USING SPIDER MAP TECHNIQUE IN TEACHING DESCRIPTIVE WRITING TO THE ELEVENTH GRADE STUDENTS OF MADRASAH ALIYAH PATRA MANDIRI PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S.Pd.)

By

Putri Saadatul Rashidah

NIM. 09 2500 47
English Education Study Program

**TARBIYAH FACULTY OF
INSTITUT AGAMA ISLAM NEGERI
RADEN FATAH
PALEMBANG
2014**

Hal   : Pengantar Skripsi

Keguruan

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah dan

IAIN Raden Fatah Palembang
Di
Palembang

Assalamualaikum Wr. Wb.

      Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"Using Spider Map Technique in Teaching Descriptive Writing to the Eleventh Grade Students of Madrasah Aliyah Patra Mandiri Palembang"**, ditulis oleh saudari **Putri Saadatul Rashidah** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan IAIN Raden Fatah Palembang.

Demikianlah terima kasih.

Waasalamu'alaikum Wr. Wb.

Palembang, 14 Juni 2014

Pembimbing I,   Pembimbing II,

Hj. Renny Kurnia Sari, M.Pd   **Muhammad Holandyah, M.Pd**
NIP. 19790607 200801 2 015   NIP. 197405072011011001

USING SPIDER MAP TECHNIQUE IN TEACHING DESCRIPTIVE WRITING TO THE ELEVENTH GRADE STUDENTS OF MADRASAH ALIYAH PATRA MANDIRI PALEMBANG

This thesis was written by **PUTRI SAADATUL RASHIDAH**,
Student Number. 09250047
was defended by the writer in the Final Examination and was approved
by the examination committee
on August 27, 2014

This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)

Palembang, August 27, 2014
Institut Agama Islam Negeri Raden Fatah
Fakultas Tarbiyah dan Keguruan

Examination Committee Approval

Chairperson,   Secretary,

Hj. Renny Kurnia Sari, M.Pd   **Muhammad Holandyah,**
M.Pd NIP. 19790607 200801 2 015   NIP.
197405072011011001

Member I   : Dian Erlina, S.Pd, M.Hum   (…………………….)
                       NIP. 197301021999032001

Member II   : Hj. Lenny Marzulina, M.Pd   (…………………….)
                       NIP. 197101312011012001

Certified by,
Dean of Tarbiyah Faculty

Dr. Kasinyo Harto, M.Ag
NIP. 197109111997031004

SURAT PERNYATAAN

Bersama ini saya menyatakan bahwa skripsi saya berjudul **"Using Spider Map Technique in Teaching Descriptive Writing to the Eleventh Grade Students of Madrasah Aliyah Patra Mandiri Palembang"**, adalah benar hasil kerja saya sendiri. Apabila ternyata skripsi tersebut dikemudian hari terbukti secara jelas dan nyata bukan merupakan hasil pekerjaan saya, saya bersedia diberi sanksi akademik oleh IAIN Raden Fatah Palembang dalam bentuk pencopotan/pembatalan gelar akademik saya. Sesuai Pasal 70 Undang-Undang no. 20 tentang Sistem Pendidikan Nasional yang berbunyi: "Lulusan yang karya ilmiah yang digunakannya untuk mendapat gelar akademik, profesi, atau vokasi sebagaimana dimaksud dalam Pasal 25 ayat (2) terbukti merupakan jiplakan dipidana denda sebanyak Rp. 200.000.000,- (Dua Ratus Juta Rupiah).

Palembang,   Juni 2013
Yang Menyatakan

Putri Saadatul Rashidah

DEDICATIONS AND MOTTO

- ❖ Special for my beloved parents, Hj. Jauharotun, S.Pd *(Almh)* and H. Hersan who always pray and motivate me to achieve the best education in my life. Thank you so much for your pray, love and support. May you proud of me.

- ❖ My brother, Robbie Al-kasogie A.Md and my sister Rizkyah Dwi Putri S.Si, who always support, avail and give requirements in my education, and also my family thank you for all your love, care, help and attention.

- ❖ My advisors, Hj. Renny Kurnia Sari, M.Pd and Muhammad Holandyah, M.Pd, my examiners, Dian Erlina, M.Hum and Hj. Lenny Marzulina, M.Pd then all my lectures, thank you so much for the knowledge, valuable advices, and constructive criticism. May this thesis be useful for all of us.

- ❖ Head master of MA Patra Mandiri, Drs. Abdul Kadir and English teacher, Rahmat Wijaya, S.Pd. thank you for your kindness and suggestion.

- ❖ My valiant friends, Dina, Muthia, Mala, Eva, Muji, Parial, Wiwin, Ana, Fika, Puput, Via, Mensi, Mifta, Hanin, Minin, Ferba, Mubarikah and all of PBI 09 and 08. Thanks for the inspirations, assitances, understanding and wonderfull time that we had together. Do not give up, do the best. I will miss you all.

- ❖ My beloved friends, Agus, Lydia and Fadhil who always understand me. Thank you for all your care, help, affection and fantastic friendship.

- ❖ My lovely friends Nisak, Ulan, Ria, Via, Rinda, Tiara, Aci, Martina, Hani,and selvi who always give support and goodness. I hope this friendship forever.

- ❖ LIMASS Sripo; Fadhila, Tendi, Novin, Bima, Igun, Dwi, Rahma, Arta, Ade, Tresia, Tica, Muharrom, Chandra, Adi, Yahya, Ika, Andin, Nora and Desma. Thank you for your support and all the experiences that colouring my life.

- ❖ My kindness friends, Jelita, Een, Ulum, Dolfo, Ade and everyone who always give me happiness to face my days, millions thanks for you all.

- ❖ Last but not the least, for special partner who will always in my heart.

"Never give up, fix mistakes, keep stepping and do the best."

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Thanks to Allah SWT for guidance and help so the writer could finish in writing this thesis. This thesis was written to fulfill one of the requirements for her undergraduate degree (S1) examination at the English Education Study Program, Tarbiyah Faculty of IAIN Raden Fatah Palembang. Moreover, the writer would like to express her great gratitude to her beloved advisors, Hj. Renny Kurnia Sari, M.Pd and Muhammad Holandyah, M.Pd for the correction and guidance during she wrote this thesis.

Furthermore, the writer is also very grateful to the Head of English Education Study Program and the Dean of Tarbiyah Faculty of IAIN Raden Fatah Palembang for their assistance in administrations matters. Gratefulness is extended to all of her lecturers who taught her during her study at the Tarbiyah Faculty of IAIN Raden Fatah Palembang for their help and involvement in this study.

In Addition, the writer deepest appreciation is dedicated to the writer's beloved parents (H.Hersan and *Almh*. Hj. Jauharotun, S.Pd), my brothers and sister for their prayer, care and encouragement. She would like to extend her great thankfulness to all of her friends for their assistance, prayer and love.

Last but not least, to improve this thesis, the writer expects the suggestion and constructive criticism from anybody especially from the board of the examiners. May this thesis be useful for all of us.

Palembang, 27 Agustus 2014
The Writer

PSR

CONTENTS

ABSTRACT

The objective of this study was to find out whether or not there is a significant difference on student's descriptive writing achievement taught using Spider Map technique and Grammatical translation method at the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang.The population of the study was the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang in the academic year of 2013/2014. The sample of the study was taken from convenience sampling. The writer selected the class XI IS 1 as the control group and XI IS 2 as the experimental group. It consisted of 80 students, 40 students for control group and 40 students for experimental group. In this study, the writer used quasi experimental design. The instrument used in collecting the data was written test. The test was administered twice, as the pretest and posttest for both control and experimental group. The results of the test were analyzed by using SPSS 16. The result showed that teaching descriptive writing by using Spider map had a significant difference on the students' writing mastery. It can be seen from the result of pretest to posttest of each group. The achievement of experimental group was higher than the achievement of control group. Based on the result analysis of means significant difference from students' posttest score in control and experimental groups, it found that t-obtain (0.000) was lower than t-table (0.05). So, the Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. It means that there was a significant difference in students' descriptive writing achievement taught by using Spider map than students' who are taught by using Grammatical translation method.

Keywords: *teaching, descriptive writing achievement, spider map technique.*

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents: (a) background, (b) problem of study, (c) objective of study, (d) significances of study, (e) hypotheses, and (f) criteria of testing the hypotheses.

