
The Use Of Mind Mapping And Show Not Tell Technique In Writing Descriptive Text

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Abstract

This study aimed to discover whether there was any variance in the eight-graders writing descriptive text achievement between those who were taught by using the Mind Mapping Technique and Show Not Tell Technique (SNTT). This study took place at SMPN 13 Banjarmasin. The used method was a quantitative method with a quasi-experimental design. The analyst picked VIII D as the experimental class taught using MMT and VIII C as the control class which was taught using SNTT, VIII D consisted of 27 students and VIII C 28 Students. The study outcome showcased that the subjects' mean score in the experimental class was 58.07 in the pre-test and 77.55 in the post-test. Meanwhile, those who were in the control class acquired 58.42 in the pre-test and 62.21 in the post-test. The hypothesis testing discovered that the t-test value was 5.41 which was considered higher than the t-table (1.67). Hence, the Alternative Hypothesis (Ha) was acknowledged. MMT has successfully affected students' writing capability in descriptive text. It is proposed for the teacher to implement MMT in teaching writing, particularly descriptive text rather than SNTT.

Keywords: Descriptive Text, Mind Mapping, Show Not Tell, Writing

INTRODUCTION

Study Background

In the globalization era, language is one among the society's key role in regarding thought, communication, as well as learning. Rafiek (2010) outlines it as a human communication implementation is in line with Mu'in and Mariani (2007) who categorized language into three most general functions available in this fashion: 1) showcasing the general ideas ones might have; 2) being a communication condition; 3) conveying users' emotion, thought, and feeling. Additionally, based upon Pastika (2012), English has had become the most used language globally for either written or spoken means. Moreover, Bell and Burnaby (1984, p. 145) express writing as an extremely complex cognitive activity where the utterer or writer was required for demonstrating his control over several variables simultaneously. At the sentence level, it could be including the content, vocabulary, format, sentence structure, spelling, punctuation, as well as letter formation mastery.

Past the sentence level, the writer had to possess the capability of structuring as well as integrating the information into a coherent and cohesive writing piece is the product of coordinating or composing thoughts along with concepts into a logical and integrated sentences series of written language. It is also one among the language capabilities that is compulsory to be possessed by students. By mastering this skill, ones would be capable uttering or communicating things wanted to be conveyed. Hence, it can be settled that writing is one among the vital aspects of English learning.

Therefore, it is mandatory for English as a Foreign Language (EFL) teachers to attempt various efforts for improving the students' capability in putting their ideas into written pieces for acquiring the targeted learning goals.

Based upon Curriculum 2013, Junior High School pupils are required to master writing skills which including descriptive text construction mastery which according to Richardson (2006) is a piece of writing products which describes and defines things by their features in detail. This text comprises of introduction, which introduces the thing, as well as description, which describes the thing's detail.

The descriptive text aim is for describing things through written words or sentences. Therefore, the readers can contemplate on what the author's train of thought is rather than for describing the situation, condition, or setting. EFL learners must possess several language masteries and competencies with one of those is the descriptive text construction mastery which could be attained through the aid of the Harmer's (2001) text characteristics. The basic competencies purpose is for sharpening the EFL pupils' experience as well as imagination in compiling information into a writing piece, particularly descriptive text. They are projected to be capable of practicing to express the gathered information they possess, either from their sensory or from other means. Thus, it is mandatory for an EFL pupil to have sufficient observations skill and make maximum use over all their sensory devices.

From the preliminary study discoveries during the analyst's teaching practice at SMPN 13 Banjarmasin, it was identified that the students' descriptive text construction mastery was still lacking. They sometimes unsuccessful in identifying the descriptive text parts. On the other hand, most of their acquired English scores were below 70, which was considered failed to achieve the minimum standard. Therefore, a study regarding how to solve the problems faced by both EFL tutors and pupils is deemed crucial to be carried out.

According to Buzan (2011), Mind Mapping Technique (MMT) encompasses several functions in organizing ideas while representing words that arranged a keyword by branches containing short phrase, words, or picture. Thus, it provides clues for the writer and aid them on what they should engrave on their writing media. Additionally, Nurlaila's study (2013) regarding the utilization of this technique showcased positive outcomes where the study subjects were capable of improving their writing Descriptive texts capability, increasing creativity in the vocabulary use, arranging sentences, as well as organizing the ideas well. Therefore, this technique is recommended to be implemented in the writing educational process in different text types and levels of schooling as well.

