

**USING MIND MAPPING TECHNIQUE TO IMPROVE
THE QUALITY OF THE DESCRIPTIVE TEXT WRITTEN
BY THE FIRST GRADE
OF MTS ISLAMIAH SONGGON**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

By :

BINTANG IRAR ROCHMATULLOH
NIM : T20196197

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
JUNE 2025**

**USING MIND MAPPING TECHNIQUE TO IMPROVE
THE QUALITY OF THE DESCRIPTIVE TEXT WRITTEN
BY THE FIRST GRADE
OF MTS ISLAMIYAH SONGGON**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for the Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

By :

BINTANG IRAR ROCHMATULLOH

NIM : T20196197

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING**

JUNE 2025

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

**USING MIND MAPPING TECHNIQUE TO IMPROVE THE QUALITY
OF THE DESCRIPTIVE TEXT WRITTEN BY THE FIRST GRADE
OF MTS ISLAMIYAH SONGGON**

THESIS

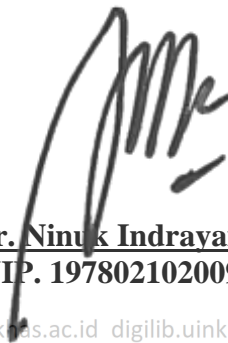
Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for the Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

By:

Bintang Irar Rochmatulloh
NIM: T20196197

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

Approved By Advisor



Dr. Ninuk Indrayani, M.Pd
NIP. 197802102009122002

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

**USING MIND MAPPING TECHNIQUE TO IMPROVE THE QUALITY
OF THE DESCRIPTIVE TEXT WRITTEN BY THE FIRST GRADE
OF MTS ISLAMIYAH SONGGON**

THESIS

Has been examined and approved as the requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day : Wednesday

Date : 25th of June 2025

The Board Examiners

Chairman

ZAHRATUL MAUJUDATUL MUFIDAH, M.Pd
NIP. 199201222019032009

Secretary

PRAPTIKA SEPTI FEMILIA, M.Pd.
NIP.198809032023212029

Members:

1. Dr. Mega Fariziah Nur Humairoh, M.Pd.
NIP.199003202019032010
2. Dr. Ninuk Indrayani, M.Pd.
NIP.197802102009122002

Approved by
Dean of the Faculty of Tarbiyah and Teacher Learning



Dr. H. Akhmad Mu'is, S.Ag, M.Si.
NIP.197304242000031005

DEDICATION

I proudly dedicate this thesis to :

1. My Beloved parents, my late father, Mr. Sugiarto, and Mrs. Siti Khoiromi, my beloved mother, and the last, my beloved sister, Mrs. Cahya Irar Afidah, and my beloved young brother, Mr. Akbar Irar Hidayatulloh, who have supported me and prayed for me all day. I am so glad to have you in my life.



ABSTRACT

Bintang Irar Rochmatulloh, 2024. *Using Mind Mapping technique to improve the quality of the descriptive text written by the first grade of MTS Islamiyah Songgon*

Keyword: *descriptive text, mind mapping*

Writing is one of the important skills in learning English, and writing descriptive text is a basic type of writing to hone the ability to describe objects, people, or places in detail. However, in reality, many students still struggle to write descriptive texts effectively.

Students are unable to develop ideas or find the right words to describe an object, Descriptive text structures (generic structures) such as identification and description are not properly understood, Limited vocabulary causes descriptions to be very simple and uninteresting, Students are often confused about starting to write and do not know how to organize ideas logically and systematically, Lack of confidence in pouring thoughts into writing.

Due to these problems, the quality of descriptive texts produced by students is very low and does not meet the criteria for good descriptive texts. This certainly hinders their overall writing skills. Therefore, the researcher is interested in conducting the research entitled “Using Mind Mapping Technique to Improve the Quality of Descriptive Text Written by the First Grade at MTS Islamiyah Songgon”.

Based on the background of the research, the researcher formulated the research question: “How is the use of the mind mapping technique able to improve the quality of the descriptive text written by the first grade of MTS Islamiyah Songgon?” The research objective of this research is to describe how to use the mind mapping technique to improve the quality of the descriptive text written by the first grade of MTS Islamiyah Songgon.

The research used the Classroom Action Research (CAR) by Kemmis and McTaggart, which entailed: planning, acting, observing, and reflecting. This research was carried out in two cycles. The research was conducted in two cycles there are with three meetings in each cycle. for the last meeting, the researcher conducted a post-test. The cycle of this research was held in two meetings in one week, on Wednesday and Thursday. This class consists of 20 students

After the treatment and data analysis, it can be seen that the Mind Mapping technique can improve students' writing skills. This is supported by the scores obtained by students, which are getting higher after the researcher gave the treatment. In cycle I, the researcher processed the data using 15 essay questions about descriptive text material for 20 students. So, based on the percentage, it shows that the pre-test score is 43.75%, meaning the average data is low. After the researcher taught the material using the mind mapping technique, data analysis was obtained from the post-test with a percentage of 62.25%.

ACKNOWLEDGEMENT

Firstly, all praises to Allah SWT for giving me mercies and blessings, health, opportunity, and inspiration to finish my thesis. Secondly, my sholawat and salam always be given to my big prophet Muhammad SAW, who has guided us from darkness to lightness and brought us from stupidity to cleverness. That is the Islamic era.

The researcher realized that this thesis would not finished without help and guidance from other people. In this opportunity. I would like to say thank you to the following people:

1. Prof. Dr. H. Hepni, S.Ag., M.M, as rector of Islamic State University of KH. Achmad Siddiq Jember who has allowed me to study at this University.
2. Dr. H. Abdul Muis, S.Ag, M.Si. as the Dean of the faculty of education and teacher training of Islamic State University of KH. Achmad Siddiq Jember who has facilitated me to study at this University.
3. Dr. Nuruddin, M.Pd. I., As the head of the Islamic and Education Language Program, who has supported and facilitated me in every matters.
4. Dewi Nurul Qomariyah, S.S, M.Pd., as the head of English Education Department.
5. Dra. Dr. Khoiriyah, M.Pd., as my academic advisor
6. Dr. Ninuk Indrayani, M.Pd., as my beloved advisor of this Thesis who has helped, guided, motivated and supported me during writing of my thesis.
7. The lecturers of the English Department who have given me knowledge.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

8. Moh. Mahrus, S.Ag., The Head Master of MTS Islamiyah Songgon - Banyuwangi, and the staffs who have given me a permission and helped me during my research.
9. Rahma Fitri Astuti, S.Pd., The English teacher, as collaborator who has given me support and help in conducting my research in MTS Islamiyah Songgon - Banyuwangi.
10. The students of VII who participated in this research.

Banyuwangi, 24 May 2025,

Researcher

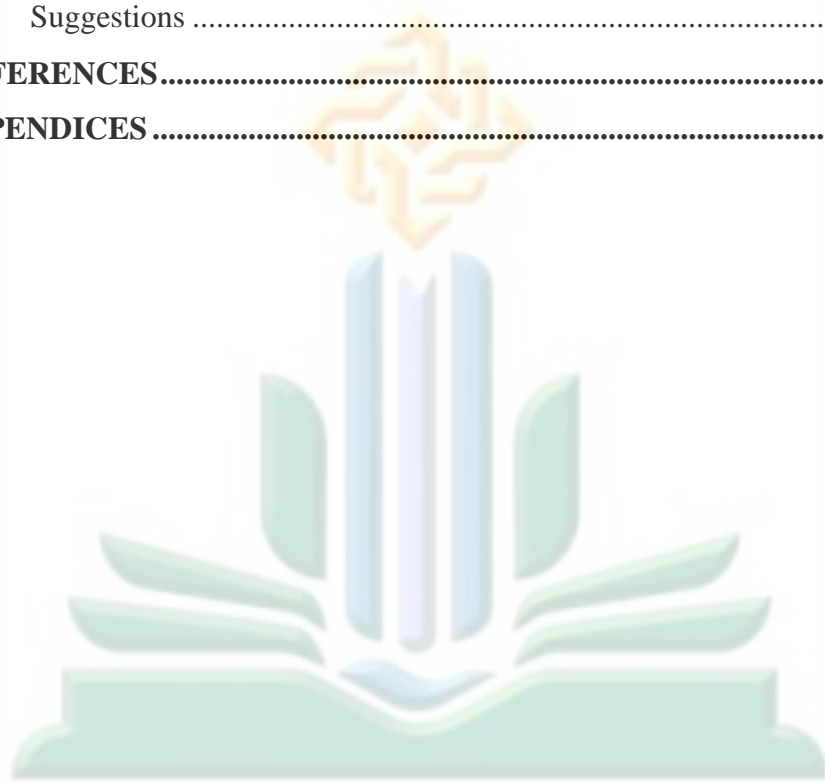


UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

TABLE OF CONTENT

COVER	i
APPROVAL FROM ADVISOR.....	ii
EXAMINER APPROVAL	iii
DEDICATION.....	iv
ABSTRACT	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENT.....	viii
LIST OF TABLES	xi
LIST OF FIGURE	xii
LIST OF APPENDIXES	xiii
CHAPTER I: INTRODUCTION	1
A. Background of the Study.....	1
B. Research Question.....	9
C. Research Objective.....	10
D. Significance of the Research.....	6
E. Definition of the key terms	11
CHAPTER II: LITERATURE REVIEW.....	14
A. Previous Studies	14
B. Theoretical Framework.....	20
CHAPTER III: RESEARCH METHODS.....	20
A. Research Design.....	20
B. Data Validity	36
C. Criteria of Success.....	37
D. Research Location.....	39
E. Research Subject	40
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	41
A. Research Finding.....	41

B. Discussion	50
CHAPTER V: CONCLUSION AND SUGGESTION.....	52
A. Conclusion	52
B. Suggestions	53
REFERENCES.....	53
APPENDICES	56



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF TABLES

Table 2. 1 Previous Research The Similarities And Differences.....	17
Table 3. 1 Students' Writing Scoring Rubric	33
Table 3. 2 Students' Achievement	34
Table 4. 1 Students' Pretest Scores	30
Table 4. 2 Students' Post-test Cycle I Scores	46
Table 4. 3 Students' Post-test Cycle II Scores	49



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

LIST OF FIGURE

Figure 3. 1 The Model of Classroom Action Research (CAR)..... 30



LIST OF APPENDICES

Appendix 1: Research Matrix	48
Appendix 2: Research Journal	50
Appendix 3: Research Permission Letter	51
Appendix 4: Research Completion Letter	52
Appendix 5: The Result of the Interview	53
Appendix 6: Observation Guide.....	55
Appendix 7: Content Validity.....	56
Appendix 8: Teaching Module.....	58
Appendix 9: Instrument of Pre-test	64
Appendix 10: Instrument of Post-test Cycle 1	66
Appendix 11: Instrument of Post-test Cycle II	67
Appendix 12: Students' Attendance List	69
Appendix 13: Student's Score (Before Implementation).....	70
Appendix 14: Students' Score Post-test Cycle I	71
Appendix 15: Students' Score Post-test Cycle II.....	72
Appendix 16: Documentation	73
Appendix 17: Plagiarism Data	74
Appendix 18: Curriculum Vitae.....	7

CHAPTER I

INTRODUCTION

This chapter presented an introduction to the research. The parts of this chapter were the research background, the research problem, the research objective, the significance of the research, the action hypothesis, and the definition of the key terms.

A. Background of the Study

Human knowledge may be obtained from their own learning, writing can be taught and learned, and it can play a role in everyday life.

وَمَا كُنْتَ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكَ إِذَا لَارْتَابَ
الْمُبْطِلُونَ ٤٨

*Meaning: "And you have not read before (the Quran) any Book nor have you (ever) written a Book with your right hand; if (you had read and written), it is indeed a doubtful person who denies (you)". (QS. Al Ankabut: 48)*¹

The English language is the international language because it is used for communication by people all over the world. "English language is spoken language by many people in the world, English as the second language or as a foreign language".² We can see that today many people use English not only for school, but also in technology, business, and

¹ <http://tafsirweb.com/7274-surat-al-ankabut-ayat-48.html>.

² Jeremy harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2001), 13.

politics. The English language is an international language that has important usage in global associations.³

In learning English, English is divided into two parts. The first is ESL and the second is EFL. ESL is teaching English as a second language to other people who speak a different language and who live in a country where English is the main spoken language. EFL is teaching English as a foreign language, or the study of English by non-native speakers in countries where English is not a dominant language.