A. Background

English language is the most language that used widely. English becomes International language. Torgabeh (2011:1) stated that international language is the concept of English language as a global means of communication in numerous variations and dialect. Nga (2008:262) states English is not only the international language in business or tourism but also the main language used in education or academic communication as science, medicine etc, therefore, to master English, in a way, will affect the future of a person. In Indonesia, English is a foreign language. English is one of the important foreign languages that has purpose to absorb and to develop knowledge, technology and to establish the relationship with other nations and countries.

According to Powers (2010:6) learning English consist of four skills. Learning a foreign language is an integrated process that the learners should study the four basic skills: listening, speaking, reading, and writing. Commonly, English is divided into two; oral and written. Listening and reading are included as receptive skills, furthermore writing and speaking are included as productive skills.

The important and most required in academic field is writing. According to Kirby and Liner (2013:6), writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. As generally known, one of the four skills, writing is the most difficult skill for pupils to master. Hedge (2000:302) states that writing is the result of employing strategies to manage the composing process, which is one of gradually developing text. Furthermore, Heaton (1990:135) states that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge-mental elements.

Based on the writer's observations and interviews with the teachers and students at Madrasah Aliyah Patra Mandiri Palembang, she found out that some students had difficulties in writing especially for the students of eleventh grade. Writing descriptive text was the one of problems in the eleventh grade students at Madrasah Aliyah Patra Mandiri Palembang. The student's problems were difficult to maintain words and describe something about place, thing and person. This situation happens, because the teacher did not use the interesting technique in teaching writing. The teacher used Grammatical Translation Method in teaching learning process. It was because in every meeting, the teacher only gave some tasks from the textbook and did not focus on how to write the sentences and how to teach the students in maintain their words into descriptive text. It is relevant to Brown (2001:18), Grammar translation method is also called classical method, which focuses on grammatical rules, memorization of vocabulary, translations of texts and doing written exercises. The situation made the teacher more active than

students. The student frequently was being confused of what to write and how to start. It is related to Rivers (1970:244) stated that many writing in advanced classes can be traced back to lack systematic training during earlier stages of the foreign-language course. In this case, the students need the interesting technique in achieving the goal of learning. To improve the students' achievement in writing, the writer applied Spider map technique.

The writer wanted to increase the descriptive writing skill, because the problems of the eleventh grade students and suitable to the syllabus of Madrasah Aliyah Patra Mandiri Palembang. Smalley and Ruetten (1989:61) stated the details in descriptive text are organized to give the reader a clear of scene being described. Writing descriptive text is one of the genres of writing text. It is taught by the teacher in order to make students know how to describe.

Drafke (1993:3) states the Spider maps are well suited to diagramming a central concept surrounded by related information. This may consist of a primary concept with arms and legs for each major supporting idea. With Spider map for ideas can get the student started writing more quickly and save time in the later stages of the writing process. The spider map is like a star graphic organizer with another level of detail. It can be easier for students to describe a topic and make some details of it. This technique will be interested by student to maintain the sentence into descriptive paragraphs. It is related to Nur (2006:6) cited in Lubis (2012:6) defined that Spider map is organized by placing the central theme in the central of the map. With Spider map for ideas can get the student started writing more quickly and save time in the later stages of the writing process. Spider Map

is a technique which is effectively to improve student's mastery of English language, especially in writing ability.

Regarding to the explanation above, the writer is interested in conducting a research entitled **"Using Spider map Technique in Teaching Descriptive Writing to the Eleventh Grade Students of Madrasah Aliyah Patra Mandiri Palembang"**.

B. Problem of the Study

The problem of the study is formulated as the following:

- Is there a significant difference on student's descriptive writing achievement taught using Spider Map technique and Grammatical Translation Method at the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang?

C. Objective of the Study

Based on the problem, the main purpose of this study to find out whether or not there is a significant difference on student's descriptive writing achievement taught using Spider Map technique and Grammatical Translation Method at the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang.

D. Significances of the Study

The results of this study are expected to be useful for following parties:

1. For the teacher, to apply the Spider map technique in improving the quality of teaching writing, particularly in teaching descriptive writing.

2. For the students, this result study gives benefits. It helps the students in improving their descriptive writing and developing their writing skill.

3. For the school, this result study can be as one of alternative technique to enrich teaching technique in the school. Then give contribution on the effort of improvement teaching learning in writing descriptive process.

4. For the readers and researchers who want to improve the knowledge about teaching and learning English can use the result of this study.

E. Hypotheses

Frankael, et.al (2012:83) state that a hypothesis is simply put in a prediction of possible outcomes of a study. The null hypothesis (Ho) will be rejected and the alternative hypothesis (Ha) will be accepted whenever the p-output is lower than a mean significant difference at 0.05 level. The hypotheses of this study are proposed on the null hypotheses is stated as follows:

(Ho): There is no significant difference on student's descriptive writing achievement taught by using Spider Map technique and Grammatical Translation Method to the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang.

(Ha): There is a significant difference on student's descriptive writing achievement taught by using Spider Map technique and Grammatical Translation Method to the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang.

F. Criteria of Testing the Hypotheses

In the criteria of testing the hypotheses, the student's posttest scores in control and experimental groups are analyzed using research instrument testing. In this study the researcher using independent sample t-test. It is measuring significant difference of two groups; an independent sample t-test is used. It is administered to measure two independent variables. The criteria of testing the hypothesis are as follow:

1. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

2. If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents the supporting information related to the topic discussed. The chapter consists of: (a) theoretical descriptions, (b) previous related study, and (c) research setting.

A. Theoretical Descriptions

Theoretical descriptions discuss about: (1) concept of teaching, (2) concept of teaching writing, (3) concept of teaching descriptive writing, (4) concept of Spider map technique, (5) the procedure of Spider map technique in teaching descriptive writing, and (6) concept of conventional technique.

1. Concept of Teaching

Ramsay (2000:2) in Whitton (2004:2) states that teaching is the critical profession. A teacher influences every person to further study, training or employment. In school scope, the teachers teach the student as a practice to achieve the aims in the learning process. Furthermore, Zahorik (1986:22) in Richards and Renandya (2002:23) states that a good teacher is a person who assesses the needs and possibilities of a situation creates and uses practices that have promise for the situation. Teaching is not only to have many strategies for the classroom but it has to choose such strategies, techniques, activities, and methodology from a certain catalogue that stored in teacher minds, internet, books and many sources. So, the teaching is a skill for practice to assist the students expertly in learning process.

2.   Concept of Teaching Writing

Linse (2005:98) states that writing is a combination of process and product. The process refers to the act of gathering ideas and working until the writers are presented in a manner that is polished and comprehensible to readers. According to Peregoy (2008:227), the very nature of writing indicates it must be learned through actual experience in putting words together to express one's own meaning. Experienced writers rarely gather and understand immediately all the information they need. It is related to Leo, et.al (2007:1) states that writing as a process of expressing ideas or thoughts in words should be done at leisure. Writing can be very enjoyable as long as the writers have ideas and the means to achieve it. So, the aim of writing is conveying to the reader what writer wants to express the ideas which can be understood by the reader.

Writing needs a process which must be surpassed by the writer. According to Linse (2005:101), the process writing involves the process that necessary to produce a good quality final piece of writing. In addition, Peregoy (2008:231) stated that in process writing, students experience five interrelated phases, such as prewriting, drafting, revising, editing, and publishing. As a result, process writing allows students to concentrate on one task at a time and to experience the value of feedback in developing their ideas for effective written.

Jordan (1997:163) add that there are thirteen function language in writing such as description, narrative, instruction, explanation, definition exemplification, classification, comparison and contrast, cause and effect, expressing, generalization, discussion and argumentation, and drawing conclusion.

Furthermore, Gerot and wignell (1994:17) cited in Ginting (2011:3), there are twelve genre of writing, they are:

    a. Spoof : retell and event with a humorous twist.

    b. Recount: retell event for the purpose of informing.

    c. Reports: describe the way things with references to arrange of natural and social phenomena in our environment.

    d. Exposition: argue for or against a social issue.

    e. News items: inform readers, listeners or viewers about event of the day with are considered news worthy or important.

    f. Anecdote: share with others and account of an unusual or amusing incident.

    g. Narrative: tell a story that something goes.

    h. Procedure: tell someone to do something and how to do it in a sequence of action or steps.

    i. Description: describe a particular person, place or thing.

    j. Explanation: explain process involved in the formation or workings of natural or social cultural phenomena.

    k. Discussion: present points of view about an issue at lead from two sides.

    l. Review: critique an art work or event for a public audience.

Raimes (2002:306) in Richards and Renandya (2002:306) state there are ten steps that can lead the teacher to safer ground both in planning writing courses and helping teachers to plan writing courses. There are; ascertaining goals and

institutional constraints, deciding on theoretical principles, planning content, weighing the elements, drawing up a syllabus, selecting materials, preparing activities and roles, choosing types and methods of feedback, evaluating the course, and reflecting the teacher's experience.

