ , in the opposite class the Kolmogrov-Smirnov test score for the control class was 0.956 with sig. (2-tailed)  $0.320 > 0.05$ . It means that all samples based on control and experimental classes are normal.

#### 4.4.2 Pre-Test Standard Homogeneity

After the normality of the data then the homogeneity was checked in the pretest. By using Levene's Test aims to determine the analysis of the homogeneity of variance of the pretest data for both the control and the experimental class. The hypotheses of homogeneity testing as follows:

- a. H0: If Sig. (2-tailed)  $> 0.05$ , means data is homogeneous
- b. H1: If Sig. (2-tailed)  $< 0.05$ , means data is not homogeneous

**Table 4.7 Table of Homogeneity of Pre-Test (Experimental)**

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 2.098            | 2   | 122 | .127 |

Based on the table 4.7 shows that test the score using Levene Statistic was 2.098 with Sig.  $0.127 > 0.05$ . It means that the experimental class group have homogeneous variance.

**Table 4.8 Table of Homogeneity of Pre-Test (Control)**

|                  |  |  |  |
|------------------|--|--|--|
| Levene Statistic |  |  |  |
| .294             |  |  |  |

Table 4.8 shows that the test score using Levene Statistic was 0.294 with Sig. 0.746 > 0.05. It means that the control class group have homogeneous variance.

#### 4.5 Treatments Analysis

After getting the results of the pretest data, the researcher than continued to give treatment by Using Mind Mapping to teach speaking. The treatment done three times for IPA 4 , were conducted on 24<sup>th</sup> August, 31<sup>th</sup> August and 7<sup>th</sup> September 2021

The time allocated was about 30 minutes. The author took a part as an facilitator in conducting the treatment. There were there steps in giving the treatment. The first step was opening, the teacher enters the class with greeting and introduce herself to students. After that the researcher share attendance link for all students. The objective of this movement was to form the agreeable environment in learning action.

The first meeting, on 24<sup>th</sup> August after 5 minutes the researcher starts the lesson by showing the PPT file, and the researcher explains one by one the material in the PPT. The first material is the definition of passive voice. The passive voice material was taken because the lesson plans in the month the researchers conducted research were about passive voice. Then, the researcher explains the definition of mind mapping and the definition of descriptive text. After that the researcher asked the students the understanding of three definitions that had been explained.

The second meeting, conditioned on 31<sup>th</sup> august. At this meeting the researcher asked again about the material last week that had been explained. After the students answered and understood all of last week's material, the researcher gave the next material, the material is examples of passive voice and descriptive text. Then, the researcher asked the students understanding. Conditions in the class students have begun to be interested in the material presented. The next material is to provide examples of the three definitions that have been described previously. In this example, students can find words from the three materials, namely passive voice, descriptive text, and mind mapping strategy.

The third meeting, on 7<sup>th</sup> September discussed how to effectively make descriptive text by mind mapping technique and there are sentences or words that show passive voice. In this case the teacher gives an example as well as explains about "The Equator Monument in Pontianak", the Equator Monument is very interesting, the researcher given an example of the monument in Pontianak, students would find it easier to understand. After that, the teacher asks the understanding of the mind mapping technique that has been written in the example. After all students understand what has been explained, the next step is for students to upload videos about descriptive text using mind mapping techniques for 3 minutes to find out whether or not they are effective when using these techniques in speaking.

At the final meeting of the treatment conducted on September 14<sup>th</sup> 2021, given practice students are 3 days to complete a video assignment describing something given in class. Then the students upload on You tube video recordings with mind mapping technique with entitled "Your Best Friend" applying appropriate mind mapping technique.

#### 4.6 Analysis of the Post-Test

The post test was conducted on September 14<sup>th</sup> 2021 for the control and the experimental class. Class used for post-test was eleventh of science four which has 22 students and science six which has 21 students. Both the experimental class and the control class have the same instruction. The post test conducted after giving treatment of Mind Mapping Technique. Two classes were tested at different times and then students were asked to make a video recording tells about, "Your Best Friend" uploaded on You tube with an allocation of 3 minutes in doing post-test.

**Table 4.9 The Level of Ability of the Control and Experimental Class in Post-Test**

| Class   | Grade     | The Number of the Students |
|---------|-----------|----------------------------|
| Control | Very Good | 13                         |
|         | Good      | 8                          |
|         | Not Bad   | -                          |

|  |           |   |
|--|-----------|---|
|  | Very Poor | - |
|--|-----------|---|

|              |           |    |
|--------------|-----------|----|
| Experimental | Very Good | 20 |
|              | Good      | 2  |
|              | Not Bad   | -  |
|              | Very Poor | -  |

The table shows that the in control class there were 13 students in very good level and 8 students in good level. On the other hand, in experimental class there were 20 students in very good level and 2 students in good level. Both of them are not bad to be students. In the posttest class many students were absent, there were two students who were not allowed to attend because there was a family event and one student had an inter-school competition and other students who did not join the post-test class were no information.