In Indonesia, English is a foreign language, and its being an important language to learn. The minister of education and culture issued a decree (SK) no. 060/U/1993 on 25 February 1993 about the possibility of the English language program as a local content subject for elementary school, and begin from the students 4 graders.⁴ With the issuance of a decree from the minister of education in 1993, now English subject is one of the subjects applied in Indonesia from elementary school to college level.

In learning English, students need to learn four skills, those are listening, speaking, reading, and writing. These four skills in English are related to one another, listening and reading are considered to be passive skills for the learners because they do not show their talent in exhibiting

³ RI Secretary. Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 77 I Ayat 1C, 8.

⁴ The Minister of Education and Culture. (SK) No.060/U/1993 tentang Mata Pelajaran Bahasa

Inggris Menjadi Muatan Lokal Sejak SD.

these skills. Both of them, it is only listen and read the language without producing the language (words). Therefore, Speaking and writing are considered to be active skills in English learners because they show their talent in exhibiting these skills. In learning speaking and writing skills, the learners should produce some words (sentences) in their own words.

Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at the school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complications in a tricky situation. It is generally considered one of the most difficult than other skills for foreign language students. Even native speakers have difficulty showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002). The ESL teachers include writing skills in the syllabus because this is an essential element for students' academic success and assists other language skills such as reading, listening, and speaking.⁵

Writing is one of the important skills in learning English, and writing descriptive text is a basic type of writing to hone the ability to describe objects, people, or places in detail. However, in reality, many students still struggle to write descriptive texts effectively. Some of the main problems faced by students include: Students are unable to develop

⁵ Muhammad Javed and Wu Xiao Juan and Saima Nazli, "A Study od Students' Assesment in Writing Skill of the English Language", International Journal of Instruction, Vol.6, No.2 (July, 2013), digilib.uinkhas.ac.id

ideas or find the right words to describe an object, Descriptive text structures (generic structures) such as identification and description are not properly understood, Limited vocabulary causes descriptions to be very simple and uninteresting, Students are often confused about starting to write and do not know how to organize ideas logically and systematically, Lack of confidence in pouring thoughts into writing.

Writing is one of the most essential skills in learning English as a foreign language. It not only involves mastering grammar and vocabulary but also requires the ability to organize ideas coherently. Among various types of texts, descriptive text is one of the fundamental genres taught in junior high schools, as it helps students practice describing people, places, or objects in detail.

However, many students still struggle to write descriptive texts effectively. Most of them have limited vocabulary, making it difficult to describe an object accurately and vividly. Moreover, students often fail to develop and organize their ideas logically, resulting in monotonous and unstructured writing. They also lack understanding of the generic structure of descriptive text, such as identification and description, as well as the specific language features required. These challenges cause students to produce texts that are too simple, repetitive, and lacking in detail.

Based on students' scores, it can be concluded that there was a slight improvement in students' descriptive writing ability after the treatment. only 37.75% of the students achieved the minimum passing

score, while in the post-test, this number increased to 43.75%. Although there was an improvement, the majority of students still did not meet the minimum standard. This indicates that students still faced difficulties in writing descriptive texts, especially in organizing ideas, using appropriate vocabulary, and applying correct grammar. Therefore, further guidance, practice, and reinforcement are needed to help students achieve the expected learning outcomes.

In addition to technical difficulties, psychological factors such as low confidence and lack of motivation further inhibit students from improving their writing skills. Students tend to feel anxious or afraid of making mistakes, which makes them reluctant to express their ideas in writing. Consequently, their writing performance remains low and does not meet the expected learning outcomes.

To address these problems, it is necessary to implement an innovative and effective teaching technique that can help students organize their ideas before they start writing. One such technique is mind mapping. Mind mapping is a visual learning strategy that allows students to brainstorm, generate, and organize ideas in a structured and connected way. By creating a mind map, students can clearly see the relationship between the main topic and supporting details, which facilitates the writing process and helps them develop more detailed and coherent descriptive texts.

Moreover, mind mapping encourages active learning and increases students' motivation, as it provides an interesting and creative way to plan their writing. It also reduces students' anxiety because they have a clear guide of what to write.

Based on these reasons, this study aims to improve students' ability to write descriptive texts by applying the mind mapping technique. It is expected that through this technique, students will be able to organize their ideas better, enrich their vocabulary, and produce higher-quality descriptive texts with more confidence.

then there are several techniques that can be applied to improve students' writing skills, such as brainstorming lists, guided writing, image-based prompts, or text modeling. However, the mind mapping technique offers several significant advantages that make it stand out as an effective and innovative strategy, especially for teaching descriptive texts. the first, Helps to visualize ideas clearly. the second, Encourages creativity and critical thinking

Mind mapping stimulates students to think more creatively. They can add branches, colors, images, or keywords, which not only help them remember ideas better but also make the planning process more interesting and fun. the third, Supports better idea development through mind mapping, students can expand one main topic into several subtopics and details. This helps them develop richer and more detailed descriptions, avoiding repetitive or limited sentences. the fourth, Easily adaptable and

flexible mind can be used individually or in groups, and can be applied to various types of texts, not just descriptive texts. This flexibility makes it a practical tool for various writing lessons. and the fifth, Increases student motivation and participation

The visual and interactive nature of mind mapping tends to make students more interested and actively involved in the writing process. It transforms writing from a passive activity into an active, collaborative activity.

In this study, the use of mind mapping was considered a strength because it directly addressed the main problems faced by students: difficulties in generating and organizing ideas, lack of vocabulary, and low self-confidence. Compared to other approaches that only focus on providing examples or correcting errors, mind mapping empowers students to plan independently and think critically before writing.

Thus, the use of mind mapping not only improves the final writing output but also improves the writing process, which is essential for developing long-term writing skills.

Several previous studies have attempted to improve students' writing skills using various strategies such as guided writing, picture series, text modeling, and peer feedback. Although these approaches have shown some level of effectiveness, they generally focus on providing models or direct guidance during the writing process. As a result, students are often passive and highly dependent on teacher instructions, making

them less confident and unable to organize their ideas independently. Most of these techniques also emphasize correcting errors after the writing is completed rather than helping students plan their ideas clearly from the start.

In addition, research on the use of mind mapping specifically to improve students' ability in writing descriptive texts, especially at the junior high school level, is still limited. In many contexts, especially in English classes, students tend to have difficulty not only with vocabulary but also with structuring and developing ideas before writing. They often feel confused when they start writing because they do not have a clear mental map of what they want to say.

Therefore, this study attempts to fill this gap by introducing mind mapping as an innovative prewriting technique. Mind mapping helps students brainstorm, organize, and connect their ideas visually before turning them into a complete text. It is hoped that through this technique, students will be more motivated, confident, and able to produce richer, more coherent, and more detailed descriptive texts than those produced using conventional methods. By focusing on strengthening the pre-writing stage, this study aims to contribute not only to improving students' final writing output but also to improving the overall writing process and critical thinking skills.

Mind mapping is a technique commonly used to visualize information or ideas in a structured, Mind mapping can be used to provide

an easy way to extract information from inside and outside the brain, a way to make notes less boring, and the best way to make the brain work creatively. Mind mapping can be relied upon as a creative and effective note-taking technique that helps individuals map their thoughts. It develops the brain's overall abilities by using visual imagery and graphic infrastructure and develops the child's fine motoric skills, many of which are focused on the end result to that the student is quick in writing skills.⁶

Based on the results of a preliminary study through observations in the first grade of Mts Islamiyah Songgon, the problem that occurred in writing skills, the students are still confused and lack understanding in writing description sentences correctly. These students have not memorized what vocabulary should be used to write description sentences because their vocabulary is low, students are still when the teacher asks about the content of the material. Are still confused tell them to describe a title that will be described to them. So it can be concluded that students' writing skills are still very low.⁷

And then, the researcher is interested in conducting the research entitled "*Using Mind Mapping Technique to Improve The Quality Of The Descriptive Text Written By The First Grade At MTS Islamiyah Songgon*".

B. Research Question

⁶ Nina Gantina Kuation, "Penggunaan Metode Mind Mapping Dalam Meningkatkan Hasil Belajar Siswa", Jurnal Inovasi Riset Akademik, Vol 1. No.1, (Agustus 2021).

⁷ Observation in MTS Islamiyah Songgon - Banyuwangi, 15 March 2024

Based on the background of the research above, the researcher formulated the research question:

How is the use of the mind mapping technique able to improve the quality of the descriptive text written by the first grade of MTS Islamiyah Songgon?

C. Research Objective

Based on the research question above, the research objective of this research was :

To describe how the use of the mind mapping technique is able to improve the quality of the descriptive text written by the first grade of MTS Islamiyah Songgon.

D. Significance of the Research

The result of this research is to support the theory of using mind-mapping techniques to improve the quality of writing skills.

a. Theoretical Significance.

The result of this research is expected to improve the student's achievement in writing and gift a new experience for students in learning descriptive writing by using the mind mapping technique.

b. Practical Significance

The result of this research is expected to be able to enrich the teachers' knowledge in terms of teaching writing English by using the mind mapping technique.

E. Definition of the key terms

1. Mind Mapping

Mind Mapping is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept. Mind mapping is a powerful tool that represents any information in the form of visual frameworks, using words, images, and numbers. A person only needs keywords, curved branches, colors, and imagination to create a mind map. In this study, the researcher used mind mapping to improve the quality of students' writing skills.⁸

In this study, mind mapping refers to a pre-writing activity where students create a visual map to plan their descriptive text. Students start with a main topic in the center, then draw branches to add supporting details such as physical characteristics, colors, shapes, feelings, or additional descriptions. The map serves as a guide when they develop their full text into paragraphs.

In this research, mind mapping is used because it directly addresses the main problems faced by students in writing descriptive texts: the inability to generate and organize ideas, a lack of vocabulary, and low writing confidence. By using mind mapping, students are encouraged to actively brainstorm and visually plan the content of their writing before starting to write paragraphs.

Mind mapping helps students to:

⁸ A. Buran, A. Filyukov. "*Mind Mapping Technique in Language Learning*", Journal Procedia – Social and Behavioral Sciences, Vol. 206, (November 2015), 215-218.

Identify and develop main ideas and supporting details more easily.

- a. Visualize relationships between ideas, making it easier to create coherent and detailed paragraphs.
- b. Reduce anxiety and improve motivation since they already have a clear and colorful framework to guide their writing.
- c. Encourage creativity by allowing students to use colors, keywords, and pictures in their planning process. Then, mind mapping in this study is not only a tool for generating ideas but also an effective strategy to improve the quality of students' descriptive writing and support their overall learning process.

2. Descriptive Text

Descriptive text is a text that aims to explain, illustrate, or describe something that can take the form of anything, be it an animal, an object, and so on. This text is one of the texts that have to be taught to junior high school students, it is hoped that students in junior high school will communicate with each other in oral and written forms of communication.

The rhetorical structure or generic structure of a descriptive text consists of identification and description. Identification explains the

Descriptive text in this research serves as the main indicator of students' writing ability improvement. The quality of the text is evaluated based on aspects such as content (completeness and detail), organization (coherence and structure), vocabulary richness, language use (grammar and sentence structure), and mechanics (spelling and punctuation). By focusing on descriptive text, this study aims to help students not only improve their grammar and vocabulary but also their ability to plan, elaborate, and present ideas systematically and creatively.

⁹ R. Harmenita, “*Student Of English Language Teaching Program of FBS UNP Graduated on March 2013*”, *Journal of English Language Teaching*, Vol. 1, (2013), 1-10.

CHAPTER II

LITERATURE REVIEW

This chapter presented a literature review. It consisted of relevant previous studies and a theoretical and conceptual framework.

A. PREVIOUS STUDIES

There were some previous studies that were relevant. It could be a reference for helping this research. There are similarities and differences between this research and previous studies below.

1. The first study was conducted by Edy Waloyo (2017) entitled "*The Implementation of Mind Mapping Technique in Teaching Writing: a Case Study at MAN 13 Jakarta*". This research used qualitative research design because it attempted to investigate the phenomenon of mind mapping in teaching and learning writing. The writer physically attended the class to do observation and went to the teacher and students to conduct an interview. It was done to collect valid data which used to answer the research question. The participants of the study were the eleventh-grade students of XI IPS B class at MAN 13 Jakarta which consisted of 25 students and an English teacher who has been teaching them.¹⁰
2. The second study was conducted by Alma Prima Nurlaila (2013) entitled "*The Use of Mind Mapping Technique in Writing Descriptive*

¹⁰ E. Waloyo, "The Implementation Of Mind Mapping Technique In Teaching Writing", *The Journal of English Language Teaching in Foreign Language Context*, Vol.2 (2017), 72.