Besides MMT, Show Not Tell Technique (SNTT) is also available for a means of improving EFL students' writing capability. Marisca (2016) had carried out a study regarding SNTT and the study results showcased that her study subjects' descriptive text construction mastery was categorized as quite capable after used the SNT.

Hence, on the basis of the explanations and preliminary discoveries above, the analyst was intrigued to carry out a study regarding which technique that is more appropriate to be used in teaching the descriptive text writing mastery between MMT and SNTT on the eighth-graders.

Study Objective

The study aimed to discover whether there is a significant difference in descriptive text writing mastery on the eighth-graders of SMPN 13 Banjarmasin after MMT and SNTT have been used during the educational process.

Hypotheses

There are two study hypotheses which are:

1). Alternative Hypotheses (H_a)

There is a significant difference in students' descriptive text writing mastery between those who are taught by using MMT and SNTT on the eighth-graders of SMPN 13 Banjarmasin.

2). Null Hypotheses (H₀)

There is no significant difference in students' descriptive text writing mastery between those who are taught by using MMT and SNTT on the eighth-graders of SMPN 13 Banjarmasin.

STUDY METHODOLOGY

Study Approach and Type

The analyst utilizes quasi-experimental study. Hence, it sets up a fact regarding cause-effect study among independent and dependent variables (Frankel, 2012:265). Typically, this study utilizes quasi-experimental due to the students' in the chosen school which was put nonrandomly. The analyst utilizes the pre- and post-test group design. There were two classes being studies, experimental along with control class. The pre- and post-test were distributed toward both classes. The pre-test is distributed to perceive the study subjects' initial writing capability before treatment was carried out. In this study, the experimental class is taught by employing MMT, while the control class using SNTT. This design's pattern is as follow:

TABLE 1. Nonrandomized Experimental and Control in Pretest-Posttest Design

Group	Pre-Test	Dependent Variable		Post Test
Experimental	Y1	X	X	Y2
Control	Y1	-	-	Y2

Source: Sukardi (2013, p. 186)

Population and Sample

Population

Before carrying out the study, the analyst was required to identify the population. Based upon Gay's explanation (2012, p. 130), a quantitative study elucidates the population to showcase all characters possessed by the subject or object which will be investigated for acquiring the desired outcome. In this study, the population is 225 eighth-graders of SMPN 13 Banjarmasin which distributed into 8 classes as shown in the Table 2 below.

TABLE 2. The Table of Eighth Grade Students

No.	Class	Total of Students
1	VIIIA	28
2	VIIIB	29
3	VIIIC	28
4	VIIID	27
5	VIIIE	28
6	VIIIF	29
7	VIIIG	27
8	VIIIH	29
Total		225

Sample

According to Sukardi (2013, p. 64), the sample is the designated sample from all individuals in the level or area nonrandomly based upon a specific purpose which aimed by the analyst, such as the money, time, or energy limitation. The analyst utilizes intact classes as this study subjects were classes that were already formed or existed by the school. Cresswell (2012, p. 310) mentioned that intact classes are frequently used in a quasi-experimental design.

The study subjects were the VIIIC and VIIID eighth-graders which were chosen based upon the English teacher recommendations, due to both classes possessed same characteristic within the English score standard, possessed same level, used similar English material, and taught by the English

teachers who had similar teaching capabilities. In this study, VIID is an experimental class which taught using MMT while VIIC as control class employing SNTT. Meanwhile the chosen try out was VIIB. The study sample could be seen below.

TABLE 3. The Sample of This Research

Class	Group	Student
VIID	Experimental	27
VIIC	Control	28
Total		55

Source: Documents of SMP Negeri 13 Banjarmasin

Instrumentation

To acquire the necessary data, the analyst utilizes the instrument which can gather the required subjects' information. Creswell (2012, p. 149) referred instrument as the processing tools for measuring the collective detailed information. The distributed instrument for this study was a test.

The test is the most significant data collection instrument. Heaton (1989, p. 7) explained that test was used for evaluating ones' skills as effective and impartial as possible. The analyst utilizes a test descriptive text writing correlated to the MMT and SNTT utilization. The test requires the test-takers for observing a picture. Then they proceed by writing as well as developing descriptive text in a paragraph based upon what they have perceived.