#### 4.6.1 Analysis of T-test

The researcher presented the result of the pre-test and post-test that had been carried out. Then, the results of the posttest was analyzed using the Paired Samples T Test with SPSS. The result can be seen below:

**Table 4.10 Paired Samples Statistic**

|                   |         | N  |   | Std.<br>Devia<br>tion | Std.<br>Error<br>Mean |
|-------------------|---------|----|---|-----------------------|-----------------------|
| POST_T<br>ESTIPA6 | 89.1905 | 21 | 2 | 3.26526               | .71254                |
| POST_T<br>ESTIPA6 | 89.0000 | 21 | 1 | 3.04959               | .66548                |

The descriptive statistic of post-test in the mean score of control class was 89.1905 from the researcher and 89.0000 from the teacher. Then the standard deviation was 3.26526 and 3.04959. The mean score of post-test included to fair category.

**Table 4.11 Paired Samples Statistic**

|         |    | N | Std.<br>Devia<br>tion | <i>Std.<br/>Error<br/>Mea<br/>n</i> |
|---------|----|---|-----------------------|-------------------------------------|
| POST_T  | 9  | 2 | 1.833                 | .3908                               |
| ESTIPA4 | 0  | 2 | 43                    | 9                                   |
|         | .1 |   |                       |                                     |
|         | 3  |   |                       |                                     |
|         | 6  |   |                       |                                     |
|         | 4  |   |                       |                                     |
| POST_T  | 9  | 2 | 1.875                 | .3998                               |
| ESTIPA4 | 0  | 2 | 45                    | 5                                   |
|         | .2 |   |                       |                                     |
|         | 2  |   |                       |                                     |
|         | 7  |   |                       |                                     |
|         | 3  |   |                       |                                     |

The descriptive statistic of post-test in the mean score of experimental class was 90.1364 from the researcher and 90.2273 from the teacher. Then the standard deviation was 1.83343 and 1.87545. In indicate that the ability of the experimental class was higher than that of control class.

**Table 4.12 Paired Sample Correlation****Control Class**

|                                     | N  | Co<br>rre<br>lati<br>on | S<br>i<br>g<br>n<br>i<br>f<br>i<br>c<br>a<br>n<br>c<br>e |
|-------------------------------------|----|-------------------------|--|
| POST_TESTIPA6<br>&<br>POST_TESTIPA6 | 21 | .984                    | .0000  |

Based on the table 4.12 the output of Paired Sample Correlation shows that the number of samples is 21 students. Correlation of scores post-test was 0.984 and the significance score was 0.0000. Widhiarso (2012) states that the correlation between two pairs and sig. is the significance value. The correlation rules are: a. if sig > 0.05 means that there is no relationship between the previous and after giving treatment. B. if sig < 0.05, it means that there is a relationship between before and after giving treatment.

The significance value was lower than significant level ( $0.000 < 0.05$ ) it means there was a difference in the pretest and post-test scores.

**Table 4.13 Paired Samples Correlation****Experimental Class**

|                                     | N  | Co<br>rre<br>lati<br>on | S<br>i<br>g<br>n<br>i<br>f<br>i<br>c<br>a<br>n<br>c<br>e |
|-------------------------------------|----|-------------------------|--|
| POST_TESTIPA4<br>&<br>POST_TESTIPA4 | 22 | .988                    | .0000  |

Base on the table the output of Paired Sample Correlation shows that the number of samples is 22 students. Correlation of scores post-test was 0.988 and the significance score was 0.0000. The significance value was lower than significant level ( $0.000 < 0.05$ ) it means there was a difference in the pretest and post-test scores.

**Table 4.14 Paired Samples Test Control Class**

|                               | Paired Differences |                |                 |   |        | T     | df | Sig. (2-tailed) |
|-------------------------------|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
|                               | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |       |    |                 |
|                               |                    |                |                 | Lower                                     | Upper  |       |    |                 |
| POST_TESTIPA6 - POST_TESTIPA6 | .19048             | .60159         | .13128          | -.08336                                   | .46431 | 1.451 | 20 | .162            |

Based on the table 4.14 showed that the result of t-test analysis. The output showed mean was 0.19048 standard deviation was 0.60159, mean standard error was 0.13128. The lower different was -0.08336 and upper different was 0.46431. The result t test was 1.451 with  $df = 20$  and numeral significance was 0.162. Based on the table obtained a significance value of 0.162, this indicates that the significance value was greater than 0.05 ( $0.162 > 0.05$ ). There was no significant difference in the posttest scores. In addition, the researcher concluded that the Mind Mapping technique could minimize student's in speaking.