Text". This research used a mixed method between quantitative and qualitative research. The quantitative research was used to find out whether or not the use of mind mapping can help students improve their writing ability. In this research, the researcher applied one group pretest-posttest design of pre-experimental research. The effects of the treatment were obtained from the difference between the pretest and post-test scores. The participants in this study were one class consisting of 36 students in the seventh grade of a Junior High School in Bandung.¹¹

3. The third study was conducted by Adi Purnomo (2014), entitled "*Improving Descriptive Writing Skill Through Mind Mapping Technique*". This research was conducted at MTs Muhammadiyah 1 Cekelan, Boyolali. It was located in a small village that was rounded by four villages. The subject of this research was the students of class VIII which consisted of 34 students in the academic year of 2013/2014. The writer arranged it in two cycles, each cycle consisting of planning, action, observation, and reflection. The classroom action research was applied in the VIII class of MTs Muhammadiyah 1 Cekelan.¹²

4. The fourth study conducted by Ni Kadek Herna Lastari, Putu Ritra Trees Ari Kartika Hadi Saraswati (2018), entitled "*The Use of Mind*

¹¹ D.Handayani, "*The Use of Mind Mapping Technique in Writing Descriptive Text*", Journal of English and Education, Vol.5 (2017) 194-201.

¹² T.Dancer, M.Rahayu, E.Hastuti et al, "*Improving Descriptive Writing Skill Through Mind Mapping Technique*", Language and Language Teaching Journals, Vol.7 (2014), 77-80.

Mapping to Improve Writing Skill of The Eighth-grade Students of Junior High School". This study was conducted on the eighth-grade students of SMP90-DB which was located in By Pass Ngurah Rai street number 177, Sanur. Class VIII-I that was selected consisted of 35 students which covered 17 males and 18 females. The class was selected based on the interview with the English teacher and the real condition that they were considered to have low ability in writing as their prior knowledge of descriptive paragraphs is not enough; they had found difficulties in generating and organizing ideas as well.¹³

5. The fifth study was conducted by Jusmin HJ Wahid, and Sari Sudirman (2023), entitled "*The Effect of Mind Mapping Technique on Students' Writing Skill*". This study uses Quasi-Experimental Research. It adopts the two groups of quasi-experimental design. The study attempts to identify the use of the mind-mapping technique in writing skills. The collected quantitative data is acquired from the pre-test and post-test to measure the differences in performance of samples for both tests according to the total of the writing test. The population in this research was class XI IPA students at SMA Negeri 4 Halmahera Utara North Maluku in the academic year 2021/2022. Where IPA A consists of 24 students and IPA B consists of 27 students. So, the total population consisted of 51 students. The researcher used random

¹³ N.Kadek, H.Lastari, "*The Use of Mind Mapping to Improve Writing Skill of The Eight Grade Students Of junior High School*", Journal of Applied Studies In Language, Vol.2, (2018), 144-150.

sampling as a sampling technique which was given the same opportunity to be selected as sample members. The researchers received 26 students as a sample of the experimental class and 25 students as a control class.¹⁴

The researcher found that there are similarities and differences between the previous studies with the study conducted by the researcher as presented in Table 2.1.

Table 2. 1
The Similiarities and Differences
Research between the Previous Research conducted by the Researcher

No	Name and Thesis Title	The Similarities	The Differences
1	2	3	4
1	Edy Waloyo (2017) entitled “The Implementation of Mind Mapping Technique in Teaching Writing: a Case Study at MAN 13 Jakarta”.	In this study, the researcher used the same method as The previous research the Mind Mapping Technique.	In this Proposal Study, the Previous research used senior high school as their Object to observe, but the Researcher used Junior high School as the object observation.
2	Alma Prima Nurlaila (2013) entitled “ <i>The Use of Mind Mapping Technique in Writing Descriptive Text</i> ”.	he participants in this study were one class consisting of 36 students in the seventh grade of a Junior High School in Bandung.	This research used a mixed method between quantitative and qualitative research.
3	Adi Purnomo (2014), entitled “ <i>Improving Descriptive Writing Skill Through Mind Mapping Technique</i> ”.	In this Study, the researcher using the same Method as The previous research that Mind Mapping Technique	In this Proposed Study, the Previous research using eight grade of SMP

¹⁴ J.Wahid, S.Sudirman, “*The Effect of Mind Mapping Technique on Students’ Writing Skills*”, Journal of Language and Language Teaching, Vol.11, (2023), 39.

No	Name and Thesis Title	The Similarities	The Differences
1	2	3	4
			as their Object to observed, but the Researcher used the first grade of Junior high School as the object
4	Ni Kadek Herna Lastari, Putu Ritra Trees Ari Kartika Hadi Saraswati (2018), entitled <i>“The Use of Mind Mapping to Improve Writing Skill of The Eighth-grade Students of Junior High School”</i> .	In this study, the researcher uses the same method as The previous research mind-mapping technique	In this Proposed Study, the Previous research used the eighth grade of SMP as their Object to observe, but the Researcher used the first grade of Junior high School as the object
5	Jusmin HJ Wahid, Sari Sudirman (2023), entitled <i>“The Effect of Mind Mapping Technique on Students’ Writing Skill”</i> .	In this study, the researcher used the same method as The previous research the Mind Mapping Technique.	This study uses Quasi-Experimental Research. It adopts the two groups of quasi-experimental design, but the researcher used longitudinally experimental.

The novelty of this study lies in the use of mind mapping as a pre-writing strategy specifically designed to improve students’ ability in writing descriptive texts at the junior high school level, which has not been widely applied in previous research. While mind mapping has been used in various contexts and for different types of writing, few studies have focused on its implementation in descriptive text writing, particularly in helping students who have low confidence and struggle to organize their ideas independently.

This research does not only focus on the final product of writing but also emphasizes strengthening the pre-writing stage, which is often overlooked in conventional writing classes. By using mind mapping, this study introduces a visual, creative, and student-centered approach that guides students in brainstorming and structuring their ideas systematically before they start writing paragraphs. Furthermore, this study explores not only the improvement in students' writing scores but also their motivation and confidence levels, providing a more comprehensive understanding of the impact of mind mapping on the overall writing process. Therefore, this study offers a fresh and innovative contribution to the field of English language teaching, particularly in developing effective strategies to enhance descriptive writing skills among junior high school students.

Many previous studies have investigated various techniques to improve students' writing skills, such as guided writing, text modeling, picture series, and peer feedback. While these methods have shown positive effects, they tend to emphasize providing direct examples, guided practice, or correcting errors after the writing process. As a result, these approaches often make students dependent on the teacher and do not fully train students to independently plan and organize their ideas before writing.

Moreover, in most studies, the focus is mainly on improving the final product of students' writing without paying sufficient attention to the pre-writing stage, which is a crucial phase to develop students' thinking and planning skills.

In Indonesian junior high school contexts, especially, students often lack

confidence and struggle to generate and structure ideas clearly, leading to simple and incoherent descriptive texts.

In addition, although mind mapping has been applied in other areas (such as reading comprehension or general brainstorming activities), its specific use as a systematic pre-writing tool to improve descriptive text writing in junior high school has not been widely explored. The combination of focusing on descriptive text, emphasizing pre-writing skills, and measuring the effect on both writing quality and students' motivation makes this study different from previous research.

Thus, this study fills the research gap by introducing mind mapping as an innovative pre-writing strategy that not only helps students organize ideas visually and creatively but also builds their confidence and independence in writing descriptive texts.

B. THEORETICAL FRAMEWORK

1. Mind Mapping

a. Definition of Mind Mapping

Mind mapping is an effective thinking tool and note-taking technique that corresponds to the brain system, which can be seen in terms of the method of learning in an effort to optimize the use of the potential of students. Mind mapping is used to visualize, and classify

ideas into tools for learning, organizing information, solving problems, and making good decisions and notes.¹⁵

An expert in brain management expert named Tony Buzan has invented a concept that makes it easier for the brain to understand and remember information that enters the brain, known as Mind Map. A mind map is the easiest way to put information into the brain and take it back out of the brain.¹⁶

Besides that, mind maps also make it easier for the brain to develop ideas, because it can start with an idea and use connections in the brain to break it down into more detailed ideas.

However, not many schools have used the Mind Map thinking tool in their learning process. Because not many educators know and understand deeply about the powerful organizational brain thinking tool that is a mind map.

Mind mapping is the best technique for helping the brain's thinking process regularly because it uses graphic techniques derived from human thought which are useful for providing universal keys thereby unlocking the brain's potential. Using the mind mapping method will increase a person's memory by up to 78%.

According to Tony Buzan, mind mapping is an application that gives us meaningful information to understand simply. Mind

¹⁵ M.Husni, "Memahami Konsep Pemikiran Mind Map Tony Buzan (1970) Dalam Realitas Kehidupan Belajar Anak", Al-Ibrah, Vol.3, No.1, (Juni 2018).

¹⁶ Tony Buzan, Buku Pintar Mind Map, diterjemahkan oleh Susi Purwoko (Jakarta: Gramedia Pustaka Utama 2008) halaman 4.

Mapping Technique prepares the mind in a way that Information can be used in logical and imaginary way to make an image in the brain. In Mind Mapping Technique first main idea is specified and then the linear view is explained. It is also useful for self and group in which it can have more effect than written review. This method is suitable for teachers and students for the recurrence and easy-to-understand hard topics. In addition, it also promotes student knowledge. This technique increases the creative power in new concepts and helps to increase your motivation to study the students.

Mind mapping can be used to introduce the student to the principles of mind mapping and make study more simple and joyful. According to Melvin L. Silberman. Mind mapping is a creative way for each learner to generate ideas, record lewhat was learned, or plan a new task. Mind mapping helps learners observe difficulties, know what to write about, and how to organize ideas because the technique is able to help learners find ideas, know what to write and how to start. Mind Maps are great for planning and organizing things.¹⁷

According to Caroline Edward, Mind mapping is the most effective and efficient way to input, store, and output data from the brain. This system works according to the natural workings of our

¹⁷ L.Iswati, "*Mind Mapping Learning Model*", Journal Social, Humanities, and Education Studies, Vol.4 (2021), 1-30. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

brain, and it can optimize the entire potential and capacity of the human brain.¹⁸

b. Benefits of Mind Mapping

The benefits of mind mapping are below:

1. Train yourself to understand important information

Mind mapping can help you understand new concepts more easily, both by connecting and simplifying concepts and by breaking them down into their component parts.

2. Briefly summarize the material

Mind mapping can make it easier for students to summarize material in a short, concise, and clear manner, using only keywords and images.

3. Increase learning effectiveness

Mind mapping can accelerate learning, make it easier to remember, and strengthen brain concentration, making the essence of the material clearer.

4. Train accuracy

Mind mapping can train students' accuracy because they will be more thought in understanding a concept and more explorative and selective in understanding the subject matter.

¹⁸ D.Setyarini, “Metode Pembelajaran Mind Map Untuk Meningkatkan Prestasi Belajar Anak Didik Sekolah Dasar”, Jurnal Ilmiah Sekolah Dasar, Vol.6 (2019), 30.

5. Save time

Mind mapping can help students save a lot of time as it allows them to organize their thoughts and ideas in a structured and efficient way.

c. Kind of Mind Mapping

Mind mapping can be effective in helping you simply remember complex things. And then the material that has been learned can then be easily remembered by just reading one keyword or looking at the concept map that has been made before. Here are some types of mind mapping:

1). Syllabus Mind Mapping

Which is mind mapping that receives a picture related to what is done usually this mind mapping is done in a large size and posted on the wall. This mind mapping can also be called macro mapping which is used to help give an overview of what has been learned.

2). Chapter Mind Mapping

Mind mapping whose existence is made based on a series of chapters that have been studied before. This mind mapping is usually used to summarize important points in a lesson to make it easier to remember.

3). Paragraph Mind Mapping

This mind mapping provides information in a more complete and detailed way. Not only can you see a brief description of each chapter studied but also provide a description of each chapter.

2. Writing

English is one of the English language skills that students need to learn, not only paying attention to how our abilities when able to speak English, but writing skills are also important abilities to be noticed and understood by students. Writing is an action or process of producing and recording words in a form that can be read and understood. Writing is the skill that allows us to create words that later become sentences, which then become paragraphs. English has many different text types, including narrative, procedure, recount, descriptive, and others. Here, the researcher focuses on the different kinds of English descriptive texts.¹⁹

Johnson states that “writing is having ideas, organizing ideas, and communicating ideas”. Writing is also defined as an activity of finding ideas, organizing, and communicating these ideas so that

¹⁹ N.Pramilaga, I.Putra, G.Suprianti, “ *Improving Students writing skill by using pictures in vocational high schools*”, Journal of Education Action Research, Vol.7, (2023), 588-602.

they can be enjoyed by others. Communication of ideas is of course not verbal, but with a series of words to form a writing.²⁰

As stated by Emilia, Descriptive text is a kind of text that has a purpose to give information about something or someone. In descriptive text writers describe person, object, appearance, landscape, or phenomenon naturally.²¹

a. Structure of Descriptive text

The structure of descriptive text in English is divided into two parts, which are below :

1). Identification

The determination of the identity of a person, thing, or other object.