From definitions which have been mentioned, it can be assumed that writing is a way to express ideas from the writer's knowledge in written from without forgetting the linguistic roles, so that the writing will full of the meaning. It is related to Goonen and Shetler (2008:6) state that writing is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and, often, longer units of written communication.

3.   Concept of Teaching Descriptive Writing

Tompkins (1994:111) stated that descriptive writing is painting pictures with words. It means that the writers try to convey the image, feel and experience in order to readers can imagine by some paragraphs. Oshima and Hogue (2007:16) say paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. However, students make clear description in order to make the reader can imagine the object that being described. Furthermore, Gerot and Wignel (1994:17) cited in Ginting (2012:3) defined the description text has dominant language features, there are:

a. Focus on specific and individual participant

b. Use of simple present tense

c. Use identifying process

d. Use classifiers in nominal groups

Smalley and Ruetten (1989:61) stated the details in descriptive text are organized to give the reader a clear of scene being described. So, in teaching descriptive writing, the pupils should master the generic structure of descriptive text before they write a descriptive paragraph. Moreover, there are four specific techniques in writing descriptive based on Tompkins (1994:126):

a. Adding specific information

b. Creating sensory images

c. Making comparisons (eg: metaphors and smiles)

d. Writing dialogue

These help the writer make their writing come alive for readers because it can helps writers shift from telling to showing. Harmer (2001:258) stated in a genre approach to writing, students study the texts in the genre they are going to writing before they embark on their own writing. Thus, if the teacher wants students make descriptive text, students should know how to create it before. In teaching descriptive writing Tompkins (1994:116) stated that teachers should explain the technique, share examples of descriptive writing in stories, poems and term encourage students to practice the technique in their own writing. After the lessons on the descriptive technique, students focus on making descriptive writing.

From the explanations, it is clear that the purpose of descriptive writing is to describe and reveal a particular person, place, or thing in details or specific to make the students be able to visualize the description.

4. Concept of Spider Map Technique

According to Richards and Roger (1986:15), the term technique is commonly used in teaching learning process. Peregoy (2008:261), a map is a visual representation of a composition or story and can assist students with shaping stories or essay it is related to Drinberger, et.al (2005:42) state that maps are important for future reference and because they can convey an experience or process. So, the students can be creative and maintain their ideas in writing. Furthermore, Oshima and Hogue (2007:4), mapping is the other brainstorming activity that can be used to generate an idea in prewriting. Brainstorming can get student started writing more quickly and save the time in later stages of writing process.

Novak and Gowin (1999:1) in Kumar (2012:1) said that concept mapping is a way to help students and educators to see the meanings of learning materials. Spider map may be organized by placing the central concept in the centre of the map and outwardly radiating sub concepts linked to it and students may easily understand the cause-effect relationships and examples with the concept. It means, the Spider Map is used to describe a central idea such as a thing, a process, a concept or a proposition. The students write the topic, concept, or theme in the center of the map. Main ideas branch out from the central idea with supporting details coming from the main ideas. It is related to Nur (2006:6) cited in Lubis (2012:6) defined that Spider map is organized by placing the central theme in the central of the map. With Spider map for ideas can get the student started writing more quickly and save time in the later stages of the writing process. In addition,

Strictchart et.al (1998:14) showed that Spider map is the example of graphic organizer which useful for remembering information that contains topic, subtopics, and details. It shows how information goes together. The Spider map technique is figured in figure 1 based on Michigan (2001:50).
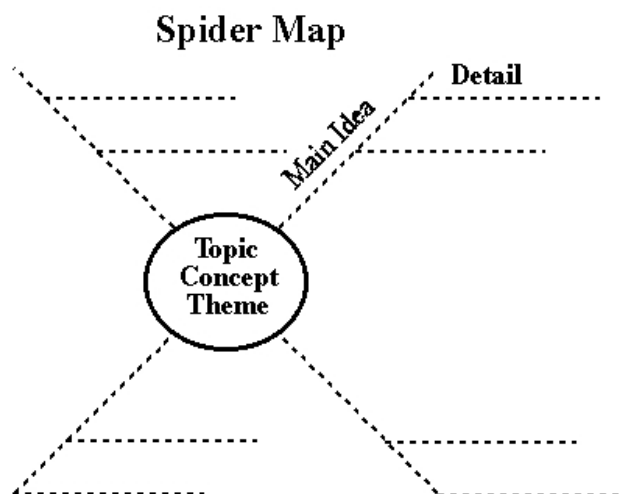
Figure 1: Spider map

Furthermore, Drafke (1993:3) states the Spider maps are well suited to diagramming a central concept surrounded by related information. This may consist of a primary concept with arms and legs for each major supporting idea. A branch from each leg for details of each idea may be included. According to Joy (2009:1) there are some advantages by using Spider map as follow:

a. In Spider map there is no set way, it means that interested technique because Spider map is easy to understand and it is not a complicated technique. It is quick way of generating ideas.

b. It is no perfect course or necessarily a finishing point. So, Spider map does not has to be a highly qualified expert or highly paid consultant to use it and generates ideas and solutions that can be use elsewhere.

c. Spider map can encourage creative thinking.

From the explanations, it can be interpreted that the Spider map can help students to describe a topic and make some details of it. The process of creating a Spider map helps the student focus on the topic and get easier to maintain the idea, thoughts and expression to makes the paragraphs.

5. The Procedure of Spider Map Technique in Teaching Descriptive Writing

According to Harmer (2001:338), spider map can be one of possible note-taking techniques. The graphic can be drawn in logs and used to plan (as a prewriting activity) or for taking notes to help understand a passage. In addition, Harmer (2004:89), Spider map is a visual of making preparation notes. In this idea-generating model, students start with a topic at the centre and then generate a web of ideas from that. The followings are steps in teaching descriptive writing using Spider map technique based on Harmer (2004:99):

a. Firstly, introduce the concept of Spider map technique to students. Tell that Spider map technique would help the student in generate ideas when they started to describe about something. Teacher divided the students in pair or groups.

b. Secondly, teacher puts the Spider map on the board and takes one particular topic, then use the Spider map to identify the different parts of it. The teacher leading students to generate ideas in Spider map form on the whiteboard as a model.

c. Thirdly, the students make their own Spider map. It is free for the students to organize the ideas as long as related to the topic given.

d. Then, Give students an evaluation to check their ability in writing and to know their problems in writing.

e. Last, after students made the spider map form. It is time to students create the descriptive paragraph based on their spider map in pre-writing.

6. Grammatical Translation Method

` Setiyadi (2006:34) states that Grammar translation method focuses on translating grammatical forms, memorizing vocabulary, and learning roles. The class is more taught in the mother language than language target. In addition, Brown (2001:18) Grammar translation method is also called classical method, which focuses on grammatical rules, memorization of vocabulary, translations of texts and doing written exercises. It is related to Harris and Johnson (2002:1) the classical or traditional teaching approaches are generally teacher-directed and follow book steps of activities and demonstrations. It is assumed that grammar translation method is concerned with the teacher being the controller of the learning environment. The steps of teaching writing in Madrasah Aliyah Patra Mandiri Palembang are as follow:

a. First, the teachers prepare and explain about the material of writing to the students in the classroom.

b. Then, students focus on what the teachers give in the learning process. Teachers expected students to listen and respond only to them.

c. Third, the teachers give the task or exercise from the book that related to the topic material.

d. Then, the students follow the book steps of writing activities. The students freely to choose one item on their writing based on the material in the book.

e. Last, students create their own paragraph based on the related topic in the book. Teachers handle the classroom activities.

B. Previous Related Study

There are two journals and one thesis in the previous study. Firstly, the journal entitled **"Improving student's achievement in writing descriptive paragraph through Semantic mapping technique"** this journal is written by Ginting (2011) as a lecturer of Medan State University. This study attempts to improve students' achievement in writing descriptive paragraph through Semantic Mapping Technique. This study was conducted by using classroom action research. The subject of the research was class IX A in SMP St. Petrus Medan that consisted of 30 students. The research was conducted in two cycles. The instruments of collecting data were quantitative data (Writing Test) and Qualitative data (diary notes, observation sheet, interviews and questionnaire

sheet). Based on the data analyzing, it is found that students' writing descriptive paragraph has improved from the orientation test to the test I and test II of the first and second cycle. In this study she found the problem how to face the obstacles in writing descriptive text for the students in learning process.