**Table 4.15 Paired Samples Test Experimental Class**

|                               | Paired Differences |                |                 |   |        | T      | df | Sig. (2-tailed) |
|-------------------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
|                               | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |        |    |                 |
|                               |                    |                |                 | Lower                                     | Upper  |        |    |                 |
| POST_TESTIPA4 - POST_TESTIPA4 | -.09091            | .29424         | .06273          | -.22137                                   | .03955 | -1.449 | 21 | .162            |

Based on the table 4.15 the output Paired Sample Test in experimental class shows that mean post-test was -0.09091 standard deviation was 0.29424, mean standard error was 0.06273. The lower different was -0.22137 and upper different was 0.03955. The result t-test was -1.449 with  $df = 21$  and numeral significance was 0.162. Based on the table 4.15 obtained a significance value of 0.162, this indicates that the significance value was higher than 0.05 ( $0.162 > 0.05$ ). There was no significant difference in the posttest scores. In conclusion, mind mapping techniques are effective in minimizing student learning in speaking performances.

#### 4.7 Discussion of the Research Findings

The purpose of the test is to determine the effectiveness of using mind mapping technique in developing students' ability in speaking English students for eleventh grade of Islamic Private School in Semarang in the academic year 2020/2021. Average score of the control class on the pre-test was 88.36 which can be seen a table 4.3 and table 4.5, while the experimental class was 88.43 which can be seen which can be seen on the table 4.4 and 4.6 , the average score can be seen on the appendix page. So it can be concluded that the abilities of the two classes are the same. After the treatment given the experimental class, the average score of the control class was lower than the experimental class. In the post-test the control class got 89.09 which can be seen on the table 4.10, while for the experimental class got 90.18 which can be seen on the table 4.11, the average score can be seen on the appendix page. So, there were different in scores between the average score of the post-test results and the score and the pretest class. It means that there is a development after treated to the students' achievement in speaking. As a result, that Sig. (2-tailed) was  $0.162 > 0.05$ , which implies that  $H_0$  was accepted and  $H_a$  was rejected. In this case of treatment actually, the analyst got a great course level both control and experimental class. It does't matter that the result still concludes that learning procedure Mind Mapping technique for teaching speaking for the eleventh grade students of Islamic Private School in Semarang in the academic year 2020/2021 were not effective.

The fact that speaking lessons are boring for many students requires the teacher to persuade them, so that the students are more interested in English. Appropriate teaching strategy can influence students to be interested in speaking and mind mapping techniques could be an alternative technique for teachers in teaching speaking.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the result of the research based on the finding and discussion from the writer related to the research.

#### 5.1 Conclusion

According to the result of chapter IV, this study draws several conclusion. Based on statistical data, students' mastery in mind mapping technique develops after the treatment is given. This is supported by the difference the results of the average score of the control and experimental class. Average the score of the experimental class after being given treatment was 90 and the average the control class score was 89. There was a difference in score between the mean scores both class. It supported by the Sig. (2-tailed) that  $0.162 > 0.05$  which means that  $H_0$  was accepted and  $H_a$  was rejected. As a result of teaching speaking using mind mapping technique to develop students' speaking skills. It can be concluded that the use of mind mapping techniques in developing students' speaking skill is not effective. Therefore, it cannot help the development of class XI Islamic Private School in Semarang students in the school year 2020/2021.

#### 5.2 Suggestion

From the result of this study, there are some suggestions for researchers would like to offer English teachers, students, readers, and future researchers. The researcher gives some suggestions as follow:

1. For teacher

Teacher should be aware that mind mapping technique can be used as an alternative techniques to improve students' speaking skills. Teachers should also be aware of studnets' needs regarding the use of communication technique, so students can easily memorize pieces and speak fluently.

## 2. For students

The use of mind mapping technique can really help them innovatively as alternatively as alternative technique to learn English to develop their speaking ability. They should apply the technique into their own product of speaking, they should also practice more in speaking as often as they can by using other strategies.

## 3. Future Researcher

The future researcher who will apply the techniques should also try it with other skills, not only speaking. Additionally, the use of mind mapping technique is highly recommended for the future researcher who wants conducting a research to practice speaking English.

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## APPENDICES

## APPENDIX 1. Permission Letter



YAYASAN BADAN WAKAF SULTAN AGUNG UNIVERSITAS ISLAM  
**SULTAN AGUNG (UNISSULA)**  
 Jl. Raya Kaligawe Km 4 Semarang 50112 Telp. (024) 6583584 (8 Sal) Fax. (024) 6582455  
 email: [informasi@unissula.ac.id](mailto:informasi@unissula.ac.id) web: [www.unissula.ac.id](http://www.unissula.ac.id)

FAKULTAS BAHASA DAN ILMU KOMUNIKASI | Bismillah Membangunkan Generasi Khairu Ummah