2). Classification

The arrangement of groups or groupings according to predetermined rules.

b. Types of Descriptive Text

Types of descriptive text are below :

1). Spatial Descriptive Text

Spatial descriptive text is text that describes the space or place where an event takes place.

²⁰ Wardoyo, Sigit. (2013). *Teknik menulis puisi*. Jakarta: Graha Ilmu. Waluyo, H. J. (2003). *Apresiasi puisi*. Jakarta: Gramedia.

²¹ F.Harefa, D. Agustina, J.Aritonang et al, “*The Effectiveness of Mind Mapping Technique in Teaching a Descriptive Text To the 10Th Fashion Graders of Smk Negeri 1 Dharma Caraka Gunungsitoli*”, *Jurnal Review Pendidikan dan Pengajaran*, Vol.6 (2023),

2). Objective Descriptive Text

Objective descriptive text is a text that describes a thing or person by revealing the identity of the thing or person

3). Subjective Descriptive Text

Subjective Descriptive text is a text that describes an object as the author's interpretation or impression of feelings (the author's interpretation).

3. Action Hypothesis

The action hypothesis of this classroom research is the use of the mind mapping technique can improve the quality of the descriptive text written by the first grade of MTS Islamiyah Songgon–Banyuwangi



This chapter presents about research methodology. It consisted of research design and procedure, research settings, data collection technique, data analysis technique, and achievement indicator (criteria of success).

The kind of this research is classroom action research (CAR). Class Action Research (CAR) is research carried out by the teacher in the form of certain actions to improve the process and student learning outcomes.²² Rustiyarso explained in his book that Classroom Action Research (CAR) is research in which the main focus of the research is the students' problems in the class.²³ From the explanation above, we can conclude that using Classroom Action Research can solve the problem of the students in the classroom, and to collect the data, the researcher should do observation and interview with the English teacher and the specific class that has the lowest score in descriptive text writing skills.

This research is a collaborative research between the teacher and the researcher. The strategy of the acting depended on the reflection. The research is done by the researcher and the collaborator (The

²³ Rustiyarso, m.si dan tri wijaya, m.pd., Penelitian Tindakan Kelas, (yogyakarta: noktah, 2020),15.

teacher), and then it was important for the researcher and the collaborator to make a note. The researcher and the collaborator made a strategy to solve the problem in the class during the teaching and learning process.

The design of Classroom Action Research (CAR), this research used the Kemmis and McTaggart Classroom Action Research (CAR) model. This research was a collaborative classroom action research. It meant that the researcher collaborated with the English teacher of MTS Islamiyah as an observer and collaborator in conducting the research. According to Kemmis and McTaggart (2014), Classroom Action Research (CAR) is a type of research carried out by the teacher to solve a problem or to find an answer to a specific issue. Classroom Action Research focused on students' problems and tried to find solutions to solve the problems faced.²⁴

The researcher's role was as an English teacher who taught English, while the English teacher's role was an observer or collaborator who observed the action of the research while teaching and learning activities happened in the classroom, and also the English teacher acted as a collaborator when helping the researcher in designing lesson plan and carrying out the reflection. In this research the researcher used some steps to implement the strategy, these were

²⁴ Kemmis, S, and Mc Taggart, R. The Action Research Reader (3rd edition), Geelong: Deakin University Press. P. 107, 2014

including Planning, Acting, Observing, and Reflecting. Here, are the explanations about the steps of Classroom Action Research (CAR):

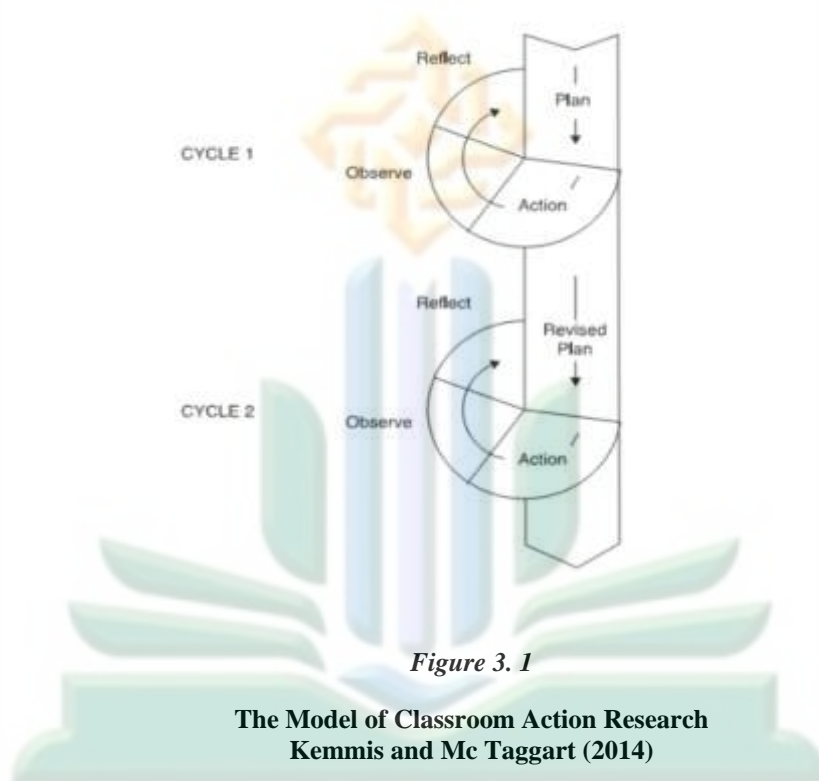


Figure 3. 1

**The Model of Classroom Action Research
Kemmis and Mc Taggart (2014)**

1. Plan

The step to overcome the problem in this study the researcher conduct observation, a teacher interview, and a pre-test before implementing the action. There was some preparation to be planned to adjust to the classroom situation. Researchers collaborate with English teachers to conduct this research. For details plans can be the following:

- a. The researcher consulted with the English teacher to choose the appropriate material and topic.
- b. The researcher and English teacher decided on the material and the topic.

- c. The researcher offered the Mind Mapping Technique as a model to improve students' descriptive text.
- d. The researcher and English teacher discussed how to apply the mind mapping technique
- e. The researcher and English teacher did not design a lesson plan but prepared the teaching module that was implemented in the current curriculum.
- f. The researcher and English teacher used the available learning material, which was provided by the school.
- g. The researcher and English teacher composed a vocabulary test for the pre-test.

2. Action

In this phase, the researcher implements the plan that has been prepared previously in the planning stage. In this study, the action taken is the application of the mind map method as an effort to improve students' ability to write descriptive texts. The teacher begins the activity by re-explaining the learning objectives and briefly introducing the concept of mind mapping to students. Next, the teacher provides an example of a mind map and demonstrates how to organize main ideas and supporting details that will be used in writing. After that, students are asked to create mind maps individually or in groups according to instructions, then compile descriptive texts based on the mind maps that have been made.

During the implementation, the teacher acts as a facilitator who guides,

motivates, and helps students who have difficulty developing ideas. This action stage aims to provide an active and enjoyable learning experience, while encouraging students to be able to express ideas in a more structured way in the form of descriptive writing. The English teacher applied the descriptive text using mind mapping in the teaching process. This cycle consists of three meetings for the teaching and one last meeting for the post-test.

3. Observe

The observing phase was the time to gather data and document the effect or impact of the actions.²⁵ In this phase, was time to gather data and document the effect or impact of the actions. It can be concluded that observing is a responsive activity by documenting the actions that occur in the field note using open eyes and open mind during observation. In this phase, both the researcher and English teacher observed the teaching and learning process which focuses on the use of mind mapping method to improve the quality of the descriptive text written. The class situation and students' response and activeness in using the Mind Mapping technique found in the teaching and learning process as well as students' ability to work properly. The steps of observing are actually at the same time as the steps of acting.

4. Reflect

²⁵ Rustiyarso. Dll, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020), 45.

This is the last phase, to reflect or evaluate the phase before.²⁶ In this phase, the researcher and the collaborator analyzed the scores of students' tests based on the formula about average score and the class percentage which passed the minimal mastery level criterion (KKM) in part of data analysis and based on the criteria of success. When the result is successful, the research can stop. But, when the result is still failed, the researcher will revise the plan and continue to the next cycle.

a. Primary Data

To know students' improvement and the results of this research, the researcher conducted a writing test as a pretest for the assessment of students at the first and the end of the cycle. Here is the scoring rubric to measure students' writing mastery:

Table 3. 1
Students' Writing Scoring Rubric “(writing revolution: A Guide to advancing thinking through writing in all subjects and grades by Judith C. Hochman and Natalie W. Hochman)”

Criteria	4-Excellent	3-Good	2-Poor	1-Needs improvement
Content	Clear and engaging descriptions; all sensory details present; effectively conveys a clear image or feeling.	Clear description; most sensory details included; conveys the main image or feeling well	Some description is present, but lacking detail; vague imagery; limited sensory engagement.	Minimal or unclear descriptions; fails to convey a coherent image or feeling.

²⁶Rustiyarso. Dll, *Penelitian Tindakan Kelas*, (Yogyakarta: Noktah, 2020), 46.

Organization	Well structured ; flows logically; clear beginning , middle, and end.	Mostly organized; minor lapses in flow; generally clear structure.	Some organization; noticeable gaps in flow; the structure is weak or unclear.	Disorganized; lacks logical flow; difficult to follow.
Language and style	Rich vocabulary; varied sentence structure; strong use of figurative language.	Good vocabulary ; some variety in sentence structure; uses some figurative language.	Limited vocabulary ; repetitive sentence structure; minimal use of figurative language.	Very basic vocabulary ; simple and repetitive sentence; lacks figurative language.
Mechanics	Few or no errors in grammar, spelling, or punctuation.	Some errors, but they do not impede the understanding	Frequent errors that occasionally hinder understanding	Numerous errors significantly impede understanding

Table 3.2
Student achievement
 ("The Elements of Style " William Strunk Jr. and E.B White)

Total Score Range	Grade
14 – 16	Excellent
11 – 13	Good
8 – 10	Poor
4 – 7	Need Improvement

b. Secondary Data

a. Observation

During the observation stage, students generally showed high enthusiasm and active participation in the

learning process. Many students appeared more confident

and motivated when expressing their ideas using the mind mapping technique. Students who previously had difficulty starting to write were able to identify and organize main ideas and supporting details more easily through visual mapping. While some students still faced challenges in finding appropriate vocabulary or arranging sentences, most of them showed significant improvement in their engagement and creativity. Students also interacted more actively with their peers during group discussions and when sharing their mind maps. Overall, the classroom atmosphere became more collaborative, and students looked more focused and interested in completing their descriptive texts.

The observation was used to enrich the primary data. The observation format was conducted to observe the whole teaching and learning process during action implementation. The observation sheet helps the researcher to get information to analyze students' conditions, activeness, and response toward Classroom Action Research (CAR).

An observation sheet is used to know whether the teachers' teaching and learning processes have the same planning and take notes as revision for the next meeting.

Besides, the researcher collected the data from the students' observation sheets above to observe students' activities and responses toward the use of mind mapping techniques to improve students' quality of writing mastery.

B. Data Analysis Technique

In this study, the researcher used descriptive qualitative and quantitative analysis. In descriptive quantitative analysis, the researcher examined the result of the student's pre-test and post-test. This study used individual completeness analysis to determine student learning activity individually. A further step was to gain percentages of classes that passed the minimal mastery criterion (KKM) with the formula.²⁷

$$Mx = \frac{\sum x}{n}$$

Note :

Mx = mean

X = individual text

n = Number of students

C. Data Validity

To ensure the validity of data in Classroom Action Research, several strategies are used so that the data collected truly represents the actual learning process and outcomes. One of the main strategies is triangulation, which is by using various data sources and techniques to cross-check and verify findings. In this study, triangulation was carried out by combining observation

²⁷ Anas Sudjono, *Pengantar Statistika Pendidikan*, (Jakarta: PT.Raja Grafindo Persada, 2008), 43

results, student worksheets (mind maps and descriptive texts), field notes, and interviews or reflective discussions with students. In addition, peer debriefing can also be done by discussing the process and results with fellow teachers to get feedback and alternative perspectives. Member checking, or asking students to confirm the accuracy of the interpreted data, further strengthens credibility. Through this method, researchers ensure that the data is reliable, reduce bias, and provide a comprehensive understanding of the improvement in learning after applying the mind mapping technique in writing descriptive texts. This study uses content validity, which is validity carried out by taking sample questions or selecting items that represent all instruments related to the material being taught. The testing technique is assisted by using instruments consisting of variables, indicators, and question sheets. In addition, content validity is also described in several elements as supporting elements, including the assessment system in determining the assessment, the number of respondents tested, and the interval of behavior measured through measurement. The test design is based on the curriculum and research objectives, and researchers provide clear instructions to students in the Fill-in Test.