There is the similarity in study's skill, it is descriptive writing. The differences of this study are this study used Semantic mapping technique, different place and grade of students, this study was conducted by using classroom action research, the research was conducted in two cycles, then the instruments of collecting data were quantitative data (writing test) and qualitative data (observation and questionnaire sheet).

Secondly, Lubis (2012) who has a journal entitled **"Improving the students' achievements in writing anecdote text through Spider map technique".** She was from English department, faculty of language and arts in State University of Medan. This study attempts to improve students' achievement in writing through Spider Map Technique. The subject of this research was the class IX of SMP N 1 Ranto Baek. The number of the students in this class was 30 students and was conducted in two cycles. The study was based on the diary notes and interview; it showed that the expression and excitement of the students were also improved.

The similarities from previous and present study are in writing skill and the technique used Spider map. The differences of this study are in this study she analyzed the student's problem by using qualitative method, the research was conducted in two cycles, the instruments of collecting data were quantitative data (writing test) and qualitative data (diary data and interview), she took the research

in different place and grade, then there are different genre of writing skill and explanations.

Last, there is a thesis entitled **"Teaching writing by using Spider map to the eleventh grade students of SMA Negeri 1 Talang Kelapa"** by Putri (2012). She was student of English education in PGRI University. The aim of this study is to influence the student's writing achievement by using the Spider map. The population of this study was the eleventh grade students of SMA Negeri 1 Talang Kelapa.

Based on previous study, there are any similarities and differences. The similarities are Spider map as a technique and used the writing skill. The differences are in the location of research, the objectives, explanations and worksheets, the sample of research, technique for analyzing data, and the specific genre of writing skill.

C. Research Setting

This study conducted in Madrasah Aliyah Patra Mandiri Palembang. The writer chooses this setting because the geographical location is easy to reach. Moreover, after the observations and interviews to the teachers and students, the writer knows the condition of this school and she can identify the problem faced by students in learning descriptive writing. After identifying the problems, the writer suggests to apply suitable technique to improve students' ability in descriptive writing for better school quality. The writer did the research in

eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang from 3rd march until 5th may 2014.

Madrasah Aliyah Patra Mandiri Palembang is located at DI. Panjaitan street kecamatan Plaju, district of Palembang, South Sumatera provi nce. This school established by Pertamina Plaju in 1968. The headmaster of this school is Drs. Abdul Kadir. The school consists of 400 students, 35 teachers and staff officers. Madrasah Aliyah Patra Mandiri has 16 class rooms, one headmaster room, official room, teacher's room, science laboratory, language laboratory, library, canteens, yield, toilets, a mosque, gardens, and parking areas. The school consists of 16 classes; there are Xa, Xb, Xc, Xd, XI IA, XI IS 1, XI IS 2, XII IA, XII IS 1, XII IS 2 *(see Appendix)*.

CHAPTER III

METHOD AND PROCEDURE

This chapter describes about: (a) research method, (b) research variables, (c) operational definitions, (d) population and sample, (e) techniques for collecting data and (f) techniques for analyzing data.

A. Research Methods

This study was conducted through quasi-experimental design. Frankel and wallen (1990:242) state that quasi-experimental design do not include the use of random assignment, researchers who employ these designs rely instead on other techniques to control threats to internal validity.

In this study, the writer used the pretest-posttest nonequivalent groups design. The pre-test take place before the treatment and the post test-test take place after the treatment. The experimental group was taught using Spider map technique. The control group was taught using Grammatical Translation Method that the teacher usually used in Madrasah Aliyah Patra Mandiri. Best and Kahn (1995: 151), the form of this design as follows:

$$O_1 \quad X \quad O_2$$

$$O_3 \quad C \quad O_4$$
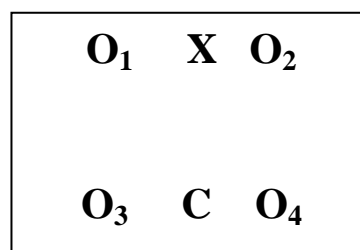
Where:

  O_1 : Pretest of experimental group

  O_2 : Posttest of experimental group

  O_3 : Pretest of control group

  O_4 : Posttest of control group

  X : Treatment of experimental group by using Spider map technique

  C : Treatment of control group by using grammar translation method

B. Research Variables

Best and Khan (1993:137) stated that a variable are the conditions or characteristics that the experimenter manipulates, controls or observes. The independent variables are the conditions or characteristic that experimenter manipulates or control to ascertain the relationship to observed phenomena. The dependent variables are the conditions that appear, disappear, or changes independent variables.

There are two kinds of research variable in this study. They are the independent variable and dependent variable. The independent variable is using the Spider map technique, whereas the dependent variable is the student's achievement in writing descriptive.

C. Operational Definitions

The title of this study is **"Using Spider map technique in teaching descriptive writing to the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang".** It is necessary to clarify the terms used in this study in

order to avoid misunderstanding. There are teaching, descriptive writing paragraph and Spider map. In order to make the readers understand what this study is about, the writer describe some operational definitions related to this study as follow:

First, teaching is an interaction to apply knowledge between teachers to the students and to increase the student's ability. It means, teaching is not only an activity in facilitating to study, giving, transferring, sharing knowledge but also helping, guiding in learning and understanding the knowledge by a teacher.

Second, descriptive writing is a group of sentences and paragraphs that tell about one topic. The descriptive writing is an activity to express thoughts, ideas and feelings in written forms in written forms that describes a person, place, thing or idea. So, descriptive writing is the way of someone expressing thoughts, ideas and feelings by describing the information about a person, place, and things in written forms.

Last, Spider map is a type of graphic organizer that is used to investigate a single theme or topic and also help the student to organize their thoughts. The students write the topic in the center of the map and main ideas branch out from the central with supporting details.

D. Population and Sample

1. Population

According to Fraenkel, et.al (2012:68), stated that population is the larger group to which one hopes to apply the results. A population is a group of

individuals who have the same characteristic with some common defining characteristic that the researcher can identify and study (Creswell, 2012:142). The population of this research study was from the eleventh grade students of MA Aliyah Patra Mandiri Palembang in academic year 2013/2014 which has three classes. There was one of science class eleventh and two class social eleventh. The total number of students is 120 students. The population of study can be seen in table below:

Table 1

Population of the Study

NO.	Class	Gender		Total
		Male	Female	
1.	XI IPA1	9	31	40
2.	XI IPS 1	19	21	40
3.	XI IPS 2	19	21	40
Total				120

(source: MA Patra Mandiri Palembang 2013/2014 academic year)

2. Sample

Creswell (2012: 142) states that the sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Furthermore, Frankael, et,al (2012:91) state that a sample in research study is the group on which information is obtained.

The sample of this research was taken by non-random convenience technique sampling. Creswell (2012:145) states that the researcher selects the participant because there are willing and available to be studied. In this research

the sample is chosen by the capability of the students in learning writing descriptive, there are XI IPS 1 (control group) and XI IPS 2 (experimental group). The total of groups was same and taught by the same teacher. The sample of research is displayed in following table.

Table 2

Sample of the Study

No.	Class	Gender		Total
		Female	Male	
1.	XI IPS 1	21	19	40
2.	XI IPS 2	21	19	40
Total		**40**	**40**	**80**

E. Technique for collecting data

1. Tests

Brown (2004:3) mentions that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Furthermore, Ross (2005:36), a test is an achievement intelligence, aptitude or practical. Based on the definition above, test is a profile of the study results in the written form. There were two kinds of tests that used by writer, there were pre-test and post-test.

a. Pretest

A pre-test used to measure the dependent variable given before the treatment begins. Pre-test will be given before teaching descriptive writing. In pre-test section, the students were wrote descriptive text. The time allotment was fifty minutes. Finally were grouped into experimental group and control group.

b. Postest

In post-test section, the students were written the descriptive paragraphs based on the topic. The writer compared the answers sheet to know the differences between of teaching by using Spider map technique and grammatical translation method.

2. Research Instrument Analysis

Research instrument should be administered to estimate the validity and reliability of the instrument for the students' pretest and posttest activities. There are as follow:

a. Validity Test

Fraenkel and Wallen (1990:127), validity as used in research, refers to the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. Furthermore, Mcfee and Leong (1997:22) stated to obtain a valid measure, the teacher evidence from variety sources, methods, and contexts measuring the same thing should converge. It means, validity test is carried out to measure whether the instrument for pretest and posttest activities are valid or not. In this study, two kinds of validity test were done. They were construct validity and content validity.