In this study, the analyst distributed a pre-test to both experimental and control class. After the pre-test was given, the teacher taught the EFL pupils in experimental class regarding writing descriptive text using MMT, while the control conducted the same thing by using SNTT. After conducting the treatment, the analyst distributed the post-test to both classes once more for discovering the utilization effect MMT and SNTT on the EFL students' writing descriptive text capabilities and skills.

Study Instruments Validity and Reliability

Validity

The main attention on the development along with evaluation of the study instrument is validity. Based upon Fraenkel and Wallen (2008, p. 165), it refers to significance, suitability, precision, and practicality of any inferences drawn based upon the obtained data through the implementation of an instrument.

To know the test's validity, content validity was used by constructing the test items referencing to the school syllabus. Then, proceed with validating the instrument by consulting the instruments with the expert validator, namely Rizky Amelia, M.Pd. and Hj. Suraya, S.Pd. who were a lecturer at Lambung Mangkurat University and EFL teacher of the study subjects respectively. The first expert validator had proposed to add explanation as well as duration of the distributed test while the second one had suggested to check the picture clearness before distributing the test.

Based upon the stated suggestions, the instrument had been revised. After the analyst revised the instrument based upon the expert validators' suggestion, then the instrument could be considered valid to be used.

Moreover, a test is said to possess content validity within it due to the process of establishing the items representativeness for the entire course material that has been taught is being measured. In this study, the analyst tries to achieve the test's content validity by referring to the English syllabus which implemented for the Eighth-graders of SMPN 13 Banjarmasin.

Reliability

Another important requirement was reliability which based upon Heaton (1989, p. 162) it was referred to the measuring tools results' consistency. In this study, the analyst utilizes inter-rater reliability. According to Wang (2009, p. 39) it is a degree on how reliably similar the subjects' acquired scores were. When the study subjects from tryout class achieve same or similar score, the test would be deemed reliable. There will be two raters, the first is Hj. Suraya, S.Pd., the subjects' EFL tutor while the second rater was the analyst herself.

To achieve the instrument reliability, the analyst verified the instrument on VIII B which chosen as the try out class. The test was distributed on Monday, February 24th, 2020. The test results were then rated by the first rater along with the second-rater. The acquired r-value was 0.98 which showcased that the r-value is above 0.80. Thus, the instrument possesses high reliability level. After the r value was calculated, the test reliability was categorized by employing the following interpretation guidance:

TABLE 4. The Level of Reliability

	Reliability Level
$0,00 < r \leq 0,21$	Not Reliable
$0,21 < r \leq 0,40$	Less Reliable
$0,41 < r \leq 0,60$	Reliable enough
$0,61 < r \leq 0,80$	Reliable
$0,81 < r \leq 1,00$	Very Reliable

Source: Arikunto (2003, p. 75)

Data Collection Technique

Test

The same test was distributed towards the experimental class students who were taught by using MMT as well as those who were in the control class that were taught using SNTT. In both classes, the subjects were enquired for writing a descriptive text based upon the given picture provided by the teacher. They were given the pre-test to measure their initial knowledge and capability before they acquire the treatment of teaching process that used MMT and the SNTT. Then, the post-test was given to measure their writing skill after having the treatments carried out. Additionally, there were some writing text elements which the analyst utilizes as the guidance in scoring their writing., namely the text content, language use, vocabulary, organization, along with mechanics.

Documentation

The documentation which conducted by the data gathering on the lesson plan, syllabus, as well as the material that teacher used in as the basis of writing test construction. Moreover, some photographs were taken during the teacher's performances.

Observation Sheet

Observation sheet or structured observation in the form of a checklist was used due to the analyst's intention of discovering the actual data from the field related to situation, as well as the class condition during the process of educational process. It was to perceive whether the teaching was carried on the

basis of lesson plan or not. In this study, the observer was the analyst herself.

Data Collection Procedure

Based upon the gathered documents, the analyst made and employed a writing test for carrying out the data collection. The test was used for discovering the students' writing capabilities in descriptive text by employing MMT and SNTT. First, the analyst chose the samples which were VIIID as experimental class and VIIIC class as control class of SMP Negeri 13 Banjarmasin eighth-graders on the basis of teacher's suggestion. Second, the analyst conducted the pre-test on experimental class and control class. Third, the teacher implemented MMT and SNTT twice because resource, time, as well as energy limitation for teaching in both classes using different techniques. Moreover, the analyst observed the situation or condition whether the educational processes were based upon the given lesson plan on both classes or not. Fourth, the analyst carried out the post- test on both classes. Next, the EFL teacher and the analyst conducted score calculation based upon the scoring rubric then evaluated the EFL pupils' mean score from both the experimental and control class. Last, the analyst conducted the data analysis.