Nomor : 026/D 1/FBIK/VII/2021 Semarang, 4 Dzulhijah 1442 H  
 Lamp. : 1 (satu) berkas 14 Juli 2021 M  
 Hal : Permohonan Izin Mengadakan Penelitian

Yth. Kepala Sekolah Menengah Atas (SMA) Islam Sultan Agung 1 Semarang  
 Jl. Mataram No. 657, Kelurahan Wonodri,  
 Kecamatan Semarang Selatan, Kota Semarang 50242

*Assalamu'alaikum wr. wb.*

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama : Sisilia Sinta Murdiyati Sajoto  
 NIM : 31801700031  
 Program Studi : Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :  
 "The Use of Mind Mapping Technique in Speaking Descriptive Text"

dengan Dosen Pembimbing : Elok Widiyati, S.Pd., M.Pd.  
 (NIK. 210816030).

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/ Ibu untuk bersedia menerima dan mengizinkan mahasiswa tersebut di atas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

*Wassalamu'alaikum wr. wb.*

Dekan FBIK

  
 Kurniasyan Yudhi Nugroho, S.Pd., M.Pd.  
 NIK. 210813021

## Appendix 2. Certificate of the Research from School

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN  
PRODI PENDIDIKAN BAHASA INGGRIS  
FBIK UNISSULA**

Yang bertanda tangan di bawah ini :

Nama : SISILIA SINTA MURDIYATI SAJOTO

NIM : 31801700031

telah melaksanakan penelitian skripsi di

Nama Sekolah /Instansi : SMA Islam Sultan Agung 1 Semarang

Alamat : JL. Mataram No. 657 Wonodri, Kec. Semarang Selatan., Kota Semarang,  
Jawa Tengah, 50242

Terhitung mulai tanggal : 28 Juli 2021

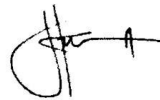
Sampai dengan tanggal : 25 Agustus 2021

Dengan judul : The Use of Mind Mapping Technique in Speaking Descriptive Text

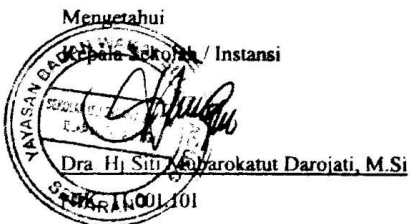
Demikian keterangan yang saya sampaikan.

Semarang, 16 September 2021

Mahasiswa



Sisilia Sinta Murdiyati Sajoto



**APPENDIX 3. Approval Letter**

**APPROVAL LETTER**

**All of the questions of this research is made by the study with the approval of the English teacher of SMA Islam Sultan Agung 1 Semarang**

**Submitted by:**

**Sisilia Sinta Murdiyati Sajoto**

**31801700031**

**Semarang, 27 Oktober 2021**

**Approved by**

**Salimatin Mufida S.Pd., M.Pd**

**APPENDIX 4. Validation****VALIDATION SHEET**

To the evaluator. Please checklist (✓) Yes/No for your ratings.

| No. | Criteria  | Yes | No |
|-----|---|-----|----|
| 1   | The instruction of the test is clear and easy to be understood      | ✓   |    |
| 2   | There is time allotment in the test                                 | ✓   |    |
| 3   | There is scoring rubric information in the test                     | ✓   |    |
| 4   | The coverage of instruction represents the aspect of speaking skill | ✓   |    |

Conclusion: This speaking rubric states that the instrument is *valid/invalid*

Semarang, 27 Oktober 2021

Evaluator



Salimatin Mufida, S.Pd. M.Pd

**APPENDIX 5. Validation sheet****VALIDATION SHEET**

To the evaluator. Please checklist (✓) Yes/No for your ratings.

| No. | Criteria  | Yes | No |
|-----|---|-----|----|
| 1   | The instruction of the test is clear and easy to be understood      | V   |    |
| 2   | There is time allotment in the test                                 | V   |    |
| 3   | There is scoring rubric information in the test                     | V   |    |
| 4   | The coverage of instruction represents the aspect of speaking skill | V   |    |

Conclusion: This speaking rubric states that the instrument is *valid*

Semarang, 27 Oktober 2021

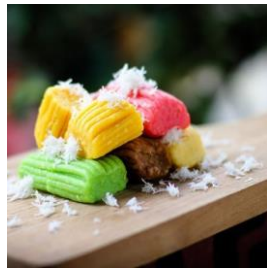


Elok Widiyati, S.Pd., M.Pd

**APPENDIX 6. Instrument of Try Out****INSTRUMENT FOR TRY OUT**

Read the instruction carefully!

1. Make 2 paragraph describing “Traditional Food”
2. Use passive voice pattern
3. Within 3 minutes upload on Youtube
4. Then, share the link on researcher’s WA

**GETHUK LINDRI**

Gethuk Lindri is made of cassava. It is come from Central Java. The name Lindri’ is come from the name of gethuk roller. Gethuk Lindri is usually colored with three colors. Gethuk Lindri is sold with an unique way, the seller will play music loudly.