1.) Construct Validity

Ross (2005:47) states that construct validity is concerned with the extent to which test performance can be interpreted in terms of certain psychological constructs. To estimate the construct validity, expert judgments is

required. There are at least three experts to estimate the instrument form and lesson plan. In this research, the writer asked English lecturers in IAIN Raden Fatah Palembang to estimate the validation forms. Firstly, the validator was Manalulaili, M.Ed. The result of test instrument and lesson plan form was good. It means that the instrument test and lesson plan can be used with slight revisions. Secondly, the validator was Muhammad Holandyah, M.Pd. From the instrument test and lesson plan form, the result was good. It means that the instrument test and lesson plan can be used with slight revision. Third validator was Amalia Hasanah, M.Pd the result of instrument test form was very good. It means that the instrument test and lesson plan can be used without revision. Finally, after the research instruments had been revised, the research instruments had construct validation from the three validators. It can be assumed that the research instruments were appropriate to be used for research treatments.

2.) Content Validity

Ross (2005:39), states that content validity refers to extent which a test measures content from the syllabus which is being measured. Research treatments are presented in terms of the materials number, kinds of materials and the source of the materials. The result analysis in content validity is describes in table of specification test. In the table of specification test, it includes: objectives, materials, test indicators, type of test and the total of items. It was formulated based on the syllabus and English books for eleventh grade Senior High School. The table of specification test was displayed in table 13.

Table 3
Test of Specification

Objectives	Materials	Indicators	Types of the Test	Test Item	Tot
1.the students are able to study about descriptive paragraph writing. 2.the students are able to make good descriptive paragraph writing.	1. tiger 2. cat 3. flowers 4. friends 5. family 6. neighbor 7. house 8. school 9. friends 10.handphone	1.the students understand about descriptive paragraph writing. 2.the students can write a descriptive paragraph. 3. the students are able to make good descriptive paragraph writing which consist of grammar, punctuation, spelling and capitalization.	written test	1	1

b. Reliability Test

Fraenkel and Wallen (1990:133) stated that reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To find out the reliability coefficient of the test, the writer calculated the student's scores by using inter-rater reliability spearman rank-order correlation (Rho). Carol and Hall (1985:122), the formula of this design is following below:

$$\rho = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

Where:

ρ : spearman rank-order correlation

$\sum d^2$: the sum of the queried differences

n   : number of sample

The writer had already tried out the research instruments. The tryout of the test was carried out on wednesday, 5th Febuary 2014 at 10.15-11.30. The research instruments of the test were tested to 30 students of the eleventh grade students at Madrasah Aliyah Al-Fatah Palembang. The result of Try Out is shown:

Table 4
Ranking Order Method of Students Writing Achievement

No	Rater I							Rater II							Tot PI.PII	AVR PI.PII	D	D²
	Cont	Org	Voc	Lang	Mc	Tot	Rank	Cont	Org	Voc	Lang	Mc	Tot	Rank				
1	22	15	16	17	3	71	12	22	15	15	15	3	70	10	141	70.5	2	4
2	22	16	16	17	3	76	8	20	13	15	15	3	74	7	150	75	1	1
3	25	18	18	21	4	88	2	25	17	18	22	4	86	2	174	87	0	0
4	20	17	12	20	3	78	6	20	15	15	20	3	73	8	151	75.5	-2	4
5	26	19	18	22	4	89	1	26	18	18	22	4	88	1	177	88.5	0	0
6	15	12	9	14	2	50	22	14	13	13	13	2	55	19	105	52.5	3	9
7	20	13	14	15	3	65	17	18	14	13	13	3	61	15	126	63	2	4
8	19	16	14	21	3	75	9	19	15	13	20	3	70	10	145	72.5	-1	1
9	20	16	14	21	3	74	10	20	16	15	20	4	75	6	149	74.5	4	16
10	15	14	14	17	3	67	16	15	15	15	18	3	66	12	133	66.5	4	16
11	25	16	17	19	4	81	4	25	17	16	20	4	82	4	163	81.5	0	0
12	15	14	16	19	3	70	13	15	13	14	19	3	64	13	134	67	0	0
13	20	15	15	17	3	69	14	20	16	16	16	3	71	9	140	70	5	25
14	15	13	12	14	3	58	21	15	14	10	10	2	51	18	109	54.5	3	9
15	23	13	14	16	3	68	15	22	14	14	17	4	71	9	139	69.5	6	36
16	22	12	13	16	3	65	17	22	14	14	16	3	69	11	134	67	6	36
17	24	15	16	20	4	79	5	24	17	18	20	4	83	3	162	81	2	4
18	19	12	13	17	3	64	18	17	13	13	14	3	60	16	124	62	2	4
19	15	15	14	16	3	64	18	15	15	15	14	3	62	14	126	63	4	16
20	14	14	15	17	3	65	17	14	13	13	14	3	57	17	122	61	0	0
21	22	17	17	22	4	81	4	22	17	18	22	4	83	3	164	82	1	1
22	22	15	13	17	3	68	15	22	15	15	19	4	75	6	143	71.5	9	81
23	26	17	18	22	4	88	2	26	18	16	22	4	86	2	174	87	0	0
24	23	15	15	18	3	72	11	23	17	15	17	4	76	5	148	74	6	36
25	15	13	15	17	3	64	18	15	15	15	15	4	64	13	128	64	5	25
26	26	18	17	21	4	86	3	26	18	18	22	4	88	1	174	87	2	4
27	25	17	16	19	4	81	4	25	18	15	20	4	82	4	163	81.5	0	0
28	20	14	17	21	4	77	7	20	15	16	20	4	75	6	152	76	1	1
29	15	12	13	13	3	60	20	15	12	12	15	3	57	17	117	58.5	3	9
30	15	12	13	15	3	63	19	15	12	13	17	3	60	16	123	61.5	3	9
						2156							2130		3756	2145		351
						71.9							71		125.5	71.5		
R = 1-6 (ΣD²) / n (n²-1)																	
0.92																	

From the test score, it was calculated as follows:

$\sum d^2 = 351$ $\qquad$ n = 30

$\rho \quad = 1 - \dfrac{6(\sum d\ )}{n\ (n-1)}$

$$= 1 - \frac{6\,(351)}{30\,(900-1)}$$

$$\rho = 1 - \frac{2106}{30\,(898)}$$

$$= 1 - \frac{2106}{26970} = 0.078$$

$$\rho = 1 - 0.078$$

$$= 0.92$$

To assess the reliability test, it was measured by using two raters. The first rater was Ummu Hani, S.Pd. The rater is a teacher in MI Munawariah Palembang and English teacher in Global course. The second rater was Rahmat Wijaya, S.Pd. as a teacher in MA Patra Mandiri Palembang.

The test is indicated reliable whenever the output was higher than 0.70. From the result analysis of students' writing achievement using ranking order method above, it was found that the output 0.92. From the score, it can be stated that the students' test is considered reliable since the reliability score is higher than 0.70.

3. Research Treatment

The writer taught descriptive writing to the both experimental and control groups. The writer taught all of material in the second semester because based on the syllabus which appropriate for the eleventh grade students. In conducting the study, the writer divided the sample of the study into two groups; the experimental group and the control group. The control group is given treatment by using grammatical translation method and experimental group is given treatment by using Spider map technique. The writer taught two times a week. There are 12

meetings with 2x40 minutes learning duration, included pre-test and post test. The

materials that were used for teaching the students were adapted from the materials

of English books for the eleventh grade students. The writer prepared 10 lesson

plans with different teaching materials during this study. The table of teaching

materials for research treatments is figured out in following table.

Table 5
Teaching Materials for Research Treatments

No.	Teaching Materials	Control Group		Experimental Group		Research Treatment Meeting
		Day / Date	Time Allocation	Day / date	Time Allocation	
1.	Tiger	Tuesday, 11th March 2014	07.10-08.30 (2x40)	Friday, 7th March 2014	09.10-10.30 (2x40)	1st
2.	Cat	Wednesday, 12th March 2014	11.00-12.20 (2x40)	Monday, 10th March 2014	09.10-09.30 09.45-10.45 (2x40)	2nd
3.	Flowers	Tuesday, 25th March 2014	07.10-08.30 (2x40)	Friday, 14th March 2014	09.10-10.30 (2x40)	3rd
4.	Family	Wednesday, 26th March 2014	11.00-12.20 (2x40)	Monday, 17th March 2014	09.10-09.30 09.45-10.45 (2x40)	4th
5.	Friends	Tuesday, 1st April 2014	07.10-08.30 (2x40)	Friday, 21st March 2014	09.10-10.30 (2x40)	5th
6.	Neighbor	Wednesday, 2nd April 2014	11.00-12.20 (2x40)	Monday, 24th March 2014	09.10-09.30 09.45-10.45 (2x40)	6th
7.	House	Tuesday, 8th April 2014	07.10-08.30 (2x40)	Friday, 28th March 2014	09.10-10.30 (2x40)	7th
8.	School	Wednesday, 9th April 2014	11.00-12.20 (2x40)	Monday, 7th March 2014	09.10-09.30 09.45-10.45 (2x40)	8th
9.	Foods	Tuesday, 22nd April 2014	07.10-08.30 (2x40)	Monday, 11th April 2014	09.10-10.30 (2x40)	9th
10.	Handphone	Wednesday, 23rd April 2014	11.00-12.20 (2x40)	Monday, 21th April 2014	09.10-09.30 09.45-10.45 (2x40)	10th

F. Technique for Analyzing the Data

In this study, it presents data descriptions, prerequisite analysis, and result of testing hypothesis.

