CHAPTER III
METHODOLOGY OF RESEARCH

2.1 Research Design

In this part, actually, I inform that I have applied mind mapping as the technique in teaching writing descriptive text through pre-experimental in which the study used the statistical analysis. This research explained the steps of implementation of the research from pre-test, treatment and post-test.

2.1.1 Pre-test

Pre-test was used by me before treatment. In this case, the students were given one topic of descriptive text by me then they have written this text. Actually, it was to see the students’ ability in writing descriptive text before mind mapping technique given. In this step, the topic was given to the students is “Supiyanto, My English Teacher” which linked to students’ contextual learning which in this case Supiyanto is their English teacher.

2.1.2 Treatment

Particularly in treatment I taught the students about six times by using mind mapping technique. These were the steps of teaching writing descriptive text by using mind mapping technique:

First meeting:

In pre-activity, I said greeting and checking the students’ attendance first. Then, I tried to explain the goal of studying at that
moment. Went to main activity, I firstly explained about the concept of descriptive text which contained of the definition, the form of its text, the function and also the generic structures. I explained it orderly to make the students get understanding about the descriptive text itself. In addition, I introduced the technique of mind mapping and then explained to the students the steps of the technique and the usage of that technique in descriptive text. After understanding the usage of mind mapping technique in descriptive text, then, I divided the text of descriptive to each student. The topic of descriptive text which was given to the students was My Bombi. From that topic, the students informed how to identify descriptive text by using mind mapping technique. The last, I went to conclude the material at that moment, then accomplished the material for the next meeting.

_Second Meeting_

In pre-activity, I said greeting and checking the students’ attendance first. Then, I tried to entice the students’ previous knowledge about the previous material. After that, I provided the students text of descriptive. The title was My Diva. In this case, the students conducted with the same thing as in the first meeting where each student should identify that topic by using mind mapping technique. In post-activity, I just repeated the material that was taught at the moment and confirmed to them about the next meeting.
**Third Meeting**

In pre-activity, I said greeting and checking the students’ attendance first. Then, I tried to entice the students’ previous knowledge about the previous material. In main activity, I asked the students to do same thing as in the first and second meeting. But in this case, the title was My Hero. The students have identified that topic by using mind mapping technique. During the students worked it out, I accompanied them. Then, their works collected by me. In post-activity, I just repeated the material that was taught at the moment and confirmed to them about the next meeting.

**Fourth Meeting**

After giving greeting as usual before the teaching and learning process was going on, I asked the attendance of students and explained the goal of the subject at that moment. Then, I did previewing about the previous material. Then, I started to form five groups and each group had one topic to be described together. Luckily, each group felt free to choose what topic that interesting to be described according to them. Each group had to discuss it together by using mind mapping technique. In post-activity, I just repeated the material that is taught at the moment and confirm to them about the next meeting.

**Fifth Meeting**
After giving greeting as usual before the teaching and learning process was going on, I asked the attendance of students and explained the goal of the subject at that moment. After that, I divided the students into five groups again, then they had to search for a topic of descriptive text by using mind mapping technique. Then, they presented their works to others. The last, the teacher just repeated the material that is taught at the moment and confirmed to them about the next meeting.

_Sixth Meeting_

As usual, I gave greeting and asked the condition of students through their attendance. Then, I reminded the previous material to the students. After that, each student asked to think of a good topic to be a descriptive text. They had to work it individually by using mind mapping technique. I accompanied them to finish their work. The last, I concluded all of the material from the first material till the last material. Then, I let the students to ask about everything that they did not know. After it, I gave reflection to the students and closed the meeting at the moment.

2.1.3 Post-test

Post-test was given after treatment. In post-test I gave a topic to the students. Moreover, the students were guided to make descriptive text by using mind mapping technique. In this case, saw the result of mind mapping technique toward students’ ability in writing descriptive text that
the fact students’ ability was increased. The topic given to the students was same as with the topic that was given in pre-test, namely “Supiyanto, My English Teacher.”