Data Analysis

This study employed quantitative data which will be gathered through the writing test. The first rater was an English teacher of SMP Negeri 13 Banjarmasin, Hj. Suraya, S.Pd. while the second rater was the analyst herself. The steps could be seen below.

1. Calculating the test reliability. The two raters calculate the tryout result. If the acquired scores was similar between the two raters, the test was reliable.
2. Scoring pre- and post-test based upon the scoring rubric. After analyzing students' writing score according to the scoring rubric, each score would be interpreted as below:

TABLE 5. Score Interpretation in SMP Negeri 13 Banjarmasin

Category	Range of Score
80 – 100	Excellent
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
< 50	Fail

3. Hypothesis testing. The analyst utilizes a t-test for hypothesis testing. The formula could be perceived below was based upon Kothari (2004, p. 209):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum(X_1 - \bar{X}_1)^2 + \sum(X_2 - \bar{X}_2)^2}{n_1 + n_2 - 2}} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

\bar{X}_1 : Mean of difference in experimental group

\bar{X}_2 : Mean of difference in control group

X_1 : Individual difference scores of experimental group

X_2 : Individual difference scores of control group

n_1 : Samples of experimental group

n_2 : Samples of control group

4. Conclusion drawing. After the t-test calculation was carried out, the analyst compared the t-test and t-table. The degree of freedom (df) $df = (N_1 + N_2) - 2$ in this study is $df = 27 + 28 - 2$, and significance level was 5% or 0,05. Then, the analyst concludes which hypothesis would be accepted.
 - a. If the t-test > t-table, the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted which means there is a significant difference in students' descriptive text writing mastery between those who are taught by using MMT and SNTT on the eighth-graders of SMPN 13 Banjarmasin.
 - b. If the t-test > t-table, the Alternative Hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted which means there is no difference in students' descriptive text writing mastery between those who are taught by using MMT and SNTT on the eighth-graders of SMPN 13 Banjarmasin.

FINDING AND DISCUSSION

Subjects Description

This study was carried out on SMPN 13 Banjarmasin, Jalan Komplek Persada No.128, Alalak Tengah, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan 70126. There were 8 classes, VIII A, B, C, D, E, F, G, and H with the whole population numbers were 225 EFL pupils. There were 2 classes which were taken as the study sample. They were VIIC and VIID. The numbers of the EFL pupils in VIIC were 28 while in VIID were 27 students, which means 55 subjects in total. Cluster-sampling was employed for choosing the experimental and control classes that resulted in VIID as the experimental class who was taught using MMT and VIIC as the control class who was taught using SNTT.

The Description of the Teaching and Learning Process

The educational process in both experimental and control classes were conducted by the EFL tutors of the study subject, named Hj. Suraya, S.Pd. The used syllabus, materials, lesson plan, along with the test were provided by the analyst conducting discussion session with the English teacher.

Educational process in Experimental Class

In this study, the analyst observed the experimental class VIID where the teacher carried out the educational process by MMT implementation. The educational activity was divided into three phases, pre-, while-, as well as post- activities.

In the pre-activities, the teacher greeted the students and checked their present list, prepared the student both physically and psychologically, told the topic’s lesson for the meeting, and told the steps of writing a descriptive text easily in MMT. After that, the teacher told the lesson objective, divided the group which consisted of 2 EFL pupil. Throughout this phase, her students paid attention very well.

In the while-activities, the students could perceive the picture that correlated with the topic, then the teacher stimulated the students by brainstorming ideas. The students read the information regarding descriptive text in their book. Then, the students observed, identified, and labeled what they perceived in the picture. The word or phrases then put in a pattern which connected with key words in each picture. They then reread and review one more on the keywords section aloud. Hence, for the exercise, each group could compose a descriptive text correlated to the given picture. Afterward, the teacher and some groups held discussion and presentation session.

In the post-activities, the students resumed the lesson. Then, the students were assigned to create a new descriptive text in the evaluation test individually. After the designated time was over, the students collected their work and the teacher concluded the lesson.

