CHAPTER I

INTRODUCTION

In this chapter, the writer presents: (1) background; (2) problems of the study; (3) objectives of the study; (4) significances of the study; (5) hypothesis; and (6) criteria of the hypothesis.

A. Background

Language is an important role in human's life because it is the medium of communication, thought, and learning. According to Brown (2000: 5) language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with one another. By using language, human can communicate with other people to express the ideas, to facilitate the thinking process, and to recall the information. One of languages that has an important role in the world is English.

English is a foreign language for Indonesian and used in many international activities such as commerce, sport, science, education, and technology. English is an international language which has an important role in communication to interact with other people in the world. In English there are four language skills. They are listening, speaking, reading, and writing. The students must master these four language skills so they can use English actively.

Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the students. Writing is also

one media of communication. Writing is one of difficult subjects at school, because there are many aspects to be considered in writing such as, word choices, grammar, punctuation, spelling and coherence. Richard and Renandya (2002: 303) state that the difficulty of writing is not only in generating and composing the ideas, but also in presenting the ideas into the text. Meanwhile generating ideas, then arranging them is the main point in writing. Those should be integrated to produce meaningful and good coherence writing. It indicates that the learners are expected to explore their ideas and make them into good paragraph.

In fact, the students not capable to make a good writing. The reason that they cannot make a good writing is caused by poor vocabulary, difficulty in generating ideas, poor grammar, and so on.

Based on the reseacher preliminary observation on SMA Quraniah Palembang, writing is difficult subject especially for the students of SMA Quraniah Palembang. The reason is because students feel that, it is not easy to translate concept in their brain to be a written language, and students also be clever to choose and combine the vocabulary to create something meaningful. Students have to pay attention to the grammar, so it is normal if the student thought that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). Besides that, there is another factor

that makes writing be the most difficult subject. The other reason is that there are many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics. There are generic

social function, structure and lexico grammatical features. Usually the student can not differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student could distinguish each kind of text from another. To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and also must find out an interesting method or visual aid to teach writing, so students will be interested in writing class.

Based on the explanation about the difficulties of writing, the researcher was interested to apply Concept Mapping. This strategy was expected to increase the student's writing achievement.

Concept maps were developed in 1972 in the course of Joseph Novak's research program at Cornell University (Walsh, 2010: 1). Constructing concept map is one of the technique that can be used for organizing and representing knowledge that include concepts, which are usually enclosed in circles or squares, and lines connecting the concepts (Chien, 1998: 1)

Based on the fact above, the writer was interested to build up learners achievement, especially in descriptive writing ability by applying Concept Mapping strategy in teaching and learning process, and had concluded a research study entitles **"The Implementation of Concept Mapping Strategy to Increase the Students' Descriptive Writing Achievement at the Eleventh Grade Students of SMA Quraniah Palembang".**

B. Problems of the study

The problems of this study are formulated in the questions below:

1. Is there any significant different on students' descriptive writing achievement taught by using concept mapping strategy and who are taught by teacher's method at the eleventh grade students of SMA Quraniah Palembang?
2. What are students' opinions on the Implementation of Concept Mapping Stretegy?

C. Objectives of the study

Based on the problems above, the objective of this study are:

1. To find whether or not there is a significant different of students' descriptive writing achievement taught by using concept mapping strategy of the eleventh grade students of SMA Quraniah Palembang.
2. To find out student's opinions on the Implementation of Concept Mapping Strategy.

D. Significances of the study

The significances of the study is expected that the results of the study will give some beneficial inputs for the following:

1. For eleventh grade students of SMA Quraniah

It can give input to improve students' ability and competence in descriptive writing skill. The students will also learn how to write easily by using concept mapping strategy.

2. For Teacher of English of SMA Quraniah

The result of this research is expexted to be useful for the teacher. The teacher use this strategy in teaching writing and develop the learners' writing ability.

3. For researcher

It can give a experience in teaching writing by using concept mapping strategy which is appropriate and effective in teaching writing skill.