D. Criteria of Success

Classroom Action Research (CAR) is called as successful if it can reach the objective that which researcher already determined.

This research will be successful when there is 60% of students can pass the assessment score equal to or higher than 70 as minimal mastery level criteria (KKM) MTS Islamiyah Songgon. The Classroom Action Research failed if the students could not exceed the criteria of action research in this research.

The determination of the success criteria of 60% in this study is based on the consideration of the initial conditions of students who are still relatively low, especially in the ability to write descriptive texts. Based on the results of initial observations, most students are not used to developing ideas in a structured manner and tend to have difficulty expressing ideas into writing. Therefore, the target of 60% is considered realistic and in accordance with the principle of gradual learning (scaffolding), where students are directed to experience slow but sure improvements. In addition, the determination of this criterion also takes into account the limited time for implementing the action and the level of heterogeneity of student abilities in the class. With the 60% criterion, it is expected to motivate students to achieve minimal significant progress first before being increased higher in the next cycle. This target is also in line with the main objective of classroom action research, namely to improve the learning process continuously, not merely demanding perfect results in one cycle.

This Classroom Action Research stopped if the students already reached the criteria of success but if the criteria of success were unreached, the researcher would like to plan alternative action done in the next cycle.

5. Revising the plan

In this research, a revised plan is needed, when the action of the cycle did not make an improvement in students' writing skills. It means that the revised plan was conditional due to the next cycle

E. Research Location

This research was conducted at MTS Islamiyah Songgon. This school is one of the foundations of the Islamiyah Foundation. One of the private MTS-level schools is located in the Songgon sub-district, Banyuwangi Regency, East Java. With the existence of MTS Islamiyah Songgon, it is hoped that it can contribute to educating the nation's children in the Songgon Sub-district, Banyuwangi Regency.

The researcher chose this school after conducting observations and interviews with English teachers, it was found that students had difficulty in learning English, namely mastering writing descriptive text.

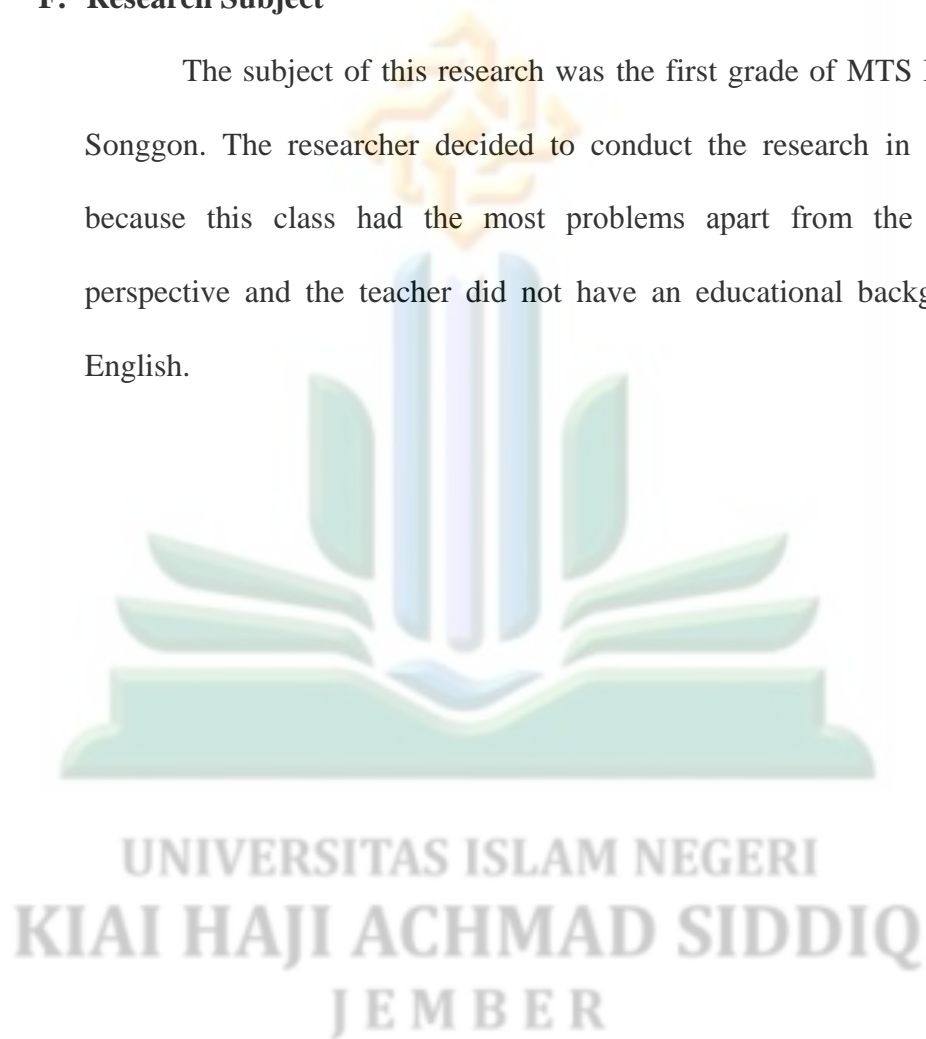
The method used by the researcher namely Mind Mapping, is an appropriate method to overcome difficulties in mastering descriptive text writing and is useful for improving learning outcomes or achievement, connection skills, activity, and student learning motivation. For this

reason, researchers are advised to generalize the mind mapping method.

Therefore, the researcher decided to make this school a research location.

F. Research Subject

The subject of this research was the first grade of MTS Islamiyah Songgon. The researcher decided to conduct the research in class VII because this class had the most problems apart from the students' perspective and the teacher did not have an educational background in English.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDING

This part comprised the result of the Classroom Action Research (CAR). This research used the model from Kemmis and McTaggart. The research findings were gained from the beginning until the last of the teaching and learning process. The research was conducted at MTS Islamiyah. This research was carried out in two cycles. The implementation of the cycle consisted of four main stages: planning, implementing, observing, and reflecting. The research was conducted in three meetings in one cycle, for the last meeting the researcher conducted a post-test. The cycle of this research was held in two meetings in one week on Wednesday and Thursday. This class consists of 20 students.

1. Condition of students before action

Before conducting the study, the researcher made observations and conducted a pre-cycle on 08th October 2024 to find out the extent of students' abilities in descriptive text written using the mind mapping technique. First, the researcher prayed together, the researcher checked the attendance of the students. Meanwhile, the researcher explained the purpose of the study to students and what should be applied. After explaining to the students, the researcher conducted the pre-test. The test gave the students 15 essay questions within sixty minutes.

These were the details of the scores

Table 4. 1
Pretest score

Male	15
Female	5
Highest Score	55
Lowest Score	20
Total	755
Average Score	37.75

FORMULA :

$$\bar{x} = \frac{\sum x}{\sum N}$$

NOTED

X = mean

$\sum x$ = the sum of the student's score

$\sum N$ = total students

$P = \frac{\sum \text{sum of students score} \times 100\%}{\text{Total students}} = \frac{755}{20} = 37,75\%$

Total students = 20

Based on the data above, it can be seen that out of 20 students, no one of the students passed.

2. Implementation of cycle 1 research

Cycle 1 marks the beginning of learning 08-16 October 2024,
during the implementation of cycle 1, planning, action, observation,

and reflection of activities are carried out by classroom action research method. The learning activities are as follows:

a. Planning stage, cycle 1

At the planning stage, the researcher compiled a design to be implemented. The design carried out at this stage included the following: Preparing a teaching module. After the teaching module was completed, the researcher consulted with the English teacher about the teaching module. The researcher consulted with the English teacher to choose the appropriate material and topic, so the researcher and the English teacher decided on material and topic.

After that, the researcher offered Using Mind Mapping Technique as a model to improve students' quality of descriptive text written. The researcher and English teacher discussed how to apply the method. After discussion, the researcher and English teacher did not design a lesson plan but made the teaching module that was implemented in the current curriculum. The teaching module can be seen in the attachment. The researcher and English teacher used the available learning material, which had been provided by the school so the researcher and English teacher made a vocabulary test for post-test.

b. Action

In this phase, the researcher took action with the plan that was prepared before. Below is the description of the implementation and observation of learning English using the mind mapping technique. The study was conducted in four meetings focused on learning descriptive text using the mind mapping technique.

1) Meeting I (October 8, 2024)

The researcher gave a pre-test in the form of 15 essay questions to students to determine their initial ability in writing descriptive text. The activity began with an opening (greeting, prayer, attendance, motivation, explanation of objectives), continued with the core activity (pre-test work, mind mapping method explanation), and closed with questions and answers and prayer.

2) Meeting II (November 9, 2024)

The researcher delivered material about descriptive text. Students listened to the explanation and were asked to draw conclusions. The opening stage was the same as the previous meeting, followed by an explanation of the material in the core activity, and closed with a discussion and prayer together.

3) Meeting III (October 15, 2024)

The researcher began to apply the mind mapping technique as a treatment. The descriptive text material was reviewed again, students analyzed the text, answered questions, and worked on the post-test. The researcher also immediately provided corrections and explanations. The closing was done with reflection, conclusions, and prayer.

4) Meeting IV (October 16, 2024)

A review of the material and a final test in the form of 15 essay questions were conducted. As before, the researcher provided direct corrections and explained the answers. The activity ended with a discussion and prayer together.

c. Result of Cycle I Observation

At this point, the researcher collaborated with the English teacher to do an observation. The researcher acts as an English teacher in first grade to teach and carry out the provision of research action. The English teacher was tasked with observing the researcher when carrying out the learning activities. The researcher and the teacher observed whether the effectiveness of students' learning has implications for doing well and increased.

The researcher gave a test, and the results can be seen in the following table:

Table 4. 2
Post-test Cycle 1 Score

Male	15
Female	5
Highest Score	70
Lowest Score	20
Total	875
Average Score	43,75

FORMULA :

$$\bar{x} = \frac{\sum x}{\sum N}$$

NOTED

X = mean

$\sum x$ = the sum of the student's score

$\sum N$ = total students

$$P = \frac{\sum \text{Sum of students score} \times 100\%}{\text{Total students}} = \frac{875}{20} = 43,75\%$$

Total students = 20

d. Reflection

Based on the data above, it can be concluded that there is a poor increase in the teaching and learning process of mastering the material, but it is not enough to meet the KKM standard in the pre-test, with an average value of 37.75% and post-test with an average value of 43.75%. Therefore, the researcher will repeat the next cycle in order to meet the standard value to be achieved.

5) Meeting V cycle II

In this meeting, the researcher opened the class by greeting the students, leading them to pray together, and checking their attendance. The researcher then motivated the students by connecting the topic to be studied with their daily lives, explained the learning objectives to be achieved, and described the scope of the material as well as the learning steps. After that, the researcher reviewed the text material that had been previously studied to reinforce students' understanding. Subsequently, a post-test was administered on Thursday, 23rd November 2024, consisting of 15 essay questions, which all students completed with focus and seriousness. At the end of the session, the researcher provided several questions as feedback to evaluate the learning process, and finally closed the class by inviting the students to pray together.

a. Planning stage, cycle II

In this stage, the researcher analyzed the results from Cycle 1 and identified the problems that were still faced by the students, such as a lack of writing descriptive text using the mind mapping technique, difficulties in organizing ideas, and grammatical errors. To overcome these issues, the researcher planned to provide more detailed guidance on how to develop and expand ideas using mind mapping. The researcher also prepared additional learning materials, more varied descriptive text examples, vocabulary lists, and grammar exercises. In addition, the researcher designed group

activities to encourage peer learning and discussion, so that students could help each other understand the material better. A new lesson plan was also prepared to ensure that the activities in Cycle 2 were more focused on improving the weaknesses found in Cycle 1.

b. Action Stage

In this stage, the researcher implemented the plan that had been prepared. The researcher started the lesson by greeting the students, leading them to pray together, checking attendance, and motivating them. Then, the researcher explained again the concept and steps of mind mapping in more detail, emphasizing how to organize supporting ideas clearly and develop them into complete descriptive sentences. Students were asked to create mind maps individually and in groups to describe a given topic (for example: "My Dream School" or "My Favorite Teacher"). The researcher guided and provided feedback during the process. After that, students were instructed to write a descriptive text based on their mind map. At the end of the lesson, the researcher reviewed the students' work, provided direct corrections and explanations, and asked students to reflect on their learning process. The lesson was closed with a group reflection and prayer together.