The educational process by implementing MMT was done twice. The schedules in the experimental class could be perceived in the table below:

TABLE 6. Schedule of Experimental Class VIIID (MM)

No.	Date	Material	Treatment
1.	February 26th, 2020	Pre-Test	-
2.	February 28th, 2020	Descriptive Text	Mind Mapping Technique
3.	March 4th, 2020	Descriptive Text	Mind Mapping Technique
4.	March 6th, 2020	Post-Test	-

Educational process in Control Class

In this study, the analyst observed the control class VIIIC where the educational process was encompassed with the SNTT utilization. The activity in the educational process was divided into three phases those were pre-activities, while- activities, and post- activities.

In the pre-activities, the teacher greeted the students, checked their present list, arranged and prepared the student physically and psychologically, told the topic’s lesson, and told the steps of how to compose a descriptive text easily in SNTT. After that, the teacher told the objective of the lesson, divided the group that consisted of 2 EFL pupils. The students paid attention very well. The steps were basically similar with the experimental class.

In the while-activities, the students could perceive the picture which was correlated with the topic, then the teacher stimulated the students in brainstorming ideas. The students read the information regarding descriptive text which was provided in their book.

Then, the students observed, identified, and labeled what they could see in the picture without any keywords and just relied on their sensory perception. As for the exercise, each group composed a descriptive text related to the given picture. And the teacher as well as some groups would discuss and present their composed texts.

In the post-activities, the students resumed the lesson. Then, the students are assigned to create a new descriptive text in the evaluation test individually. After the time was over, the students

collected their work to the teacher and the teacher closed the lesson.

The educational process by using SNTT was done twice as well. The schedules could be seen below.

TABLE 7. Schedule of Control Class VIIC (SNTT)

No.	Date	Material	Treatment
1.	February 27th, 2020	Pre-Test	-
2.	February 29th, 2020	Descriptive Text	SNTT
3.	March 5th, 2020	Descriptive Text	SNTT
4.	March 7th, 2020	Post-Test	-

Study Findings

The Result of Documentation

The gathered syllabus was encompassed on the eighth-graders English subjects which then used as a reference and basis by the analyst in making the lesson plans and the distributed test. Those lesson plans were then consulted with the Lecturer and English teacher. The lesson plans made into four forms. Two for experimental class and two for the control class. Hence, each class had two meetings in which each meeting was held for 3x40 minutes.

The Result of Observation

Previously, the analyst had mentioned that the observation was used through observation sheet. The analyst used two observation sheets. They were observation sheets for the teacher's activities and student's activities. Those were used in both the experimental and control classes.

In making an observation sheet, the lesson plan was used as the guidance. The teacher's activities observation sheet was checked by seeing whether the activity was carried out by the teacher or not.

a. Experimental Class

1. First Meeting

Observation of teacher's activities in experimental class was taken in VIIC class. First observation was at the first meeting on February 28th, 2020 with the material of descriptive text. The teacher taught the student by employing MMT. The educational process in the first meeting ran well. There were three stages of activities in the observation sheet. They are pre-activities, while-activities, and post-activities.

In the pre-activities, as usual, the teacher greeted the students, checked the student's present list, prepared the student physically and psychologically, told the topic's lesson, and told the steps of how to compose a descriptive text easily by using MMT. Then, the teacher told the objective of the lesson, divided the group that consisted of 2 students. The students paid attention very well to the teacher.

As for the while-activities, the students viewed the picture that was correlated to the topic. The teacher stimulated the students through brainstorming. The students read the information of descriptive text in their book. Then, the students observed, identified, and labeled what they see in the picture. The word or phrases are put in a pattern which connects to key words in each picture. The

students read and reviewed again the keywords aloud. Hence, for the exercise, each group wrote a paragraph of descriptive text related to the picture. After that, the teacher and some groups discussed and presented their answer together.

In the post-activities, the students reviewed the lesson. Then, the students are assigned to create a new descriptive text in the evaluation test individually. After the designated time was over, the students collected their work to the teacher and the teacher concluded the lesson.

2. Second Meeting

In the second meeting was on March 4th, 2020 with the material of descriptive text, the teacher also using MMT in this second meeting through three stages much like the first meeting.