4. For the next researcher

It can give a reference to the other reseacher in doing research in the future

E. Hypothesis

Based on the assumption, the writer formulates the null hypotesis (Ho) and alternative hypotesis (Ha) which:

1. Ho: There is no significant different of students' descriptive writing achievement taught by using concept mapping strategy of the eleventh grade students of SMA Quraniah Palembang.

   Ha: There is a significant different of students' descriptive writing achievement taught by using concept mapping strategy of the eleventh grade students of SMA Quraniah Palembang.

2. Ho: The students give negative respons

   Ha: The students give positive respons

F. Criteria testing of hypothesis

The criteria of testing the hypothesis is as follow:

1. If the *p*-output (Sig.2-tailed) is lower than 0.05 and *t*-value is higher than *t*-table (2.021), so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if the *p*-output (Sig.2-tailed) is higher than 0.05 and *t*-value is lower than *t*-table (2.021), so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.
2. If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents: (1) theoritical framework; (2) previous related studies; and (3) research setting

A. Theoritical Description

1. The Concept of Teaching

Brown (2000: 7) says that teaching is guiding and facilitating learning enabling the learner to learn, setting the conditions for learning. This statement means that teaching is all activities who done by teachers and learners in guiding practical classroom actions to reach out the teaching and learning purpose. Based on this statement it can be concluded that teaching and learning are very close related and both of them cannot be separated. If the teaching emphasizes on teacher behavior, learning emphasizes on learners behavior as outcomes of the teaching.

Moore (2005: 4) states that teaching as the actions of someone who is trying to assist other to reach their fullest potential in all aspects of development. In learning process, teachers should provide students with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves-though still with the teacher's guidance. To achieve the goals of teaching and learning process the teacher should

have variation methods and media for teaching process so that the students can get the idea of the lesson.

From the explanation above, the writer concluded that teaching is the process of transfer the knowledge, guide, combines the knowlodge of education, and structured classroom situations by the teacher to the students to help them in using and understand language, especially help the students use their ability in writing.

2. The Concept of Writing

According to Tompkins (1994: 40), writing is a powerful learning tool because it fosters critical thinking through the creation of a language scaffold. Meanwhile, Leo (2007: 1) states that writing is a process of expressing ideas or thoughts in words should be done at our leisure. Writing can be seen as a process of expressing idea, taught or messages in sequence in order to communicate with others in written form.

According to Heaton (1990: 135) writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The varied skill necessary for writing good prose into five general component or main areas.

a. Language use: the ability to write correct and appropriate sentences
b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language .e.g. punctuation, spelling.
c. Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.

d. Stylistic skill: the ability to manipulate sentences and paragraph, and use language effectively.
e. Judgment skill: the ability to write in an appropriate manner for a particular purposes with a particular audience in mind, together with ability to select, organize and order relevant information.

However, some people think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself, thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proof reading the draft to prepare for the final outcome. Specifically, writing is the expression of language in the form of symbols, letters, or words. The primary function of writing is to communicating the writers' ideas to their readers.

From the explanation above, the writer concluded that writing is one of the skills that has essential role in teaching and learning English. It is because writing cannot be done only in one stage, the students have to do main stages in writing time after time to produce a good writing. Generally, students get difficulties on transferring what they have in their brain in a written language. If transpires continuously and ignored by the teacher, in process of time the students will get bored when they are asked to write.

3. The Descriptive Writing

According to Tompkins (1994: 111), descriptive writing is painting pictures with words. Students use descriptive writing to paint word pictures and to make writing more concrete or vivid by adding specific information, sensory images, comparisons, and dialogue. Meanwhile, Boardman (2008: 40) states that the purpose of descriptive paragraph is to "paint" a picture in the reader's mind. The readers should be able to see the person, place, or object that you are describing in his or her mind.

Tompkins (1994: 108) states that description is used in writing about a variety of topics. Students write descriptions or events in their own lives, characters form literature, results of experiments, observations of classroom animals, art prints, historical events and personalities, and current events.