## APPENDIX 7. Instrumen of Pre-Test

### INSTRUMENT FOR PRETEST

Read the instruction carefully!

1. Make a video recording to describe about “ Traditional Food” 3 paragraph
2. Use passive voice pattern
3. Within 4 minutes of recording, you can directly Voice Note via WA or you can also record your cellphone then send in to researcher’s WA

#### GETHUK LINDRI



Gethuk Lindri is made of cassava. It is come from Central Java. The name Lindri’ is come from the name of gethuk roller. Gethuk Lindri is usually colored with three colors. Gethuk Lindri is sold with an unique way, the seller will play music loudly.

## APPENDIX 8. Instrument of Post-Test

### INSTRUMENT OF POST-TEST

1. Carefully understand the examples of mind mapping technique given by the teacher in the treatment class!
2. Make a video recording about describing “Your Best Friend” 3 minutes
3. Do it as the teacher has shown in the treatment class!
4. upload on Youtube and share the link on teachers’ WA

#### Example of treatment class

The Equator Monument Pontianak



The equator monument Pontianak marks the division between the northern and southern hemispheres. It is located in jalan khatulistiwa, North Pontianak. It is about 3 kilometers from the city center of Pontianak.

The first Monument of Equator was built in 1928 by Dutch geographer. Then in 1928, an architect, named Silaban rebuilt with completion of Equator Monument Pontianak. In 1990, the equator monument Pontianak renovated with the addition of a dome to protect the original monument and also making of duplicate of monument of the size five times bigger than its original size.

The Equator Monument Pontianak construction consists of four iron wood poles, each with a diameter of about 0,30 meters, with frontage bollard height is two pieces as high as 3,05 radian place backside bolard and the signpost dart as high as 4,40 meters.



**APPENDIX 9. Lesson Plan****RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

|                |   |
|----------------|---|
| Sekolah        | : SMA Islam Sultan Agung 1 Semarang   |
| Mata Pelajaran | : Bahasa Inggris  |
| Kelas/Semester | : XI/Ganjil   |
| Materi Pokok   | :Teks Interaksi Transaksional; Informasi Terkait Keadaan<br>/Tindakan/ Kegiatan/ Kejadian<br>Tanpa Menyebut Pelakunya Dalam Teks Ilmiah |
| Alokasi Waktu  | : 3Minggu x 2 Jam Pelajaran @45 Menit   |

**A. Kompetensi Inti**

- **KI-1 dan KI-2:**Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar   | Indikator  |
|--|--|
| <p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p> | <ul style="list-style-type: none"> <li>• Memahami struktur teks dalam memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah</li> <li>• Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah</li> </ul>  |
| <p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>                                  | <ul style="list-style-type: none"> <li>• Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>• Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>• Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>• Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul> |

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami struktur teks dalam memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah
- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar
- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar
- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar

Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks

**APPENDIX 10****Pre-Test Total Experimental Class**

| No | Students' Code | Aspect |    |    |    |    | Score   |        |
|----|----------------|--------|----|----|----|----|---------|--------|
|    |                | F      | G  | C  | V  | P  | Teacher | Writer |
| 1  | E-1            | 18     | 18 | 18 | 19 | 19 | 92      | 94     |
| 2  | E-2            | 17     | 17 | 17 | 18 | 17 | 86      | 87     |
| 3  | E-3            | 18     | 18 | 18 | 18 | 17 | 89      | 90     |
| 4  | E-4            | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 5  | E-5            | 18     | 18 | 18 | 18 | 17 | 89      | 90     |
| 6  | E-6            | 19     | 18 | 19 | 19 | 19 | 94      | 94     |
| 7  | E-7            | 18     | 17 | 17 | 18 | 17 | 87      | 87     |
| 8  | E-8            | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 9  | E-9            | 18     | 17 | 18 | 18 | 18 | 89      | 90     |
| 10 | E-10           | 18     | 17 | 18 | 17 | 18 | 88      | 88     |
| 11 | E-11           | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 12 | E-12           | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 13 | E-13           | 18     | 17 | 18 | 17 | 17 | 87      | 88     |
| 14 | E-14           | 17     | 17 | 17 | 17 | 17 | 85      | 86     |
| 15 | E-15           | 18     | 18 | 17 | 17 | 17 | 87      | 88     |
| 16 | E-16           | 18     | 18 | 18 | 18 | 17 | 89      | 90     |
| 17 | E-17           | 18     | 17 | 18 | 17 | 17 | 87      | 85     |
| 18 | E-18           | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 19 | E-19           | 18     | 18 | 17 | 18 | 18 | 89      | 89     |
| 20 | E-20           | 18     | 17 | 17 | 18 | 17 | 87      | 88     |
| 21 | E-21           | 17     | 17 | 18 | 18 | 17 | 87      | 89     |
| 22 | E-22           | 18     | 17 | 17 | 18 | 17 | 87      | 90     |
| 23 | E-23           | 18     | 18 | 18 | 18 | 18 | 90      | 91     |
| 24 | E-24           | 17     | 17 | 17 | 17 | 17 | 85      | 87     |
| 25 | E-25           | 18     | 18 | 18 | 18 | 18 | 90      | 90     |

