

ABSTRACT

Eriya Fitri, 2017. *“The Effectiveness of Using Mind Mapping in Teaching Writing of Descriptive Text at The Second Grade Students of MTs Sulaiman Yasin Samarinda Year 2017/2018”*. Undergraduate Degree. Thesis, Education and Teacher Training Faculty, State Institute of Islamic Studies Samarinda. Advisors: Mohamad Muklis, M.Hum as the first advisor and Sari Agung Sucahyo, M.Pd as the second advisor.

Writing is one of the important skills in teaching and learning process. It becomes very important because writing is source of knowledge, especially at the level of education. Writing is an important part in English lesson because it is activities can give the students a chance to express their personalities, help to consolidate learning in other skill areas, and allow for conscious development of the language mastery.

In teaching descriptive text in Junior High School, teachers need various kinds of method in order to increase maximum result for students' writing. One of the method that can be used to help student in writing is mind mapping. The researcher will try this research because mind mapping is concept of map that can help students to describe part of people, animals, and things. By using mind mapping students can study together with friends, interact and share one another about their material. This study is aimed to find out the empirical evidence of the effectiveness of teaching writing of descriptive text by using mind mapping at the second grade students of MTs Sulaiman Yasin Samarinda.

This study is categorized as true experimental research design. The population of this study is all the second grade students of MTs Sulaiman Yasin Samarinda. The data collecting is done by giving the test (pre-test and post-test). The researcher uses T-test formula to analyze the difference of students' score in experimental class (teaching writing of descriptive text by using mind mapping) and the controlled class (teaching writing of descriptive text without using mind mapping).

Based on the data analysis, the researcher finds that $t_o > t_t = 2,421 > 1,680$ in level significance 5% and $t_o > t_t = 2,421 > 2,414$ in level significance 1%. It means that there is obvious difference between the average score from the result of teaching descriptive text in experimental class and controlled class. Thus, it can be inferred that teaching descriptive text by using mind mapping is effective to improve the students' score in writing.