4. The Concept Mapping Strategy

Concept mapping is an instructional strategy used to categorize information into graphic form, creating a visual representation of the structure and associated personal knowledge within that display. Concept mapping may be used to activate knowledge prior to composing and to scaffold students' memory in all phases of the writing pocess by assisting students' to see word, concept, and category relationships (Sturm and Erickson, 2002: 125).

According to J. D. Novak (1984: 568-569) as cited in Ioana, Moraru, Miron (2010: 2-3) says that:

> A *concept map* is a diagram showing the relationships among concepts. They are graphical tools for organizing and representing knowledge. Concept maps are diagrammatic representations which show meaningful

> relationships between concepts in the form of propositions. Propositions are two or more concept labels linked by words which provide information on relationships or describing connections between concepts. The most useful form of a concept map for teaching and learning is one arranged in a hierarchical organization which the more general and more inclusive concepts at the top of the map and the more concrete and specific ones at the bottom.

Concept mapping has been used in variety of classroom applications for vocabulary development, reading comprehension, study skills, and prewriting organizers (Sturm and Erickson, 2002: 125).

Concept mapping strategy is a prewriting activity. Prewriting strategy support the writing process for all types of writing.

According to Yongjin Lee (2013: 1):

> Concept mapping is a reflective process and emphasizes the reasons and rationales of associations with related concepts. In the initial stage of concept mapping process, students are expected to focus more on their memorized vocabulary and cultural knowledge related to the given topic, rather than on complete sentence structures. Further the concept mapping activity has students feel less concerned about making mistakes, and provoke students to develop ideas, words, concepts or statements on a writing topic. Students can also elaborate various perspectives by attempting to develop more comprehensive concept maps.

5. The Stuctures of Concept Mapping

According Walsh (2010: 1), the structures of concept mapping as follow:

a. A concept is unit of meaning and is described by a word or phrase. Concepts consist of labels (enclosed in circles or boxes) and relationships (a connecting line) linking two concepts.

b. The text on the line (linking words or phrases) describes the relationship between the two concepts.

c. A proposition consists of two or more concepts connected using linking words or phrases to form a meaningful statement

6. The Characteristics of Concept Maping

According to Steve Walsh (March, 2010: 2) there are some characteristics of concept mapping as follow:

a. Focus question - clearly specifies the problem or issue the concept map should help to resolve.

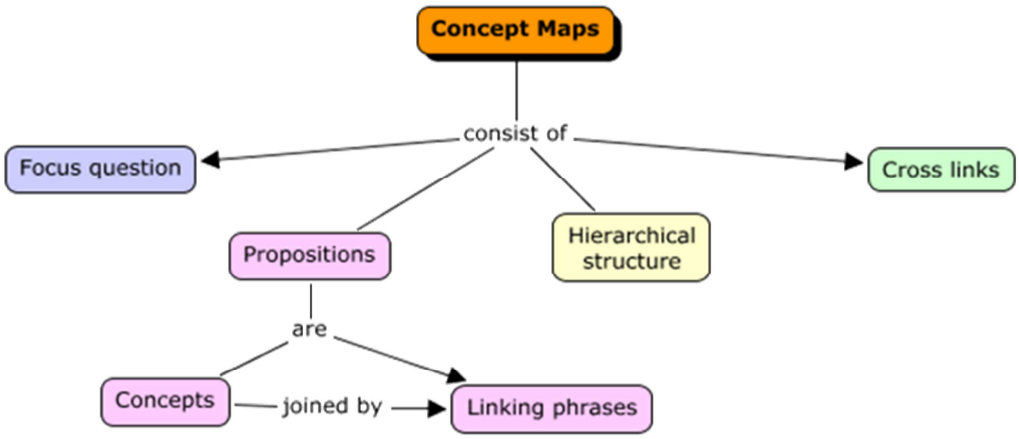
b. Propositions - a concept map consists of a graphical representation of a set of propositions about a topic.

c. Hierarchical structure - the most general concepts are at the top of the map and the more specific, less general concepts are arranged hierarchically below. Because of this, concept maps tend to be read from the top, progressing down towards the bottom. This is not a rule, it could be cyclic as long as there is logical order (e.g. using arrows or numbers). Also there can be more than one root.

d. Cross-Links - relationships or links between concepts in different segments or domains of the concept map. Cross-links often represent new insights on the part of the knowledge producer.