**Commented [L1]:** Merujuk ke skripsi skripsi yg lain

Appendix isinya apa aja harus dilengkapi

**Commented [L2]:** Setelah reference

In english

|           |             |           |           |           |           |           |           |           |
|-----------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>26</b> | <b>E-26</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>18</b> | <b>17</b> | <b>86</b> | <b>87</b> |
| <b>27</b> | <b>E-27</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>85</b> | <b>85</b> |
| <b>28</b> | <b>E-28</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>85</b> | <b>86</b> |
| <b>29</b> | <b>E-29</b> | <b>17</b> | <b>17</b> | <b>18</b> | <b>18</b> | <b>17</b> | <b>87</b> | <b>87</b> |

## Appendix 11

## Pretest Result Control Class

| No | Students'<br>Code | Aspect |    |    |    |    | Score   |        |
|----|-------------------|--------|----|----|----|----|---------|--------|
|    |                   | F      | C  | G  | V  | P  | Teacher | Writer |
| 1  | C-1               | 19     | 18 | 18 | 19 | 19 | 93      | 94     |
| 2  | C-2               | 18     | 18 | 19 | 19 | 19 | 93      | 94     |
| 3  | C-3               | 18     | 17 | 18 | 18 | 18 | 89      | 94     |
| 4  | C-4               | 18     | 17 | 18 | 18 | 18 | 89      | 89     |
| 5  | C-5               | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 6  | C-6               | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 7  | C-7               | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 8  | C-8               | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 9  | C-9               | 19     | 18 | 18 | 18 | 19 | 92      | 92     |
| 10 | C-10              | 18     | 17 | 18 | 17 | 17 | 87      | 89     |
| 11 | C-11              | 18     | 18 | 19 | 18 | 19 | 92      | 93     |
| 12 | C-12              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 13 | C-13              | 18     | 18 | 17 | 18 | 18 | 89      | 90     |
| 14 | C-14              | 18     | 18 | 18 | 18 | 17 | 89      | 89     |
| 15 | C-15              | 18     | 17 | 17 | 18 | 17 | 87      | 87     |
| 16 | C-16              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 17 | C-17              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 18 | C-18              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 19 | C-19              | 19     | 18 | 18 | 18 | 19 | 92      | 92     |
| 20 | C-20              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 21 | C-21              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 22 | C-22              | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 23 | C-23              | 18     | 18 | 18 | 18 | 19 | 91      | 92     |
| 24 | C-24              | 17     | 18 | 17 | 17 | 17 | 86      | 87     |
| 25 | C-25              | 18     | 19 | 18 | 18 | 18 | 91      | 91     |

**APPENDIX 12****Post-Test Result Experimental Class**

| No | Students'<br>Code | Aspect |    |    |    |    | Score  |         |
|----|-------------------|--------|----|----|----|----|--------|---------|
|    |                   | F      | G  | C  | V  | P  | Writer | Teacher |
| 1  | E-1               | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 2  | E-2               | 17     | 17 | 18 | 17 | 17 | 86     | 86      |
| 3  | E-3               | 18     | 18 | 18 | 19 | 19 | 92     | 92      |
| 4  | E-4               | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 5  | E-5               | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 6  | E-6               | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 7  | E-7               | 19     | 18 | 18 | 19 | 19 | 93     | 93      |
| 8  | E-8               | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 9  | E-9               | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 10 | E-10              | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 11 | E-11              | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 12 | E-12              | 18     | 18 | 19 | 18 | 19 | 92     | 92      |
| 13 | E-13              | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 14 | E-14              | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 15 | E-15              | 18     | 18 | 18 | 18 | 18 | 90     | 89      |
| 16 | E-16              | 19     | 18 | 19 | 18 | 18 | 92     | 92      |
| 17 | E-17              | 18     | 18 | 19 | 18 | 19 | 92     | 92      |
| 18 | E-18              | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 19 | E-19              | 17     | 17 | 17 | 17 | 17 | 85     | 85      |
| 20 | E-20              | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 21 | E-21              | 18     | 18 | 18 | 18 | 18 | 90     | 90      |
| 22 | E-22              | 18     | 18 | 19 | 19 | 19 | 93     | 92      |