1. Data Description

In data description, distributions of frequency data and descriptive statistic are illustrated from the obtained data of students' pretest and posttest in control and experimental groups.

a. Distribution of Frequency Data

Gaur (2005:44), frequency analysis is used to calculate the frequency of the data on the variables, statistical analysis (percentile values, central, tendency, dispersion, and distribution). The distributions of frequency data are got from student's pretest and posttest scores in control group then the students' pretest and posttest scores in experimental group.

b. Descriptive Statistic

Bosrowi and Soeyono (2007:45) states descriptive statistics are statistics relating to how to describe and explain the data. In descriptive statistic, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students' pretest and posttest scores in control and experimental groups.

2. Prerequisite Analysis

Before analyzing the obtained data, prerequisite analysis should be done to see whether or not the data is normal and homogeny. The following is the procedure in prerequisite analysis.

a. Normality Test

According to Basrowi and Soeyono (2007:78) stated that normality test is used to measure whether the obtained data is normal or no. The data can be classified into normal whenever the p-output is higher than 0,05. In measuring the test, one-sample Kolmogronov Smrinov is used. The normality test is used to measure students' pretest and posttest in control and experimental group.

b. Homogeneity Test

Homogeneity test is used to measure the obtained scores whether it is homogeny or no. Basrowi and Soeyono (2007:99) state that the score categorized the homogeny when the p-output was higher than mean significant differences at 0,05 levels. In measuring homogeny test, *Levene Statistics* in SPSS (Statistical Package for the Social Science) is used. The homogeneity test is used to measure the students' pretest and posttest scores in control and experimental groups.

3. Hypothesis Testing

In measuring significance difference on student's writing achievement taught using Spider Map and grammatical translation method, independent sample t-test was used. It was measured from students' posttest scores in control and experimental groups. Significant difference is found whenever the result is lower than mean significant difference at 0,05 levels.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (a) findings and (b) interpretation of study.

A. Findings

The findings of the study were to find out (1) data descriptions; (2) prerequisite analysis; and (3) results of hypothesis testing.

1. Data Descriptions

In the data descriptions, frequency distributions and descriptive statistics in the form of scores were obtained from student's pretest and posttest scores in the experimental group and control group.

a) Distributions of Frequency Data

In distribution of frequency data, the students' score, frequency, percentage are achieved the distributions of frequency data were got from (1) students' pretest scores in control group, (2) students' posttest scores in control group, (3) students' pretest scores in experimental group and (4) students' pretest scores in experimental group. There were presented below:

1) Students' Pretest Scores in Control Group

After pretest had been done to the control group, it was found that there were one student who got the score 60.5 (2.5%), one student who obtained the score 62.5 (2.5%), one student who got the score 66 (5%) one student who obtained the

score 67.5 (5%), one student who got the score 68 (5%), one student who obtained

the score 70.5 (2.5%), two students who obtained the score 60 (5%), two students

who achieved the score 63 (5%), two students who obtained the score 64 (5%),

two students who got the score 69 (5%), two students who obtained the score 71

(5%), two students who obtained the score 75 (5%), three students who got the

score 67 (7.5%), three students who got the score 70 (7.5%), four students who

got the score 61 (10%) and five students who achieved the score 62 (12.5%). The

frequency table of the student's pretest scores in control group illustrated as

follow:

Table 6
Frequency Table of Students' Pretest Scores in the Control Group

Scores	Frequency	Percent (%)
60	2	5.0
60.5	1	2.5
61	4	10.0
62	5	12.5
62.5	1	2.5
63	2	5.0
64	2	5.0
65	5	12.5
66	1	2.5
67	3	7.5
67.5	1	2.5
68	1	2.5
69	2	5.0
70	3	7.5
70.5	1	2.5
71	2	5.0
73	1	2.5

74	1	2.5
75	2	5.0
Total	40	100.0

2) Students' Posttest Scores in Control Group

After posttest had been done to the control group, it was found that one student who got the score 64 (2.5%), two students who obtained the score 60 (5%), two students who obtained the score 67 (5%), two students who obtained the score 73 (5%), two students who obtained the score 74 (5%), three students who got the score 61 (7.5%), three students who got the score 69 (7.5%), three students who got the score 71 (7.5%), four students who got the score 63 (10%), five students who achieved the score 62 (12.5%). five students who achieved the score 70 (12.5%). eight students who achieved the score 65 (20%). The frequency table of the students' posttest scores in control group is illustrated in table 7.

Table 7
Frequency Table of the Students' Posttest Scores in the Control Group

Scores	Frequency	Percent (%)
60	2	5.0
61	3	7.5
62	5	12.5
63	4	10.0
64	1	2.5
65	8	20.0
67	2	5.0
69	3	7.5
70	5	12.5
71	3	7.5
73	2	5.0
74	2	5.0
Total	**40**	**100.0**

3) Students' Pretest Score in Experimental Group

After pretest had been conducted to the experimental group, it was found that one student who got the score 67 (2.5%), one student who got the score 68 (2.5%), one student who got the score 73 (2.5%), two students who obtained the score 64 (5%), two students who obtained the score 66 (5%), two students who obtained the score 70 (5%), two students who obtained the score 75 (5%), three students who got the score 61 (7.5%), six students who got the score 60 (15%), six students who got the score 62 (15%), seven students who got the score 63 (15%) and seven students who got the score 65 (15%). The frequency table of the students' pretest scores in experimental group is showed in table 8.

Table 8
Frequency Table of Students' Pretest Scores in the Experimental Group

Scores	Frequency	Percent (%)
60	6	15.0
61	3	7.5
62	6	15.0
63	7	17.5
64	2	5.0
65	7	17.5
66	2	5.0
67	1	2.5
68	1	2.5
70	2	5.0
73	1	2.5
75	2	5.0
Total	**40**	**100.0**

4) Students' Posttest Scores in Experimental Group

After posttest had been done to the experimental group, it was found that one student who got the score 67 (2.5%) one student who got the score 68 (2.5%), one student who got the score 71 (2.5%), one student who got the score 72.5 (2.5%), one student who got the score 73 (2.5%), one student who got the score 75 (2.5%), one student who got the score 78 (2.5%), one student who got the score 80 (2.5%), two students who obtained the score 69 (5%), two students who obtained the score 79 (5%), three students who got the score 66 (7.5%), three students who got the score 72 (7.5%), four students who obtained the score 65 (10%) and thirteen students who obtained the score 70 (32.5%). The

frequency table of the students' posttest scores in experimental group is illustrated in following table.

Table 9
Frequency Table of the Students' Posttest Scores in the Experimental Group

Scores	Frequency	Percent (%)
65	4	10.0
66	3	7.5
67	1	2.5
68	1	2.5
69	2	5.0
70	13	32.5
71	1	2.5
72	3	7.5
72.5	1	2.5
73	1	2.5
74	5	12.5
75	1	2.5
78	1	2.5
79	2	5.0
80	1	2.5
Total	**40**	**100.0**

b.) Description Statistics

In descriptive statistic, minimum, maximum, mean and standard deviation were analyzed. The score were got from; (1) students' pretest scores in control group, (2) student's posttest scores in control group, (3) student's pretest scores in experimental group, and (4) student's posttest scores in experimental group.

1) **Student's Pretest Scores in Control Group**

After the pretest score in control group was analyzed to 40 students, it was found that the mean score was 65.9000, the standard deviation was 4.37241. The minimum score was 60.00 and the maximum score was 75.00. The result of descriptive statistics on students' pretest scores in control group was illustrated in following table:

Table 10
Descriptive Statistic on Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	40	60.00	75.00	65.9000	4.37241
Valid N (listwise)	40				

2) **Student's Posttest Scores in Control Group**

After the posttest score in control group was analyzed to 40 students, it was found that the mean score was 66.175, the standard deviation was 4.18721. The minimum score was 60 and the maximum score was 74. The result of descriptive statistics on students' pretest scores in control group was showed in table below.