The characteristics of concept mapping is illustrated in diagram 1.

Diagram 1
The Characteristics of Concept Mapping



According to Joseph D. Novak & Alberto J. Cañas (2008: 2)

The important characteristic of concept maps is the inclusion of *cross-links*. These are relationships or links between concepts in different segments or domains of the concept map. Cross-links help students to see how a concept in one domain of knowledge represented on the map is related to a concept in another domain shown on the map. In the creation of new knowledge, cross-links often represent creative leaps on the part of the knowledge producer. There are two features of concept maps that are important in the facilitation of creative thinking: the hierarchical structure that is represented in a good map and the ability to search for and characterize new cross-links.

7. The Benefits of Concept Mapping

According to Novak (1997: 1-2) concept mapping has several benefit for learners:

a. Helping students brainstorm and generate new ideas

b. Encouraging students to discover new concepts and the propositions that connect them.

c. Allowing students to more clearly communicate ideas, thoughts and information
d. Helping students integrate new concepts with older concepts
e. Enabling students to gain enhanced knowledge of any topic and evaluate the information

According to I. Stoica (2011: 569) states that concept mapping can be used for several purposes:

a. to design complex structures
b. to assess understanding or diagnose misunderstanding
c. to aid learning by explicitly integrating new and old knowledge
d. to communicate complex idea

8. Teaching Procedures using Concept Mapping Strategy

Novak & Gowin (2003: 16) define the teaching procedures of concept mapping into several steps:

a. Define the topic or focus question. Concept maps that attempt to cover more than one question may become difficult to manage and read.
b. Once the key topic has been defined, the next steps is to identify and list the most important or “general” concepts that are associated with that topic.
c. Next, those concepts are ordered top to bottom in the mapping field, going from most general and inclusive to the most specific, an action that fosters the explicit representation of subsumption relationships.

d. Once the key concepts have been identified and ordered, links are added to from a preliminary concept map.
e. Linking phrases are added to describe the relationships among concepts.
f. Once the plemilinary concept has been built, a next step is to look for cross-links, which link together concepts that are in different areas or sub-domains on the map. Cross-links help to elaborate how concepts are interrelated.
g. Finally, the map is reviewed and any necessary changes to structure or content are made.

9. Teaching Procedures by using Traditional Method

Boumova (2008: 10) states, traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. Then, Boumova (2008: 11) states that the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher's explanations and examples they will be able to use the knowledge.

Moreover, Aljazzaar, et Al in Al-khoudary (2002: 23-24) states that in traditional writing composition, students are expected to demonstrate that they have mastered certain structures or vocabulary and the teacher will be looking for their mistakes. There are the following steps of teaching writing:

1. Teacher explains the material of the subjects.
2. Teacher asked the students to make a composition.

3. Scoring of students' written. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

B. Previous Related Study

There are two previous related studies that related to this research, the first is the thesis entitled "The Effectiveness of Concept Mapping to Improve the Performance of Eight Grade Students of SMPN 12 Malang in Writing Narrative Texts " written by Anjelina Dwi Astuti (2010). The objective of the study is to find out whether or not there is significant progress in students' writing ability after they were taught by using Concept mapping. The result of this study is effective in teaching writing. Concept mapping could be implemented to improve the students' writing performance in writing descriptive texts and solved the students' problem in generating and developing ideas. The similarity between Anjelina's research and this research is using concept mapping in doing the research, and both of them have some differences, Anjelina's research took narrative writing skill, and the sample of her research is eight grade students of SMPN 12 Malang. This research took descriptive writing skill and the sample of this research was eleventh grade students of SMA Quraniah Palembang.