Result of Cycle II Observation

At this point, the researcher collaborated with the English teacher to do an observation. The researcher acts as an English teacher in first grade to teach and carry out the provision of research action. The English teacher was tasked with observing the researcher when carrying out the learning activities. The researcher and the teacher observed whether the effectiveness of students' learning has implications for doing well and increased.

The researcher gave a test, and the results can be seen in the following table:

Table 4. 3
POST-TEST Cycle II Scores

Male	15
Female	5
Highest Score	85
Lowest Score	30
Total	1.245
Average Score	62.25

FORMULA :

$$\bar{x} = \frac{\sum x}{\sum N}$$

NOTED

X = mean

$\sum x$ = the sum of the student's score

$\sum N$ = total students

$P = \frac{\sum \text{Sum of students score} \times 100\%}{\sum N} = \frac{1.245}{20} = 62,25\%$

Total students = 20

e. Reflection

Based on the data above, it can be concluded that there is a fairly good increase in the teaching and learning process of mastering the material but it is not enough to meet the KKM standard in the post-test of cycle 1 with an average value of 43.75% and post-test of cycle II with an average value of 62.25%. Therefore, the researcher can stop the cycle to meet the standard value to be achieved.

B. DISCUSSION

In this section presented the discussion of the research findings of teaching writing by using the mind mapping technique which relates to the theories. After implementing the mind mapping technique in cycle one, the result obtained a post-test score with an average of 43.75%, which showed that it had not been achieved. Therefore, in

this cycle the (KKM) value has not been achieved, because the result that must be achieved is 60% to be able to achieve the criteria of success. The implementation of the mind mapping technique got a good response from the students. During the teaching and learning process by using the mind mapping technique the students focused when the researcher explained the material by it the students could know how to write the sentences (word), what the meaning of the word and how to spell correctly. However, some students still had a problem in writing as like they afraid and did not know the word

written and the way how spell the word. It made the students did not

understand well about the material. According to H. Douglas Brown, he stated writing is a thinking process, a written product is the result of thinking, drafting, and revising procedures that require specialized skill.²⁸ then the researcher continued to cycle two, and the post test data showed an average score of 62.25%. which has reached the KKM score, with the an average of 60.00%.

In conclusion, using mind mapping in teaching writing skills could improve the students' writing skills in descriptive text. It could be seen from writing skill in the post-test in cycle two. According to Graham & Perin, they stated explicit instruction in writing strategies, such as planning, revising, and editing, significantly improves the quality of students' writing.²⁹

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

²⁸ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001, p.355.

²⁹ Graham, Steve, and Perin, Dolores. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. New York: Alliance for Excellent Education, 2012.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After the treatment and data analysis, it can be seen that the Mind Mapping technique can improve students' writing skills. This is supported by the scores obtained by students, which are getting higher after the researcher gave the treatment. In cycle I, the researcher processed the data using 10 essay questions about descriptive text material for 20 students. Based on the percentage, the pre-test score is 43.75%, indicating that the average data is low. After the researcher taught the material using the mind mapping technique, data analysis was obtained from the post-test with a percentage of 62.25%.

Based on the results of the analysis, it can be concluded that the data in the previous description shows that improving students' mastery of writing descriptive text using the mind mapping technique is effective in mastering writing. This means that the mind mapping technique can be applied and developed as a learning method that influences students' mastery of writing at Madrasah Tsanawiyah Islamiyah Songgon.

B. SUGGESTIONS

Based on the result of this research there were some suggestions as follows:

1. For Teacher

The researcher suggested this study can be an alternative method in the learning process using the Mind Mapping Technique in first-grade students at Madrasah Tsanawiyah Islamiyah Songgon.

2. For Students

The students learn more seriously in learning English in order they can improve their writing skills.

3. For Next Researcher

In this research, the researcher uses a mind-mapping technique to help students in junior high school. The next researcher can do it at a different level.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

REFERENCES

- Aprinawati, I. Penggunaan Model Peta Pikiran (Mind Mapping) Untuk Meningkatkan Pemahaman Membaca Wacana Siswa Sekolah Dasar. *Jurnal Basicedu*, 2(1), 140–147. <https://doi.org/10.31004/basicedu.v2i1.35> (2018)
- Buran, A., & Filyukov, A. Mind Mapping Technique in Language Learning. *Procedia - Social and Behavioral Sciences*, 206(November), 215–218. <https://doi.org/10.1016/j.sbspro.2015.10.010> (2015).
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001.
- Buzan, T. *Kata Kunci: Konsep Mind Map, Tony Buzan, dalam*. (1970)
- Dancer, T., Rahayu, M., Hastuti, E. D., & Wijayava, R. *Language and Language Teaching Journals*. 7(2).(2014).
- Graham, Steve, and Perin, Dolores. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. New York: Alliance for Excellent Education, 2012.
- Handayani, D. I. F. *Journal of English and Education*. 5(2), 194–201. URL: <http://ejournal.upi.edu/index.php/L-E/article/view/10198> TEACHING.(2017).
- Harmenita, R. . Student of English Language Teaching Program of FBS UNP graduated in March 2013. Supervisor, visor, and lecturer of FBS Universitas Negeri Padang. *Journal of English Language Teaching*, 1(2), 1–10.(2013)
- Harmer, Jeremy. *How to Teach Writing*. Harlow: Longman, 2004.
- Iswati, L. Mind Mapping Learning Model in Science Subject Of 4th Grade Elementary School Students. *Social, Humanities, and Education Studies (SHEs): Conference Series*, 4(6), 1–23. (2021).
- Javed, M., Juan, W. X., & Nazli, S. A study of students' assessment in writing skills in the English language. *International Journal of Instruction*, 6(2), 129–144. (2013).
- Kadek, N., & Lastari, H. The use of mind mapping to improve the writing skills of the eighth-grade students of a junior high school. *Journal of Applied Studies in Language*, 2(2), 144–150. <https://doi.org/10.31940/jasl.v2i2.1057>. (2018)

Kustian, N G. ACADEMIA : Jurnal Inovasi Riset Akademik Vol 1. No. 1. Agustus 2021 30. *Jurnal Inovasi Riset Akademik*, 1(1), 30–37.(2021).

Latipah, H. W., & Adman, A. PENERAPAN MODEL PEMBELAJARAN MIND MAPPING UNTUK MENINGKATKAN HASIL BELAJAR PESERTA DIDIK (Studi Kuasi Eksperimen Pada Kompetensi Dasar Mengidentifikasi Fasilitas dan Lingkungan Kantor Kelas X Program Keahlian Administrasi Perkantoran di SMKN 3 Bandung). *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 274. <https://doi.org/10.17509/jpm.v3i1.9465>. (2018).

Pramilaga, N. M., Putra, I. N. A. J., & Suprianti, G. A. P. Improving Students' Writing Skills by Using Pictures in Vocational High Schools. *Journal of Education Action Research*, 7(4), 588–602. <https://doi.org/10.23887/jear.v7i4.68954>. (2023)

Setyarini, D. Metode Pembelajaran Mind Map Untuk Meningkatkan Prestasi Belajar Anak Didik Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, 6(1), 30. <https://doi.org/10.30659/pendas.6.1.30-44>. (2019)

Wahid, J. H., & Sudirman, S. The Effect of Mind Mapping Technique on Students' Writing Skills. *Journal of Languages and Language Teaching*, 11(1), 39. <https://doi.org/10.33394/jollt.v11i1.6692>. (2023)

Waloyo, E. The Implementation of Mind Mapping Technique in Teaching Writing: A Case Study at Man 13 Jakarta. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 2(1), 72. <https://doi.org/10.24235/eltecho.v2i1.1596> (2017)

Yinger, R. J. Learning the Language of Practice. *Curriculum Inquiry*, 17(3), 293–318. <https://doi.org/10.1080/03626784.1987.11075294>. (1987)

APPENDICES

Appendix 1

Title	Variable	Indicator	Source	Research Method	Formulation of Problem
Using Mind Mapping Technique To Improve The Quality of The Descriptive Text Written By The First Grade of MTS Islamiyah Songgon	<p>1. Mind mapping technique</p> <p>2. Descriptive text</p>	<p>Mind Mapping technique :</p> <p>a. Assess whether the mind map provides a visual representation that stimulates creativity and enables the exploration of various possibilities.</p> <p>b. Collaboration and Communication: Determine if the mind mapping technique promotes collaboration and effective communication among individuals or teams.</p> <p>Descriptive text:</p> <p>a. Choose a topic: Select a topic or theme for the descriptive text. It could be something simple and familiar to the students</p> <p>b. Create a central idea: Write the chosen topic in the center of a large piece of paper or</p>	<p>a. Primary data: students writing descriptive text</p> <p>b. Secondary data</p> <ul style="list-style-type: none"> - Documentation - Interview data (teachers and students) - observation 	<p>1. Research design: Classroom Action Research</p> <p>2. Data collection</p> <p>a. Writing test</p> <p>b. Observation</p> <p>3. Steps of CAR :</p> <p>a. planning</p> <p>b. Implementing</p> <p>c. Observing</p> <p>d. Evaluating and reflecting</p> <p>4. Data analysis technique, the mean of students' scores</p> $Mx = \frac{\sum x}{N}$ <p>The result of students reading</p> $\frac{n}{M} \sum = x \ 100\%$	How is the use of the mind mapping technique able to improve the quality of the descriptive text written by the first grade of MTS Islamiyah Songgon?

		<p>whiteboard. Encourage the students to pay attention to the main idea they want to describe.</p> <p>c. Write the descriptive text: Using the mind map as a guide, instruct the students to write their descriptive text based on the information they have organized. Remind them to use descriptive language and complete sentences.</p>	<p>Σ = the percentage of students who achieve the minimum standard score</p> <p>\square = the number of students who achieved the minimum score</p> <p>M = the total number of students</p>	
--	--	---	--	--

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Bintang Irar Rochmatulloh
 Place, date of birth : Banyuwangi, 12 December 2000
 SRN : T20196197
 Program : English Education Department
 Faculty : Education and Teacher Training
 Institution : UIN KHAS Jember

Stated that the thesis entitle **“Using Mind Mapping Technique To Improve The Quality Of Descriptive Text Written By The First Grade At MTS Islamiyah Songgon”** is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotations and references. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for others.

Banyuwangi, 25th of June 2025

Author

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER



Bintang Irar Rochmatulloh
NIM.T20196197

Appendix 2

Research Journal

Name : Bintang Irar Rochmatulloh
 Student Number : T20196197
 Title : Using Mind Mapping Technique to Improve the Quality of Descriptive Text Written by the First Grade at Mts Islamiyah Songgon

No	Date	Activity	Research object	Signature
1	07 October 2024	Asking permission to conduct research	Moh. Mahrus, S.Ag	
2	09 October 2024	Interview with an English teacher and students	Rahma Fitri Astuti, S.Pd	
3	16 October 2024	Conducting a pre-test in Class VII	Students of VII	
4	23 October 2024	Conducting the material for Class VII	Students of VII	
5	6 November 2024	Conducting the treatment for Class VII	Students of VII	
6	20 November 2024	Conducting a post-test in Class VII	Students of VII	
7	21 November 2024	Conducting the treatment cycle II for Class VII	Students of VII	
8	27 November 2024	Conducting a post-test cycle II for Class VII	Students of VII	
9	02 December 2024	The researcher asks for a letter of research finishing	Moh. Mahrus, S.Ag	

UNIVERSITAS ISLAM JEMBER
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

APPENDIX 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: <http://fik.uinkhas-jember.ac.id> Email: tarbiyah.iainjember@gmail.com

Nomor : B-10900/In.20/3.a/PP.009/03/2025

Sifat : Biasa

Perihal : **Pemohonan Ijin Penelitian**

Yth. Kepala MTS ISLAMIYAH SONGGON

JL. A. YANI NO. 04 SONGGON KABUPATEN BANYUWANGI

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20196197
Nama	: BINTANG IRAR ROCHMATULLOH
Semester	: Semester dua belas
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Using mind mapping technique to improve the quality of the descriptive text written by the first grade" selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Moh.Mahrus, S.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 Maret 2025