Table 11
Descriptive Statistic on Students' Posttest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_control	40	60.00	74.00	66.1750	4.18721
Valid N (listwise)	40				

3) **Student's Pretest Scores in Experimental Group**

After the pretest score in experimental group was analyzed to 40 students, it was found that the mean score was 64.2250, the standard deviation was 3.87952.

The minimum score was 60.00 and the maximum score was 70.00. The result of descriptive statistics on students' pretest scores in experimental group was illustrated in following table:

Table 12
Descriptive Statistic on Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_experimental	40	60.00	75.00	64.2250	3.87952
Valid N (listwise)	40				

4) Student's Posttest Scores in Experimental Group

After the posttest score in experimental group was analyzed to 40 students, it was found that the mean score was 70.8625, the standard deviation was 3.89771. The minimum score was 65 and the maximum score was 80. The result of descriptive statistics on students' posttest scores in experimental group was illustrated in as following table.

Table 13
Descriptive Statistic on Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_experimental	40	65.00	80.00	70.8625	3.89771
Valid N (listwise)	40				

2. Prerequisite Analysis

The writer analyzed the normality and homogeneity of the students pretest and posttest scores in control and experimental groups. There are described as follow:

a. Normality Test

In normality test, the total of sample, Kolmogrov Smirnov Z, significant, and result were analyzed. The score were got from; (1) students' pretest score in

control and experimental groups and (2) students' posttest scores in control and experimental groups. The test is considered normal whenever it is higher than 0.05

1) **Student's Pretest Scores in Control and Experimental Group**

Based on the normality test of the students' pretest in control and experimental group it was found that the significance level of normality test of students pretest score in control group was 0.493 and experimental group was 0.093. From the scores, it could be stated that the obtained data is normal, because it is higher than 0.05. The statistics calculation of normality can be seen as table below.

Table 14

The Normality Test of the Students' Pretest Scores in Control Group and Experimental Group

No	Students' Pretest	N	Kolmogrov Smirnov	Sig.	Result
1.	Control Group	40	0.832	0.493	Normal
2.	Experimental Group	40	1.239	0.093	Normal

2) **Student's Posttest Scores in Experimental and Control Group**

Based on the normality test of the students' posttest in control and experimental group it was found that the significance level of normality test of students posttest score in control group was 0.127 and experimental group was 0.120. From the scores, it could be stated that the obtained data is normal, because it is higher than 0.05. It was figured out in table below.

Table 15

The Normality Test of the Students' Posttest Scores in Control Group and Experimental Groups

No	Students' Posttest	N	Kolmogrov Smirnov	Sig.	Result
1.	Control Group	40	1.173	0.127	Normal
2.	Experimental Group	40	1.186	0.120	Normal

b. Homogeneity Test

In homogeneity test, the total of sample, Kolmogrov Smirnov Z, significant, and result were analyzed. The score were got from; (1) students' pretest score in control and experimental groups and (2) students' posttest scores in control and experimental groups. The test is considered homogeny whenever it is higher than 0.05

1) Student's Pretest Scores in Control and Experimental Group

Based on the calculation result measuring homogeneity test to students' pretest score in control and experimental group, it was found that the significant level was 0.134. From the scores, it could be stated that the obtained data was homogeny, because it was higher than 0.05. The statistics calculation of homogeneity was described in following table.

Table 16

The Homogeneity Test of the Student's Pretest Scores in Control Group and Experimental Groups

No	Students' Posttest	N	Levene Statistic	Sig.	Result
1.	Control Group	40			
2.	Experimental Group	40	2.288	0.134	Homogen

2) **Student's Posttest Scores in Control and Experimental Group**

Based on the calculation result measuring homogeneity test to students' posttest score in control and experimental group, it was found that the significant level was 0.185. From the scores, it could be stated that the obtained data was homogeny, because it was higher than 0.05. The statistics calculation of homogeneity was described in following table.

Table 17
The Homogeneity Test of the Student's Scores Posttest in Control Group and Experimental Groups

No	Students' Posttest	N	Levene Statistic	Sig.	Result
1.	Control Group	40			
2.	Experimental Group	40	1.791	0.185	Homogen

2. **Hypothesis Testing**

In this study, independent t-test was conducted to find out whether there was a significant difference on students' descriptive writing score between the experimental and control groups on posttest at Madrasah Aliyah Patra Mandiri Palembang. The further calculation of the t-test was displayed in table below.

Table 18
Analysis Result in Measuring Significant Difference on Students' Descriptive Writing Taught Using Spider map and Grammatical translation Method

Spider map and Grammatical Translation Method	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	5.182	78	0.000	Rejected

From the result analysis in table in measuring significant difference using independent t-test, it was found that the p-output was 0.000. It means that there was a significant difference on students writing achievement between students who taught by using Spider Map and Grammatical translation method. It could be stated that there was significant difference since the p-output is lower than mean significant difference at 0.05 levels.

B. Interpretations

Based on the findings which have been described in the previous section, some interpretations were made as follows:

Firstly, the writer had already chosen the populations in students' grade eleventh at Madrasah Aliyah Patra Mandiri Palembang. There were XI IS 1 and XI IS 2 *(see appendix)*. The mean of pretest score in XI IS 1 was higher than XI IS 2 (*see appendix*). The researcher chose the XI IS 1 as a control group and XI IS 2 as an experimental group because the mean score of XI IS 2 in the pretest was lower than XI IS. The class was available and suitable to do an experiment, so XI IS 2 need to increase the ability on students' descriptive writing skill. The process of treatments in control group showed that the students felt bored and difficult to maintain the words because they wrote in commonly way without any preparation before writing. Furthermore, the process in experimental group showed that the Spider map was the new technique for the students that made them feel enthusiasm and prepared their thoughts, ideas, and sentences before writing.

Secondly, the writer analyzed the normality of the sample between control and experimental groups to prove the sample data were in normality or not. To

analyze the normality test, one sample Kolmogorov Smirnov test was used. From the analyzed, it was found that the normality test of students pretest-posttest scores in control group was higher than 0.05 *(see appendix)*. It could be interpreted that the samples were normality since the p-output were higher than 0.05. (Basrowi, 2007:78).

The result of homogeny tests is to measure whether it is homogeny or not. From the result, it was found that the homogeneity of pretest-posttest scores in control and experimental group was higher than 0.05 *(see appendix).* It can be interpreted that the samples were homogeneity since the p-output were higher than 0.05.

Thirdly, based on the result of the posttest score in control and experimental group, it showed that there had progressions from the pretest in control and experimental to the posttest in control and experimental groups. The mean scores of pretest-posttest in control group (*see appendix*) increased 2 points and the mean scores pretest-posttest in experimental group (*see appendix*) increased 6.6 points. The students' posttest mean score in experimental group was higher than the students' posttest mean score in control group (*see appendix*). So, the band range scale of mean posttest scale in control group was C and posttest scale in experimental group was B (Leo, 2007:viii). From measuring significance differences from the students' posttest score in control and experimental groups by using independent t-test, it showed that the result of posttest scores in experimental were higher than posttest scores in control group, since the p-output was higher than 0.05 (*see appendix*). It can be interpreted there was means

significant differences from students' pretest and posttest scores in experimental group taught using Spider map technique and control group taught using Grammatical Translation Method.

In measuring the writing scores, the researcher used five criteria in assessing writing achievement (Weigle, 2012:116). To rate of each answer sheet in writing descriptive text on pretest-posttest in control and experimental groups, the writer chose two raters to assessing the result of experiment. In analyzed the scores students' writing achievement, it needs two or more raters, because the raters are required to avoid the biases or inconsistence from scoring of the writing.

There are some factors that make the Spider map technique better than Grammatical Translation Method in teaching writing. First, Spider map allowed the students to express their idea to maintain some words in writing and plan their thought before starting to make a paragraph. Second, by using Spider map the atmosphere in learning process are enjoyable and the students are not bored. Then, the procedure of Spider map is easy and interesting to follow by the students. So, it can be assumed that Spider map is recommended to English teacher to apply in teaching and learning descriptive writing at Madrasah Aliyah Patra Mandiri. It is related to Joy (2009:1) states that in Spider map there is no set way, it means that Spider map is easy to understand and it is not a complicated technique. From the explanations, it can be interpreted that the students' product of writing will have a good quality by using of spider map. Thus, it is proven that the students' score that the students' who are taught by using Spider map get better scores than students' who are taught by using Grammatical Transaltion Method.