Second, the thesis entitled "The Effect of Explicit Teaching of Concept Mapping in Expository Writing on EFL Students' Self-regulation", written by Mohammad Reza Talebinezhad (Iran: 2007). The objective of the study is developing concept mapping strategy to improve the students' performance in expository writing texts. The result of this study is the concept mapping were helpful to improve students' English written skill as they were found to be

practically applied to explore extensive ideas, compare and draw similarities, and plan sequences. The similarity between Muhammad's research and this research is using concept mapping in doing the research, and both of them have some differences, Muhammad's research took expository writing skill, and the sample of his research was the students of Isfahan University, Iran. This research took descriptive writing skill and the sample of this research was eleventh grade students of SMA Quraniah Palembang.

C. Research Setting

In this study the writer chose SMA Quraniah Palembang as her research subjects. The location of SMA Quraniah Palembang is on Segaran street, 15 Ilir. Phone: 0711 601 8080, zip code: 30124. South Sumatra Province.

The headmaster of SMA Quraniah Palembang is Ismail, S.Pd and helped by 27 teachers and 3 staff. In the academic year of 2013/2014 the number of the students with the total amount 111 students, The number of class X is 25 students, class of XI IPA is 21 students, class XI IPS is 21 students, class XII IPA is 23 and class XII IPS Is 21. The teaching and learning process is facilitated 12 rooms including classes, office, mousque, canteen, library and many others. Total of the students is described in the table 1:

Table 1
Total Number of the Students

N0	Class	Total Number of Students
1	X	25
2	XI IPA	21
3	XI IPS	21

4	XII IPA	23
5	XII IPS	21
Total		111

Source: Administration of Sma Quraniah Palembang

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) method of research; (2) research variables; (3) operational definitions; (4) population and sample; (5) techniques for collecting the data; and (6) techniques for analyzing the data.

A. Method of Research

This study used a quasi experimental study. According to Fraenkel and Wallen (2012: 275), quasi experimental designs do not include the use of random in selecting sample of the research. In this design, the writer uses non-random sampling method to select the sample of the study. In the other words, it can be stated when it is not possible or practical to control all the key factors, so it becomes necessary to implement a quasi-experimental research design. These designs provided control of when and to whom the measurement is applied, because random assignment to experimental and control treatment has not been applied, the equivalence of the group is not assured.

There were two kinds of groups, the experimental and the control group. The different treatments were applied to the two groups, the experimental group was taught using concept mapping strategy in teaching descriptve writing, and the control group was taught using teachers' strategy in teaching descriptive writing. Both of them were taught using the same materials based on the curriculum and in the same month. At the end of treatment, the experimental group and the control group received a post-test, and the results of the two tests were compared

to find the significant differences between the experimental group and the control group. The writer used pretest-posttest non-equivalent control group design. A diagram is suggested by Best and Khan (1995: 151) as follow:

$\underline{O_1 \ X \ O_2}$

$O_3 \ C \ O_4$

Where :

X : Exposure a group to an experimental variable

C : Exposure a group to the control

O_1: The pretest of the experimental group

O_2: The posttest of experimental group

O_3: The pretest of the control group

O_4: The posttest of the control group

B. Variable of Research

Best and Kahn (1995: 137) states "variables are the conditions or characteristics that the experimenter manipulates, controls or observes." There were two types of variable in this study: the independent variable and the dependent variable.

The dependent variable was the condition or characteristics that appear, disappear or change as the experimenter introduced, remove or changes by independent variable. The dependent variable may be a test score, the number of errors, or measured speed changes in pupil performance attributable to the influence of the independent variable Best and Kahn (1995: 137).

According to Best and Kahn (1995: 137), “In educational research an independent variable may be a particular teaching method, a type of teaching material, or an attribute such as sex or level of intelligence.”