**APPENDIX 13****Post-Test Result Control Class**

| No | Students'<br>Code | Aspect |    |    |    |    | Score   |        |
|----|-------------------|--------|----|----|----|----|---------|--------|
|    |                   | F      | G  | C  | V  | P  | Teacher | Writer |
| 1  | C-1               | 19     | 19 | 19 | 19 | 19 | 95      | 95     |
| 2  | C-2               | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 3  | C-3               | 18     | 18 | 19 | 18 | 19 | 92      | 93     |
| 4  | C-4               | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 5  | C-5               | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 6  | C-6               | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 7  | C-7               | 18     | 17 | 17 | 17 | 17 | 86      | 86     |
| 8  | C-8               | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 9  | C-9               | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 10 | C-10              | 18     | 18 | 19 | 18 | 18 | 91      | 93     |
| 11 | C-11              | 18     | 17 | 18 | 18 | 17 | 88      | 87     |
| 12 | C-12              | 17     | 17 | 17 | 18 | 17 | 86      | 86     |
| 13 | C-13              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 14 | C-14              | 18     | 18 | 18 | 18 | 18 | 90      | 91     |
| 15 | C-15              | 18     | 18 | 18 | 18 | 18 | 90      | 91     |
| 16 | C-16              | 18     | 17 | 17 | 17 | 17 | 86      | 86     |
| 17 | C-17              | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 18 | C-18              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 19 | C-19              | 18     | 18 | 18 | 18 | 18 | 90      | 90     |
| 20 | C-20              | 17     | 17 | 17 | 17 | 17 | 85      | 85     |
| 21 | C-21              | 19     | 19 | 19 | 19 | 19 | 95      | 95     |



## APPENDIX 14

### Average of Post-Test Experimental Class and Control Class

|  |   |   |
|--|---|---|
| 1.   | The average score of control class  | : <u>score of teacher + score of researcher</u> |
|  |   | 2   |
|  |   | : <u>89.1905 + 89.0000</u>                      |
|  |   | 2   |
|  |   | : 89.09525                                      |
|  | The average score of experimental class   | : <u>score of teacher + score of researcher</u> |
|  |   | 2   |
|  |   | : <u>90.1264 + 90.2273</u>                      |
|  |   | 2   |
|  |   | : 90.18185                                      |
| The average of control and experiment              | : <u>the total score of the control class + the total score of the experimental class</u> |   |
|  | 2   |   |
|  | : <u>89.09525 + 90.18185</u>  |   |
|  | 2   |   |
|  | : 89.63855  |   |
| The average of the two classes is 89.63855 / 89.63 |   |   |

**APPENDIX 15. Students' score of Try Out Rater 1**

| <b>NO</b> | <b>CODE</b> | <b>TEACHER</b> | <b>RESEARCHER</b> |
|-----------|-------------|----------------|-------------------|
| 1         | T1          | 86             | 80                |
| 2         | T2          | 88             | 90                |
| 3         | T3          | 76             | 76                |
| 4         | T4          | 78             | 80                |
| 5         | T5          | 80             | 80                |
| 6         | T6          | 84             | 84                |
| 7         | T7          | 72             | 76                |
| 8         | T8          | 78             | 78                |
| 9         | T9          | 80             | 80                |
| 10        | T10         | 86             | 88                |
| 11        | T11         | 84             | 84                |
| 12        | T12         | 76             | 80                |
| 13        | T13         | 80             | 80                |
| 14        | T14         | 84             | 84                |
| 15        | T15         | 88             | 90                |
| 16        | T16         | 80             | 82                |
| 17        | T17         | 80             | 80                |
| 18        | T18         | 90             | 90                |
| 19        | T19         | 88             | 88                |
| 20        | T20         | 80             | 80                |
| 21        | T21         | 74             | 78                |
| 22        | T22         | 78             | 80                |
| 23        | T23         | 84             | 86                |
| 24        | T24         | 78             | 80                |
| 25        | T25         | 78             | 86                |

|           |            |           |           |
|-----------|------------|-----------|-----------|
| <b>26</b> | <b>T26</b> | <b>80</b> | <b>80</b> |
| <b>27</b> | <b>T27</b> | <b>82</b> | <b>82</b> |