In the pre-activities, as usual, the teacher greeted the students, checked the student's present list, prepared the student physically and mentally, told the lesson's topic, and remind the steps of how to compose a descriptive text easily by the aid of MMT. Then, the teacher told the lesson objective, divided the group which consisted of 2 students. For the second meeting, the students were also paid attention very well to the teacher.

In the while-activities, the students conducted the same activities like they had done in the first meeting which also occurred in the post-activities, where the EFL pupils reviewed the lesson and then were assigned to create a new descriptive text in the evaluation test individually. Same with the previous meeting, after the designated time was over, the had to collect their work to the teacher and the teacher concluded the lesson.

b. Control Class

1. First Meeting

Observation of teacher's activities in Control class was taken in VIIIIC class. First observation was at the first meeting on February 29th, 2020 with the material of descriptive text. The teacher taught the student by employing MMT. The educational process in the first meeting ran well. There were three stages of activities in the observation sheet. They are pre-activities, while-activities, and post-activities.

In the pre-activities, as usual, the teacher greeted the students and checked their presence list, prepared the student physically and mentally, told the lesson's topic, and told the steps of how to compose a descriptive text easily by using MMT. Then, the teacher told the lesson objective, divided the group that consisted of 2 students. The students paid attention very well to the teacher.

In the while-activities, the subjects observed, identified, and labeled what they could see in the picture without any keywords and just relied on their sensory perception. As for the exercise, each group composed a descriptive text related to the given picture. And the teacher as well as some groups would discuss and present their composed texts.

In the post-activities, the students resumed the lesson. Then, the students are assigned to create a new descriptive text in the evaluation test individually. After the time was over, the students collected their work to the teacher and the teacher closed the lesson.

2. Second Meeting

In the second meeting was on March 5th, 2020 with the material of descriptive text, the teacher also using SNTT in this second meeting. Much like the first meeting, the second meeting was run well. There were three stages of activities in the observation sheet. They are pre-activities, while-activities, and post- activities. In the second meeting, both the teacher and her students precisely conducted the same activities like in the first meeting.

The Pre-Test Result

The pre-test in the experimental class was carried out on Wednesday, February 26th, 2020, 27 students were present. As for the control class, it was conducted on February 27th, 2020. At that time, 28 students were present. The students were enquired to compose a descriptive text. The pre-test was aimed to gather data regarding the students' prior knowledge. The result could be perceived in the following tables.

TABLE 8. The Result of Pre-Test in Experimental Class

No.	Students	Pre-test Total Score
1	AF	54
2	AG	62
3	AKR	62
4	AT	54
5	D	44
6	DAFN	86
7	DAW	58
8	GNR	56
9	HM	78
10	KAR	54
11	MDR	62
12	MHP	58
13	MPA	42
14	MR	58
15	MWW	46
16	NMP	58
17	R1	54
18	R2	58
19	RA	52
20	RW	54
21	S	54
22	SAH	46
23	SNH	54
24	STW	78
25	TN	82
26	TA	54
27	YM	50
	Total	1568
	Mean	58.1

TABLE 9. The Result of Pre-Test in Control Class

No.	Student	Pre-test Total Score
1	A	74
2	AF	62
3	AH	46
4	AJ	22
5	AM	64
6	AR	58
7	AS	62
8	ASA	52
9	AW	88
10	ECP	56
11	FA	60
12	FN	22
13	FO1	62
14	FO1	90
15	I	56
16	JS	50
17	MA1	78
18	MA2	50
19	MF	46
20	MGA	46
21	MN	42
22	MS	62
23	NAS	62
24	NH	58
25	NY	62
26	S	72
27	SH	58
28	TS	76
	Total	1636
	Mean	58.4

Based upon the pre-test for both classes, it could be settled that the background knowledge possessed by the students' in English for the experimental and control class is fair enough which could be perceived from the average score of both classes in which the experimental class' average score was 58.1 while the control class acquired 58.4.

The Post-Test Result

The experimental class' post-test was done on Wednesday, March 6th, 2020, and 27 students were present. As for the control class' pre-test, it was carried out on March 7th, 2020. At that time, 28 students were present. It was held after the treatments were given. The students were enquired to construct a descriptive text. The administration of post-test was for acquiring the students' achievements after affected by the treatments. The result could be perceived in following tables.