Dekan,


Ket. Dekan Bidang Akademik,



KHOTIBUL UMAM

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

APPENDIX 4



YAYASAN ISLAMIYAH SONGGON
MTs ISLAMIYAH SONGGON
 STATUS : TERAKREDITASI
 NSM : 121235100038 NIS : 210490 NPSN : 20581692
 Akte Notaris : YUDHA ARIA BIMA, SH., M.Kn Nomor 236 Tahun 2015
 SK Menkumham RI : No. AHU-0013164.AH.01.04 Tahun 2015

Alamat : Jl. A. Yani No. 04 Songgon Telp. (0333) 633106 Kode Pos 68463 Banyuwangi

2 December 2025

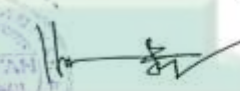

Nomor : 001/MTs.548/II/2025
 Hal : Surat Keterangan Selesai Penelitian

Yang bertanda tangan dibawah ini:
 Nama : MOH. MAHRUS, S.Ag
 Jabatan : Kepala Mts Islamiyah Songgon

Menerangkan bahwa :
 Nama : Bintang Iraw Rochmatulloh
 Nim : T20196197
 Program Studi : Tadris Bahasa Inggris
 Judul Penelitian : Using Mind Mapping Technique To Improve the Quality of Descriptive Text
 Written by The First Grade at Mts Islamiyah Songgon

Benar benar telah melakukan penelitian dilembaga kami sejak 07 October 2024 sampai 2 december 2024
 Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kepala MTs ISLAMIYAH Songgon



MOH. MAHRUS, S.Ag

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

APPENDIX 5

THE RESULT OF THE INTERVIEW

1. Day/date : Wednesday/ 09 October 2024
 2. Place : Mts Islamiyah Songgon
 3. Time : 07.30 – Finish
 4. Respondent: the English teacher and the student's of VII class
- Note :

R : Reseacher
 ET : English Teacher
 S : Students

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

- R : "Assalamualaikum Warahmatullahi Wabarokatuh, Miss"
- ET : "Waalaikumsalam Warahmatullahi Wabarokatuh. Gimana mas?"
- R : "jadi gini miss, saya mau bertanya apakah selama mengajar kelas 7 ini, miss menemukan masalah atau dalam hal apa miss kesusahan saat mengajar kelas mereka?"
- ET : "Sebenarnya ya mas, dalam semua proses mengajar kita itu pasti selalu ada masalah maupun kesulitan setiap prosesnya mas, baik itu metode pengajarnya, ataupun dari muridnya terutama dalam mata pelajaran bahasa inggris ini."
- R : "kalo boleh tau contoh permasalahanya miss?"
- ET : "iya contoh besarnya ya mas, mohon maaf sebelumnya kan murid murid disini mayoritas dari desa desa pelosok, jadi gitu, mas bintang tau sendiri kan ya"? jadi mereka itu dari pelajaran yang basic itu saja emang kurang mas, jadi mungkin itu yang membuat mereka kesusahan dan malas saat pembelajaran"
- R : "oh begitu ya miss, kalo boleh tau miss memakai metode apa ya selama mengajar kelas ini?"
- ET : "saya lebih sering menggunakan metode ceramah dan resitasi, jadi saya menjelaskan materi kepada siswa, kemudian saya kasih latihan soal materi yang sudah dijelaskan, dan setelah itu saya membimbing mereka untuk menyimpulkan apa yang telah mereka pelajari materi hari ini."
- R : "jadi gini miss, menurut saya apakah sebaiknya mereka dikasih metode baru biar tidak bosan ketika belajar dikelas bahasa inggris?"
- ET : "ide bagus itu mas, emang menurut mas bintang metode seperti apa yang ingin diimplementasikan?"

- R :”menurut saya menggunakan teknik mind mapping miss, sehingga mereka lebih mudah untuk mengerti saat mempelajari materi yang diajarkan”
- ET :”boleh sekali itu mas, terserah mas bintang aja mau memakai metode apa saja yang penting mereka bisa kondusif, paham dan tambah semangat belajar.”
- R :”alhamdulillah kalo begitu miss, mungkin cukup itu yang saya tanyakan hari ini miss, terima kasih ya miss sudah meluangkan waktu untuk saya interview hari ini.”
- ET : “iya sama sama ya mas, semoga lancer terus ya.”
- R :”amiin ya robbal alamin, terima kasih miss.”

THE SCRIPT OF THE INTERVIEW WITH THE STUDENTS

- R :”assalamualaikum warohmatullahi wabarokatuh, good morning anak anak?, gimana kabarnya hari ini?”
- S :”waalaikumsalam warohmatullahi wabarokatuh, alhamdulillah, allahuakbar, yes”.
- R :”alhamdulillah, jadi gini temen temen, diantara kalian ada yang suka bahasa inggris?, coba angkat tangan yang suka bahasa inggris?”
- S :” (tidak ada satupun yang angkat tangan)”.
- R :”loh kok gak ada yang angkat tangan ini?, kenapa?”
- S :”sulit kak, gabisa kak,”
- R :apa yang membuat kalian berfikir sulit belajar bahasa inggris?”
- S :”SULITTTT!, BOSENN!”
- R :”saya tau biar kalian bosen belajar bahasa inggris”
- S :”apaitu kak?”
- R :”ada deh, oiya sementara beberapa bulan kedepan kalian bakalan belajar sama saya ya”.
- S : “yeyyyyyyy, iya kak boleh boleh”
- R :” yaudah kalo begitu, terima kasih atas waktunya ya, jangan lupa terus belajar ya temen temen!”
- S :”iya kak, siap!
- R :”mungkin itu cukup sekian dari saya, saya akhiri wassalamualaikum warrahmatullahi wabarokatuh”
- S :”walaikumsalam warrahmatullahi wabarokatuh”

Appendix 6

OBSERVATION GUIDE

At this stage, observations are made during learning by observing students' activities using an observation guide.

Instruction:

1. Put a check mark (✓) in the column according to your opinion.
2. Assessment criteria for the Observation Guide,

Percentage	Category
0-25	Less
26-50	Enough
51-75	Good
76-100	Very good

No	Step of the Activity	Indicator	Liveliness quality			
			VG	G	F	L
1	Pre-teaching	1. Respond to teacher greetings with polite speech	✓			
		2. Responds to the teacher's questions about the situation of students with polite speech			✓	
		3. Focus on teachers conveying the competencies to be achieved		✓		
2	While - teaching	4. Students focus their attention when the teacher delivers the material about descriptive text		✓		
		5. Involved in spelling and punctuation when the teacher dictates the material			✓	
		6. Listen to a brief explanation from the teacher		✓		
		7. Pay attention when the teacher gives the example		✓		
		8. Do not do other things outside of learning activities				✓
		9. Show a sense of pleasure and enthusiasm for learning activities			✓	
		10. Active participation in class discussions, answering questions asked by the teacher			✓	

Appendix 7

CONTENT VALIDITY

A. Tujuan Umum:

Menguji kompetensi dasar siswa dalam memahami dan menggunakan Bahasa Inggris untuk berkomunikasi sederhana, khususnya dalam konteks teks dan ungkapan fungsional.

Capaian Pembelajaran (CP) Fase D – Tahun Pertama (Kelas 7):

Peserta didik mampu:

1. Memahami dan merespons ungkapan dasar untuk berinteraksi secara sosial.
2. Memahami makna dari teks lisan dan tulis (deskriptif) dalam konteks personal dan sosial.
3. Mengungkapkan pikiran secara lisan dan tulisan secara sederhana dengan kosakata dan struktur dasar.

No	Capaian Pembelajaran (CP)	Indikator Soal	Materi	Bentuk Soal	Nomor Soal
1	Memahami kosakata bahasa inggris	Mengidentifikasi kosakata spesifik dalam teks descriptive	Descriptive Text: People/Place	Uraian	1, (10 kosakata)
2	Memahami teks deskriptif pendek	Mengidentifikasi informasi spesifik dalam teks deskriptif	Descriptive Text: People/Places	Uraian	2, 3
3	Menulis kalimat deskriptif sederhana	Menyusun kalimat untuk menemukan ide pokok paragraf	Writing: Descriptive Sentences	Uraian	4
4	Menggunakan kosakata dan struktur	Menyusun kalimat untuk membuat	Writing: Descriptive	Uraian	5

	kalimat sederhana	rangkuman teks deskriptif	sentences		
--	-------------------	---------------------------	-----------	--	--

No	Aspek	Penilaian
1	Relevansi	Soal soal disusun berdasarkan kurikulum yang berlaku (kurikulum merdeka)
2	Keseimbangan keterampilan	Menguji keterampilan menulis, dan menyimak
3	Kelengkapan materi	Mencakup topik topik dasar Bahasa inggris kelas 7 (greetings, describing, grammar)
4	Dikonfirmasi Ahli	Kisi kisi dan soal ditinjau oleh guru Bahasa inggris



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

APPENDIX 8

No.	Komponen	Deskripsi/ Keterangan
1	Informasi Umum Perangkat Ajar	
	Nama Penyusun/Tahun	Bintang Irar Rochmatulloh
	Kelas/Fase Capaian	VII/Fase D
	Nama Institusi	Mts Islamiyah Songgon
	Tahun Penyusunan	2024
	Kelas	VII (Tujuh)
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Alokasi Waktu	1 JP = 1x = 60mnt = 60mnt (3 kali pertemuan) 2 JP = 2x = 2x60mnt = 120mnt (1 kali pertemuan)
	Mode Pembelajaran	Tatap Muka
	Jumlah Peserta didik	20 peserta didik
2	Komponen Inti	
	Tujuan Pembelajaran	1. Peserta didik terampil membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan serta mahir dalam menangkap makna dan menyusun teks descriptive tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
	Materi Pembelajaran	1. Definition of Descriptive Text Numbers 2. Characteristic of Descriptive Text 3. Generic structure of Descriptive Text 4. Mind Mapping Technique
3	Assessment	
	Cara Penilaian	Rubrik assessment individu
	Jenis Asessment	Formatif dalam bentuk tertulis
4.	Alat dan Bahan Ajar	
	Alat dan Bahan	1. Materi Tentang Descriptive Teks 2. Lembar Kerja Peserta Didik (LKPD)
	Media Pembelajaran	Papan tulis
5	Urutan kegiatan Pembelajaran	
	Pertemuan ke 1	<p>Kegiatan pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Memberikan Pertanyaan Pemantik terkait describe orang lain dalam bahasa Inggris. - <i>Do you know how to describe something?</i> 3. Menyampaikan topik dan agenda pembelajaran. <p>Kegiatan Inti (40 menit)</p> <ol style="list-style-type: none"> 1. Peserta didik membaca beberapa teks deskriptif dalam bentuk percakapan tentang orang, binatang, dan benda. 2. Peserta didik menulis teks deskriptif orang, binatang, dan benda dengan menggunakan ejaan dan tanda baca yang benar. 3. Guru menjelaskan metode mind mapping sebagai cara memetakan informasi penting sebelum menulis

		<p>4. Guru menunjukkan contoh mind mapping sederhana</p> <p>5. Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif.</p> <p><u>Kegiatan Penutup (10 Menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik bersama guru membuat kesimpulan tentang materi yang telah dipelajari. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 4. Peserta didik dan guru mengucapkan salam penutup.
	Pertemuan 2	<p><u>Kegiatan pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. 2. Memberikan Pertanyaan Pemantik terkait describe something dalam bahasa Inggris. – all you see what is the color of my dress guys?” and all of you answered “ white sir,” apakah ada yang tau barusan mendeskripsikan tentang apa? 3. Guru menyampaikan topik dan agenda pembelajaran hari ini. <p><u>Kegiatan Inti (40 menit)</u></p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang materi descriptive teks. 2. Peserta didik mendengarkan dan memahami secara seksama. 3. Guru memberikan kesempatan kepada peserta didik untuk membuat mind mapping dengan tema yang telah diberikan guru, 4. Guru menyampaikan pertanyaan penuntun (leading question) untuk membangkitkan rasa ingin tahu siswa tentang deskriptif teks. <p><u>Kegiatan Penutup (10 Menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik bersama guru membuat kesimpulan tentang materi yang telah dipelajari. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 4. Peserta didik dan guru mengucapkan salam penutup.
	Pertemuan ke 3	<p><u>Kegiatan pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. 2. Menyampaikan topik dan agenda pembelajaran hari ini.