**APPENDIX.16 Students' score of Try Out Rater 2**

| <b>NO</b> | <b>CODE</b> | <b>TEACHER</b> | <b>RESEARCHER</b> |
|-----------|-------------|----------------|-------------------|
| <b>1</b>  | <b>T1</b>   | <b>80</b>      | <b>82</b>         |
| <b>2</b>  | <b>T2</b>   | <b>88</b>      | <b>90</b>         |
| <b>3</b>  | <b>T3</b>   | <b>70</b>      | <b>70</b>         |
| <b>4</b>  | <b>T4</b>   | <b>70</b>      | <b>72</b>         |
| <b>5</b>  | <b>T5</b>   | <b>82</b>      | <b>88</b>         |
| <b>6</b>  | <b>T6</b>   | <b>76</b>      | <b>74</b>         |
| <b>7</b>  | <b>T7</b>   | <b>80</b>      | <b>80</b>         |
| <b>8</b>  | <b>T8</b>   | <b>80</b>      | <b>80</b>         |
| <b>9</b>  | <b>T9</b>   | <b>78</b>      | <b>78</b>         |
| <b>10</b> | <b>T10</b>  | <b>88</b>      | <b>90</b>         |
| <b>11</b> | <b>T11</b>  | <b>86</b>      | <b>90</b>         |
| <b>12</b> | <b>T12</b>  | <b>76</b>      | <b>78</b>         |
| <b>13</b> | <b>T13</b>  | <b>76</b>      | <b>78</b>         |
| <b>14</b> | <b>T14</b>  | <b>90</b>      | <b>90</b>         |
| <b>15</b> | <b>T15</b>  | <b>72</b>      | <b>72</b>         |
| <b>16</b> | <b>T16</b>  | <b>80</b>      | <b>82</b>         |
| <b>17</b> | <b>T17</b>  | <b>80</b>      | <b>80</b>         |
| <b>18</b> | <b>T18</b>  | <b>80</b>      | <b>82</b>         |
| <b>19</b> | <b>T19</b>  | <b>72</b>      | <b>74</b>         |
| <b>20</b> | <b>T20</b>  | <b>78</b>      | <b>80</b>         |
| <b>21</b> | <b>T21</b>  | <b>70</b>      | <b>72</b>         |
| <b>22</b> | <b>T22</b>  | <b>80</b>      | <b>80</b>         |
| <b>23</b> | <b>T23</b>  | <b>78</b>      | <b>78</b>         |

|           |            |           |           |
|-----------|------------|-----------|-----------|
| <b>24</b> | <b>T24</b> | <b>88</b> | <b>88</b> |
| <b>25</b> | <b>T25</b> | <b>80</b> | <b>80</b> |
| <b>26</b> | <b>T26</b> | <b>80</b> | <b>80</b> |

## APPENDIX 17. TRANSCRIPT

Name : Sabrina Ika

IPA 2

Traditional Food (Ketupat)

<https://youtu.be/LPrca3AzOYA>



Ketupat is one of the foods that are synonymous with Eid. Usually it is served with chicken opor, liver-fried chili sauce, beef stew, and several other snacks. However, not only as a "must" snack during Lebaran, ketupat has a history related to the symbols of Islam in Indonesia. Javanese and Sundanese people refer to ketupat as kupa which is believed to be short for "ngaku lepat" or admitting mistakes. According to Fadly Rahman, culinary historian and author of the book, "In folklore, the ketupat originates from the lifetime of Sunan Kalijaga, precisely in the period of Islamic symbols in the 15th to 16th centuries. Islamic." However, Fadly does not deny that the diamond can also come from an older era, namely the Hindu and Buddhist eras in the archipelago. Referring to pre-Islamic times, palm leaves and rice as natural resources have been used for food by the people of that era. Including in Bali until now using ketupat (Balinese call it tipat) in worship rituals. Another philosophy of ketupat is "laku papat", or the four behaviors, namely Eid, Luberan, Leburan, and Laburan. The meaning of these four things, the word Eid has the meaning it is over, signifying the end of fasting time. Then the meaning of the word overflow, which means overflow or overflow. It can be interpreted as an invitation to give alms to the poor, for example the expenditure of zakat fitrah. The word fused, means it is finished and melted. This means that sins and mistakes will be dissolved because every Muslim is required to forgive each other. And the last is the meaning of laburan, the word comes from the word labur, with lime which is commonly used for water purification and wall whitening. So that it is interpreted so that

humans always maintain their inner and outer purity. In the development of the times, according to the region and local culture, diamonds are transformed into various forms and have various meanings. Here are some forms of ketupat, which may be rarely known to many people.

Name: Alifia Calista S

IPA 6

Describe Your Best Friend

<https://youtu.be/qfvU-Tcz-as>



### **She is a Special Person**

She is my best friend in junior high school. We've been friends for more than 3 years. Her name is Cia. I first met her in a classroom and we were seatmate at the time. Since then we have been friends.

Cia is a cool person and very nice to chat with. She is a friendly person and has a fantastic sense of humor and she always makes me laugh. She is beautiful, fair skin, black eyes, and she wears a veil. she is good at math. She is also good at singing and make up. she loves chicken soup and avocado juice. she also idolizes Raisa, he even uses Raisa as his inspiration for singing.

She is the one who understands me the most. Always there when I needed help. When we are sad we comfort each other. Thank you Cia, may we always be friends, I love you.

**APPENDIX 18. Documentations**



**Marshaura**

**shafira fairuz**

**nashwa ghina**

**disvita**