2.2 Population and Sample

2.2.1 Population

Sugiyono (2013, p.117) said that population is generalization of one area that consists of object or subject that have quality and characteristics which involved by the researcher to be learned and then it will be taken the conclusion.

Actually, population of this research was the seventh grade classes of SMP Negeri 1 Boliyohuto which had divided into four classes, such as VII\textsuperscript{A} contains of 29 students, VII\textsuperscript{B} contains of 28 students, VII\textsuperscript{C} contains of 28 students and VII\textsuperscript{D} contains of 29 students. This school is located at Sidomulyo village, Gorontalo Regency, Gorontalo Province. Thus, the population of that seventh grade of SMP Negeri 1 Boliyohuto is 114 students.

2.2.2 Sample

According to Sugiyono (2013, p.118), sample is part of population. In addition, I took the purposive sampling inside. Purposive Sampling is
the sampling technique that is used to take sampling from the population which was tended to one object depending on considerations.

Particularly, I chose class VII\textsuperscript{C} which has 28 students. I took this class because the students’ writing skill was still low. Based on my interview with English teacher on December 2012, most of the students in that grade were still feeling hard to compose written text. The teacher described that in writing descriptive text, the students just would write anything they know link to the topic without focusing and paying attention to the generic structures orderly. Besides, the other classes had skipped, because the students’ ability of writing skill in those classes were being average high. Thus, I just chose VII\textsuperscript{C} as the sample of this research.

Based on the teacher’s description above, I conclude that VII\textsuperscript{C} still lack in writing. Thus, it is obviously becoming a powerful reason for choosing this class to be the subject of this research.

2.3 Technique of collecting data

In this research, I used pre-test and post-test design.

In collecting data, I used a test, notably students’ writing by developing key words in mind mapping to form well writing descriptive text. In this research, I evaluated the students’ writing notably components of writing which consists of grammar, content, punctuation and generic
structures. Finally, I obtained the results of pre-test and post-test data toward students’ descriptive text.

3.4 Technique of Analyzing the Data

In analyzing data, I did the following steps. The data is analyzed by giving students score that adapted from English Teachers Association, MGMP 2006 (in Saini, 2010:46) (as cited in Danial, 2011, pp.33-34) the scoring would emphasize into how to analyze the writing genre. It consists of four analytic scales; Grammar, Content, Punctuation, and Generic Structure. These will be shown in appendix 4 on page 58. Based on the rubric score, it can be described that the evaluation format could be shown in appendix 5 on page 60.

Maximal score in this study is 20 score. If students can write well and get 5 score for each content of writing, it will be calculated for whole aspects. This score divided into 5,4,3,2,1. Score 5 for the highest score and score 1 for the lowest score.

After the data collected and analyzed, I calculated the students’ ability in writing descriptive composition by using mind mapping through simple formula:

\[
\frac{\text{Students' Score}}{\text{Maximal Score}} \times 100
\]

Meanwhile, in analyzing data, I used some steps as follows:
1. In analyzing data, t-test formula is used as follows:

\[ t = \frac{\bar{d}}{s_d/\sqrt{n}} \]

Where:

- \( d \) : Difference between pre-test and post-test score
- \( \bar{d} \) : Mean from (d) between post-test and pre-test
- \( s_d \) : Standard deviation of d
- \( n \) : Number of sample

(Riwidikdo, 2010, p. 90)

2. Hypothesis Verification

In verifying the hypothesis of this research, I used the level of significance \( \alpha = 0.05 \) with the criteria as follows:

- \( H_0 \) is untenable, \( H_1 \) is tenable if \( t_{\text{count}} > t_{\text{table}} \)
- \( H_0 \) is tenable, \( H_1 \) is untenable if \( t_{\text{count}} < t_{\text{table}} \)

Where:

- \( H_0 = \) There is no influence of mind mapping technique toward students’ writing descriptive text
H1 = There is any influence of mind mapping technique toward students’ writing descriptive text