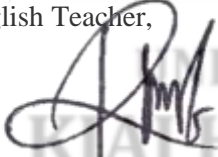
		<p><u>Kegiatan Inti (100 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengulas kembali materi deskriptif teks yang telah dipelajari pertemuan sebelumnya. 2. Guru memberikan soal tentang menganalisis bacaan deskriptif teks kepada peserta didik. (post test) 3. Guru mendekte soal kemudian peserta didik menuliskan soal yang dibacakan oleh guru. 4. Peserta didik mengerjakan soal yang telah diberikan guru dengan teliti dan benar. 5. Peserta didik mengumpulkan tugas yang telah dikerjakan. 6. Guru mengoreksi langsung didepan peserta didik dan memberikan penjelasan tentang soal yang diberikan kepada peserta didik. <p><u>Kegiatan Penutup (10 Menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik bersama guru membuat kesimpulan tentang materi yang telah dipelajari. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 4. Peserta didik dan guru mengucapkan salam penutup.
	Pertemuan ke 4	<p><u>Kegiatan pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. 2. Menyampaikan topik dan agenda pembelajaran hari ini. <p><u>Kegiatan Inti (40 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengulas kembali materi deskriptif teks yang telah dipelajari pertemuan sebelumnya. 2. Guru memberikan soal tentang menganalisis bacaan deskriptif teks kepada peserta didik demi tercapainya pembelajaran yang telah dipelajari oleh peserta didik (POST-TEST) 3. Guru mendekte soal kemudian peserta didik menuliskan soal yang dibacakan oleh guru. 4. Peserta didik mengerjakan soal yang telah diberikan guru dengan teliti dan benar. 5. Peserta didik mengumpulkan tugas yang telah dikerjakan. 6. Guru mengoreksi langsung didepan peserta didik dan memberikan penjelasan tentang soal yang diberikan kepada peserta didik. <p><u>Kegiatan Penutup (10 Menit)</u></p>

		<p>7. Peserta didik bersama guru membuat kesimpulan tentang materi yang telah dipelajari.</p> <p>8. Peserta didik dan guru melakukan refleksi pembelajaran.</p> <p>9. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>10. Peserta didik dan guru mengucapkan salam penutup.</p>
6	Refleksi	
	Refleksi guru	<p>a) Apa yang membuat kalian kesulitan dalam materi pembelajaran ini?</p> <p>b) Apakah system pembelajaran seperti ini memudahkan kalian dalam belajar Bahasa Inggris?</p>
	Refleksi Siswa	<p>a) Saya merasa mendapat ilmu baru ketika belajar dengan metode ini</p> <p>b) Saya lebih mudah memahami materi ketika ada soal cerita begini.</p> <p>c) Saya merasa pembelajaran Bahasa Inggris tentang descriptive text ini hari ini menyenangkan.</p>
	Daftar pustaka	<p>Septianti Wijayanti. <i>Buku pendamping pembelajaran Bahasa Inggris untuk SMP/Mts Kelas VII</i>.</p> <p>Putchu, H & Stranks, J. (2021). <i>English in Mind Second Edition</i>.</p>

Mengetahui

Songgon, 20 October 2024

English Teacher,



Rahma Fitri Astuti, S.Pd

Researcher



Bintang Irar Rochmatulloh

7. Lampiran

A. Materi Pendukung: *Descriptive Text*

Pengertian Descriptive Text

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan/menjelaskan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan, nama tempat maupun benda mati. Tujuan dari teks ini adalah memberikan informasi dengan jelas dan detail mengenai objek yang digambarkan kepada pembaca.

Ciri-ciri Descriptive Text

1. Menggunakan Simple Present Tense

Teks ini menggunakan Simple Present Tense karena kita akan mendeskripsikan fakta-fakta yang melekat pada suatu objek, dan salah fungsi dari Simple Present Tense sendiri adalah untuk menunjukkan suatu fakta atau kebenaran.

Misalkan kamu ingin mendeskripsikan mengenai tempat tidur kamu, kamu bisa menggunakan kalimat:

“A pencil and eraser are on the bed.”

2. Menggunakan banyak kata sifat (adjective).

Karena fungsi dari teks ini adalah untuk memberikan informasi dengan menggambarkan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan banyak dijumpai kata sifat (adjective). Contohnya adalah big, small, colorful, dan lain sebagainya.

3. Menggunakan kata kerja penghubung (relating verb).

Relating verb adalah kata kerja yang memberikan penjelasan kepada kata benda yang menjadi subjek dari suatu kalimat. Contohnya: is, have, seem, appear, dan kata kerja lainnya.

Generic Structure of Descriptive Text

Descriptive Text mempunyai aturan tersendiri mengenai strukturnya. Berikut ini adalah generic structure descriptive text:

1. Identification

Bagian ini, terletak pada paragraf pertama, tujuannya adalah untuk mengidentifikasi suatu objek yang ingin dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan kita jelaskan, sebelum kita memberitahu tentang lebih rinci mengenai objek tersebut pada paragraf selanjutnya.

2. Description

Bagian ini, terletak pada paragraf kedua dan seterusnya, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

APPENDIX 9**INSTRUMENT PRE-TEST**

Topic: Your Favorite Animal

Create a mind map describing your favorite animal. Include its appearance, habitat, food, and unique habits.

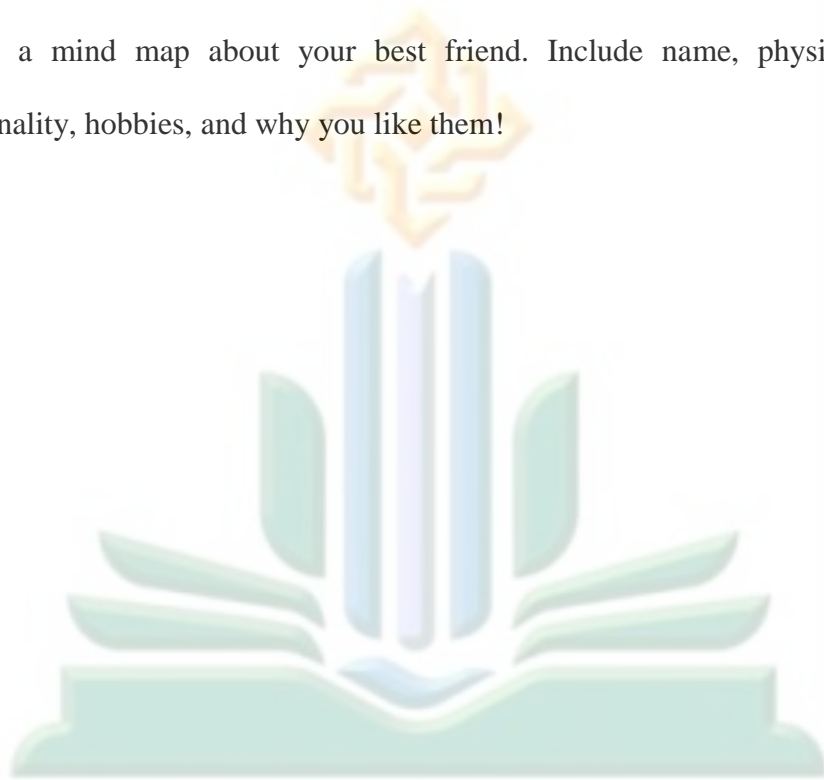


UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 10**INSTRUMENT POST-TEST**

Topic: Your Best Friend

Make a mind map about your best friend. Include name, physical appearance, personality, hobbies, and why you like them!



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 11**INSTRUMENT POST-TEST CYCLE II**

Topic: Your Favorite Holiday Place

Make a mind map describing your favorite holiday place. Include location, view, activities, weather, and how you feel there.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 12

NO	NAMA
1	AHMAD GUSTI BRYAND
2	AHMAD NURFAUZI
3	ANITA AYU ANGGRAINI
4	CINTA SILVA INDRIYANI
5	DIAN EVANDRA
6	DYSTA ARDIANSYAH
7	FADLI RAHMAN RABANI
8	FAIZAL NUR RAMDHANI
9	LINDA DWI VANESA
10	MIRY APHSIT BUNYAT
11	MUHAMMAD ALFIN HIDAYATULLAH
12	MUHAMMAD IRFAN MAULANA
13	MUHAMMAD
14	MUHAMMAD EKA RAMADHANI
15	MUHAMMAT WIJAYA
16	NARARGA PUTRA AFZHY
17	NURI MAULIDA
18	RIFKI DWI FIRMANSYAH
19	RIZAL NOVIANTO
20	SLAMET ROMADON



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

APPENDIX 13

Pre-test scores

No	Students Name	Score	Explanation
1	AGB	35	Failed
2	AN	40	Failed
3	AAA	55	Failed
4	CSI	55	Failed
5	DE	30	Failed
6	DA	30	Failed
7	FNR	40	Failed
8	LDV	30	Failed
9	MAB	40	Failed
10	MIM	50	Failed
11	M	20	Failed
12	MER	20	Failed
13	MW	30	Failed
14	NPA	40	Failed
15	NM	20	Failed
16	RDF	55	Failed
17	RN	40	Failed
18	SR	40	Failed
19	SWR	55	Failed
20	TWS	30	Failed
Highest Score		55	
Lowest Score		20	
Total		755	
Average Score		37,75	

FORMULA :

$$\bar{x} = \frac{\sum x}{\sum N}$$

NOTED

X = mean

$\sum x$ = the sum of the student's score

$\sum N$ = total students

$P = \frac{\sum \text{sum of students score}}{\text{Total students}} \times 100\% = \frac{755}{20} = 37,75\%$

Total students = 20

APPENDIX 14

POST-TEST CYCLE 1 SCORES

No	Students Name	Score	Explanation
1	AGB	35	Failed
2	AN	50	Failed
3	AAA	60	Failed
4	CSI	55	Failed
5	DE	40	Failed
6	DA	30	Failed
7	FNR	40	Failed
8	LDV	40	Failed
9	MAB	50	Failed
10	MIM	55	Failed
11	M	30	Failed
12	MER	25	Failed
13	MW	30	Failed
14	NPA	50	Failed
15	NM	60	Failed
16	RDF	70	Passed
17	RN	55	Failed
18	SR	40	Failed
19	SWR	40	Failed
20	TWS	20	Failed
Highest Score		70	
Lowest Score		20	
Total		875	
Average Score		43,75	

FORMULA :

$$\bar{x} = \frac{\sum x}{\sum N}$$

NOTED

X = mean

 $\sum x$ = the sum of the student's score $\sum N$ = total students
$$P = \frac{\sum \text{sum of students score}}{\text{Total students}} \times 100\% = \frac{875}{20} = 43,75\%$$

Total students = 20

APPENDIX 15

Posttest cycle II scores

No	Students Name	Score	Explanation
1	AGB	60	Failed
2	AN	70	Passed
3	AAA	70	Passed
4	CSI	70	Passed
5	DE	60	Failed
6	DA	55	Failed
7	FNR	60	Failed
8	LDV	60	Failed
9	MAB	70	Passed
10	MIM	75	Passed
11	M	50	Failed
12	MER	50	Failed
13	MW	40	Failed
14	NPA	70	Passed
15	NM	80	Passed
16	RDF	85	Passed
17	RN	70	Passed
18	SR	60	Failed
19	SWR	60	Failed
20	TWS	30	Failed
Highest Score		85	
Lowest Score		30	
Total		1.245	
Average Score		62.25	

FORMULA :

$$\bar{x} = \frac{\sum x}{\sum N}$$

NOTED

X = mean

 $\sum x$ = the sum of the student's score $\sum N$ = total students
$$P = \frac{\sum \text{sum of students score}}{\text{Total students}} \times 100\% = \frac{1.245}{20} = 62,25\%$$

Total students = 20

APPENDIX 16

DOCUMENTATION



APPENDIX 17



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 467550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Bintang Irar Rochmatulloh

NIM : T20196197

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Using Mind Mapping to Improve the Quality of Descriptive Text Written
by The First Grade at MTS Islamiyah Songgon

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (17%)

1. BAB I :	18 %
2. BAB II :	18%
3. BAB III :	21%
4. BAB IV :	21%
5. BAB V :	7 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 27, Mei 2025
 Penanggung Jawab Turnitin
 FTIK UIN KHAS Jember

(Ulfa Dina Novyenda, S.SOs.I, M.Pd)
 NIP.198308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
 2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5.

APPENDIX 18

CURRICULUM VITAE



Nama : Bintang Irar Rochmatulloh
 Nim : T20196197
 Place, date of birth : Banyuwangi, 12 of December 2000
 Gender : Male
 Address : Songgon, Banyuwangi, Jawa Timur
 Faculty : Education and Teacher Training
 Major : English Education Department
 Email : bintangirar@gmail.com

Educational Background

TK. RA Perwanida Songgon	(graduate in 2007)
MIN 2 Banyuwangi	(graduate in 2013)
SMP Al Kautsar Srono	(graduate in 2016)
SMK Negeri 4 Malang	(graduate in 2019)