TABLE 10. The Result of Post-Test in Experimental Class

No.	Students	Post-test Total Score
1	AF	52
2	AG	64
3	AKR	90
4	AT	78
5	D	72
6	DAFN	86
7	DAW	86
8	GNR	84
9	HM	82
10	KAR	70
11	MDR	72
12	MHP	86
13	MPA	88
14	MR	74
15	MWW	94
16	NMP	66
17	R1	98
18	R2	74
19	RA	78
20	RW	82
21	S	84
22	SAH	82
23	SNH	78
23	STW	80
25	TN	82
26	TA	40
27	YM	72
	Total	2094
	Mean	77.5

TABLE 11. The Result of Post-Test in Control Class

No.	Student	Post-test Total Score
1	A	76
2	AF	62
3	AH	62
4	AJ	28
5	AM	68
6	AR	68
7	AS	60
8	ASA	70
9	AW	86
10	ECP	62
11	FA	66
12	FN	24
13	FO1	60
14	FO2	86
15	I	56
16	JS	54
17	MA1	76
18	MA2	58
19	MF	54
20	MGA	52
21	MN	48
22	MS	66
23	NAS	60
24	NH	78
25	NY	64
26	S	54
27	SH	62
28	TS	82
	Total	1742
	Mean	62.2

It could be perceived from the tables that the experimental class' students who were taught by MMT acquired average score 58.1 in the pre-test which was categorized as a poor score. In contrast, the mean score was significantly improved on the post-test result with the average score 77.5, which was categorized as a good score. The score increased by 19.4 points.

Meanwhile, the students in control class who were taught by employing SNTT achieved 58.4 for the pre-test average score which was categorized as a poor score, while the post-tests' average score was 62.2 which was categorized as a fair score. There was a slight improvement after the treatment administration was conducted for two meeting by 3.8 points. Thus, it could be settled that

MMT also possess capability to improve students' writing descriptive text, albeit not as much as MMT.

Hyphothesis Testing

There were two hypotheses which exist in this study, they are alternative hypothesis (H_a) and the null hypothesis (H_0). The hypothesis testing was calculated through t-test. After the t-test result was acquired, it was then compared with t-table. The outcome revealed that the t-test result was 5.41 with significance level 0.05 and $df = (27+28-2) = 53$. Therefore, with the t- table which was 1.67, the t-test result was higher ($5.41 > 1.67$). Thus, it can be settled that the alternative hypothesis (H_a) was accepted.

Discussion

In this part, the analyst divided discussion regarding data analysis which intended for discovering the significant difference on the students' writing descriptive text between those who are educated by employing MMT and those who are taught by using SNTT in the eighth grade of SMPN 13 Banjarmasin, which could be identified through the pre- and post-test result of both experimental and control class. For discovering the answer, several study procedures had been carried out by the analyst. Considering as well as choosing classes possessing equal skill based upon the English teacher's recommendation was done first. Then, the test instruments for conducting try out, pre-test and post-test were created. It was compulsory for the analyst to collect data from the try- out class for reliability checking. After the test was deemed reliable, a pre-test for the experimental and control class was distributed. Then, the chosen EFL teacher gave them treatment in two meetings: the analyst observed the teacher teaching about descriptive text by employing MMT in the experimental class, while SNTT in the control class. Lastly, the analyst gave the post-test for both classes.

This study findings are in accordance with Sari (2015) regarding the MMT influence in Teaching Writing Skills. The significance level was in 0.05 and the hypothesis is approved if $sign < p$. It could be perceived that the t-test result showed sig. (2-tailed) is .000 which could be inferred that H_1 is accepted while H_0 is rejected since $0,000 < 0.05$. Thus, we can conclude that there is a significant increase in EFL pupils achievements after they were taught by employing the MMT. On the other hand, SNTT model result was in contrary with the study from Inderasari (2016), where the outcome showcased that SNTT provided a significant boost on the students' writing skill development of as well as positively affecting their learning activity.

The difference between MMT and SNTT class was on the way the teacher explaining the material in both classes as well as the way the chosen subjects doing the test. In Experimental Class the teacher wrote and explained the lesson such as the grammar, language features, text organization, along with descriptive text example in the whiteboard while the EFL pupils just listened and took notes in their book. Then, the teacher enquired the students for constructing a descriptive text based upon the given pictures which has keywords, students then did the exercise and evaluation test. Finally, the teacher checked their scores, and they gave back the test result to the teacher. Since the students were active, the educational process was really effective in improving the writing mastery of the subjects. The MMT was proven to be effective since the students in the MMT class could implement the MMT easily in several situations, such as in planning, summarizing, problem-solving, structuring, gathering ideas, taking notes, meetings, lectures, debates, as well as interview. interviews. MMT gave students chances for discovering the easiest way for putting information into their writing pieces. Moreover, it can be said that MMT was better because each student contributed in carrying out the exercise as well.