In teaching strategy which is used in control group, the teacher used Grammar Translation Method. It is commonly way that used by the teacher in teaching writing at the school. The students only know about translation from the mother language to language target and memorizing the words without know how to increase the words into sentences and paragraphs. It is related to Setiyadi (2006:34) states that Grammar translation method focuses on translating grammatical forms, memorizing vocabulary, and learning roles. The students will focus on what teacher says and stuck on the text book only without maintain their thoughts, ideas and language in writing process. These situations make the students difficult to improve their writing ability. In short, this strategy makes the teacher more active than the students during teaching and learning process.

Finally, the null hypothesis (Ho) was rejected and the alternative (Ha) was accepted. It indicates that the Spider map has significant difference in teaching descriptive writing to the eleventh grade students at Madrasah Aliyah Patra Mandiri Palembang. It can be interpreted the Spider map technique has been proven to increase the students writing descriptive in grade eleventh. So, the teacher at school can use the Spider map in order to improve the student's ability in writing learning process especially in descriptive writing. It means that teaching descriptive writing by using Spider Map to the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang is more effective than Grammar Translation Method in teaching students' writing mastery, because the spider map can helps the students to maintain their thought, idea and concept before create the words into the text. It is relevant to Nur (2000:6) cited in Lubis (2012:6) states

that the spider map is organized by placing the central theme in the central of the map, it will helps the students to pattern and view their way of thinking and constructs them in writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the writer presents (1) conclusions; and (2) suggestions

A. Conclusions

Based on the data analysis in the previous chapters, it can be concluded that Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. From the statements it can be interpreted that teaching descriptive writing by using Spider map is more effective than Grammatical Translation method, or in other way, it can be stated that there was a significant difference on student's descriptive writing achievement taught using Spider Map technique and Grammatical Translation Method at the eleventh grade students of Madrasah Aliyah Patra Mandiri Palembang.

B. Suggestions

From the conclusions above, the writer would like to offers some suggestions to the following parties:

1. Teachers of English

The teachers should encourage and motivate the students to write and express students' ideas, thoughts, and feeling in order to enhance students' descriptive writing by using Spider map technique. This technique will make the students enjoy and active in learning writing process.

2. Students

The students can apply this technique to activate they prior knowledge and engage in thinking about words, phrases, and sentences in different ways. It can strengthen their ability to improve the writing achievement with the Spider map.

3. Other Researchers

This technique could be useful for other researchers to increase the students' writing mastery. It could also be a reference for the other researcher to take the studies and apply this technique in their teaching writing.

REFERENCES

Basrowi and Soenyono. (2007). *Metode analisis data sosial.* Kediri: Jenggala Pustaka Utama.

Best, John W and Kahn, James V. (1993). *Research in education seventh ed.* United States: Library of Congress Catalog.

Blanton, Linda L. (2001). *Composition practice: a text for English learners.* New Orleans: Heinle & Heinle.

Brown, Douglas H. (2001). *Teaching by principles: an interactive approach to language to language pedagogy second ed.* United State: Pearson Education, Inc.

Brown, Douglas H. (2004). *Language assessment principles and practices*. United States: Pearson Education.

Carol, Brendan and Hall, Patrick J. (1985). *A practical guide to writing language performance tests.* Germany: Pergamon Press.

Creswell, Jhon W. (2012). *Planning, conducting, and evaluating quantitative and qualitative research fourth ed.* USA: Pearson Education Inc.

Drafke, Michael. (1993). *A matrix graphic organizer.* Retrieved on: 21 June 2013, from: www.cod.edu/people/faculty/drafke/Graphic organizers.htm.

Drinberger, et. al. (2005). "Writing and drawing in naturalist's journal". *The Science Teacher*, p. 38-46.

Fraenkel, Jack R and Norman E. Wallen. (1990). *How to design and evaluate research in education.* New York: Mc Grow-Hill Publishing Company.

Fraenkel, Jack R et al. (2012). *How to design and evaluate research in education.* New York: Mc Grow-Hill Publishing Company.

Gaur, Ajay and Gaur, Sanjaya. (2005). *Statistical method for practice and research: a guide to data analysis using SPSS.* New Delhi: Sage Publications.

Ginting, Siti Aisyah. (2011). *Improving student's achievement in writing descriptive paragraph through Semantic mapping technique.* Unpublished Thesis. State University of Medan.

Goonen, Bonnie and Shetler, SP. (2008). "Language arts, writing resource guide". *Kansas board of regents adult education professional development.* p. 6

Harris, Pamela and Johnson, Ralph. (2001). *Non-traditional teaching and learning strategies and why use them?.* Retrieved on: 10 January 2013, from: www.montana.edu/teachlearn/pappers/activelearn2.html.

Harmer, Jeremy. (2001). *The practice of English language teaching third ed.* United States: Longman.

Harmer, Jeremy. (2004). *How to teach writing.* England: Longman.

Heaton, J.B. (1990). *Writing English language tests third ed.* New York: Longman, inc.

Hedge, Tricia. (2000). *Teaching and learning in the language classroom.* New York: Oxford University Press.

Herman, et. al. (2010). *Advanced learning English 2.* Bandung: Grafindo.

Jordan, R.R. (1997). *English for academic purpose: a guide and resource book for teachers.* United Kingdom: Cambridge University Press.

Joy, Katlyn. (2009). *The use of spider mind maps.* Retrieved on: 11 September 2013, from: www.ehow.com/about_6225882_use-spider-mind-maps.html.

Kirby, Crovitz and Dawn L, Darren. (2013). *Strategies for teaching writing.fourth ed*. Heinemann: Portsmouth NH.

Kumar, Ananta. (2012). "Does constructivist approach through concept maps to achieve meaningful learning in science?". *Asia-Pasific Forum*, Vol.13.

Leo, Susanto, et. al. (2007). *English for academic purpose: Essay Writing.* Yogyakarta: ANDI

Linse, Caroline T. (2006). *Practical English language teaching*. Singapore: Mc Graw Hill.

Lubis, Rafani Syaddanur. (2010). *Improving the students' achievements in writing anecdote text through Spider map technique.* Unpublished Thesis. State University of Medan.

McAfee, Oralie and Leong, Deborah. (1997). *Assesing and guiding young children's development and learning second ed.* USA: Allyn and Bacon.

Michigan. (2001). *Writing Across the curriculum.* Retrieved on: 10 October 2013, from: http://www.sdcoe.k12.ca.us/score/actbank/sspider.htm.

Oshima, Alice and Hogue. (2007). *Introduction to academic writing third ed.* New York: Person Education Inc.

Peregoy, Suzanne F. (2008). *Reading, writing and learning in ESL fifth ed.* USA: Pearson Education Inc.

Powers, Donald E. (2010). "The case for a comprehensive, four skills assessment of English language profiency". *TOEIC compendium*, Vol.12

Putri, Rina Oktariyani. (2012). *Teaching writing by using Spider map to the eleventh grade students of SMA Negeri 1 Talang Kelapa.* Unpublished Thesis. University of PGRI Palembang.

Richards, Jack C and Renandya, Willy A. (2002). *Methodology in language teaching.* United States: Cambridge University Press.

Richards, Jack C and Rogers, Theodore. (1986). *Approaches and methods in language teaching.* United Kingdom: Cambridge University Press.

Rivers, Wilga M. (1970). *Teaching foreign language skills.* London: University of Chicago Press.

Ross, Kenneth N. (2005). *Educational research: some basic concepts and terminoology.* Paris: UNESCO.

Setiyadi, Bambang. (2006). *Teaching English as foreign language.* Yogyakarta: Graha Ilmu.

Smalley, Reuten and Regina L, Mary K. (1986). *Refining composition skills second ed.* New York: Macmilan.

Strictchart, et.al. (1998). *Teaching study skills and strategies to the students with learning disabilities, attention deficit disorders, or special needs second ed.* USA: Allyn and Bacon.

Thompkins, Gail E. (1994). *Teaching writing:balancing process and product second ed.* New York: Macmillan.

Nga, Thuy Nguyen. (2008). *English - A global language and its implications for student.* Vietnam: Hanoi University.

Torghabeh, Rajabali Arkarzadeh. (2011). "Variations and the speaker's model". *EIL*. Vol.9

Whitton, Diana. (2004). *Learning for teaching: teaching for learning.* Australia: Cencage Learning Pty.

Weigle, Sara Cushing. (2011). *Assessing writing.* Cambridge: Cambridge University Press.