On contrary, the control class subjects were enquired to compose a descriptive text by implementing SNTT. The teacher wrote and explained the lesson such as the grammar, text

organization, language features, and descriptive text example one whiteboard while the students just listened and took a note on their book. Next, she enquired the students for composing a descriptive text based upon the given pictures provided by their teacher without any keywords, students conducted the exercise and evaluation test. Finally, the teacher checked their scores, then they collected the test to the teacher. It seemed that the students became passive learners during the educational process while implementing SNTT which was ineffective in improving the students' writing mastery.

Thus, it can be settled that MMT was better due to each student contributed while doing the exercise. As for during the SNTT teaching process, even though the students also did the exercise, but it was as successful as MMT due to not every student were involved during the class.

From this study finding above, the analyst saw the aspect that covered students writing. First, the aspect of content in the pre-test, the students did not compose a descriptive text with the relevant detail of topics. The improvement in the students' writing was due to the treatment which MMT was used. The experimental class acquired better achievement in the content components. Second, the pre-test in an aspect of writing organization, most subjects from both classes could not perform good text organization regarding the identification and descriptive. Whilst in the post-test, the organizing of the students' writing such as the main ideas was better. Third, in the language use aspect, some study subjects made mistakes in forming the tenses in the pre-test. Whereas in the post-test, the students became aware of the verb as well as tenses should be used in descriptive text. Fourth, in the pre-test of the vocabulary aspect, the analyst discovered that some students also conducted a mistake in the word choice which resulting in the confusing meaning. Although, in the post-test, the subjects began to utilize appropriate word choice based upon the given topic. Finally, from the mechanic's aspect in the pre-test and post-test, it could be perceived that the students used incorrect vocabulary and punctuation such as "*apple has shape oval*" instead of "*oval shape*".

Regarding this study, the data were analyzed through SPSS 21 for windows. The students who were taught by using MMT acquired a significant difference as their pre-test mean score was 58.1 and the post-test one was 77.5. The score improvement was 19.4. Meanwhile, the students who were taught using SNTT made less improvement comparing to MMT students, since the SNTT class pre-test mean score was 58.4 while the post-test was 62.2 meaning that the mean score improvement was just 3.8. Furthermore, the MMT provide positive effect toward students' descriptive writing capability due to its capability in encouraging the students for adjusting their writing. Unfortunately, even though the SNTT affect the students positively as well, it was less effective compared to MMT.

In this study, hypothesis testing was calculated by employing t-test. After the result of t-test was acquired, it was then compared with t-table. It is discovered that t-test result was 5.41 with significance level 5% or 0.05 and $df = (27+28-2) = 53$. Since the t-table result was 1.67, it means that the t-test result was higher compared to the t-table ($5.41 > 1.67$). therefore, it could be settled that there was a significant difference in the students' writing mastery and capability in descriptive text after being taught using MMT compared to those who are taught using SNTT for the eighth-graders of SMPN 13 Banjarmasin. Hence, the alternative hypothesis (H_a) was accepted.

CONCLUSION AND SUGGESTION

Conclusion

According to the acquired discoveries which previously showcased, the analyst settled that there is a significant difference in students' descriptive text writing mastery between those who are taught by using MMT and SNTT on the eighth-graders of SMPN 13 Banjarmasin academic year 2019/2020. It was deducted based the data analysis where the students' score in experimental class was higher than control class. Based upon the t-test result, the t-test is higher than t-table ($5.41 > 1.67$). Thus, the alternative hypothesis (H_a) is acknowledged while the null hypothesis (H_0) is vetoed. In other words,

MMT successfully affected the students' writing mastery in descriptive text construction.

Suggestions

Based upon the discoveries in the study result, the analyst proposed several suggestions.

1. MMT is suggested to be using during teaching writing descriptive text since this technique positively affect students' writing capability. Moreover, the utilization of MMT also can make the students think inductively by perceiving the picture as well as identifying the keywords of the provided picture.
2. The students can be more interested while enjoying the provided class activity due to this technique's capability in gathering students' attention within the educational process

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