In this study, there were two variables, they were: independent variable (X) and dependent variable (Y). The independent variable was something that is hypothesized to influence the dependent variable. The researcher determined what level or condition of the independent variable that the participant in the experiment receives. Dependent variable was a variable that is simply measured by the researcher. It was the variable that reflects the influence of the independent variable. In this research, the dependent variable was the writing descriptive text (X) and the independent variable were concept mapping strategy and teacher’s method (Y).

C. Operational Definitions

The title of study is **“**The Implementation of Concept Mapping Strategy to Increase the Students’ descriptive writing achievement to the Eleventh Grade Students of Sma Quraniah Palembang**”.**

Teaching is defined as an activity of transferring knowledge and skill from the teacher to the students. It means that teaching is a process that is done by the teacher to make the students understand the lesson. Writing is a way to produce language. Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph.

Concept mapping visually illustrates the relationships between concepts and ideas. Often represented in circles or boxes, concepts are linked by words and phrases that explain the connection between the ideas, helping students organize and structure their thoughts to further understand information and discover new relationships.

D. Population and Sample

1. Population

According to Best and Kahn (1995: 13) “A population is any group of individuals that haveone or more characteristics in common that are interesting.” In this case, the subject of the research was the eleventh grade student of SMA Quraniah Palembang in the academic year of 2013/2014. The researcher got the data from the registration office showing that there are 42 students of SMA Quraniah Palembang. The population of the study is describe in table 2.

Table 2
The Population of the Research

N0	Class	Gender		Total Number of Students	Total Classes
		Male	Female		
1	XI IPA	10	11	21	2 Classes
2	XI IPS	8	13	21	
Total				42	

Source: Administration of SMA Quraniah Palembang, academic year 2013-2014

2. Sample

Best and Kahn (1995: 13) state that sample is a small proportion of population selected for observation or analysis, in other words, a sample in a research study refers to any group on which information is obtained. The sample of this research is all of the population. The researcher had to take samples to

make the research more effective and efficient. The researcher chose two classes of the students from the whole class as sample in this study. The researcher selected 42 students in her research.

The sample was taken by convenience non random sampling method. According to Fraenkel and Wallen (2012: 99) a convenience sample is a group of individuals who (conveniently) are available for study. The sample of the study is describe in table 3.

Table 3
Sample of the study

NO	Class	Gender		Total Number of Students	Group
		Male	Female		
1	XI IPA	10	11	21	Experimental
2	XI IPS	8	13	21	Control
Total				42	

Source: Administration of SMA Quraniah Palembang, academic year 2013-2014

E. Techniques for Collecting Data

In collecting the data, the writer did written test and give questionnaire to the students. The test would be given twice: pretest and posttest. The pretest used for starting point of the investigation and to know the students' competence in writing before they give the treatment. Then, at the end of treatment, the posttest was given to find out the students' improvement and significance difference between both classes after the treatment were given.

1. Test

According to Brown (2004: 3) test is a method of measuring someone's knowledge, ability or performance in a given domain. Based on the statement above, test can be used to measure the students' ability or students' learning

achievement. In this study, the writer used pretest and posttest. Pretest was given to both control group and experimental group. It was conducted before the treatment and the posttest, the purpose is to know how is the students' achievement in writing skill especially in descriptive writing skill. Meanwhile, posttest conducted after treatment. It was also given to control group experimental group. It was taken as measurement tool to measure students descriptive writing achievement before and after thetreatment is conducted.

2. Questionnaire

The questionnaire was given after the posttest in experimental group. Giving the questionnaire is to know what students' feel about the concept mapping strategy in helping students to make a descriptive writing.

F. Research Instrument

1. Validity Test

Validity has been defined as referring to the appropriatness, meaningfulness, and usefulness of the specific inferences researches make based on the data they collect (Franken Wallen, 1990: 148).

a. Content Validity

According to Fraenkel and Wallen (2012: 162), content validity refers to judgments of the content and logical structure of the instrument as it is to be used in a particular study. To provide the content validity of the test, the writer devised the test in accordance with the purpose of the test itself that wass to measure the students' writing skill achievement.

In order to judge wether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. Research treatments are presented in terms of the material 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 specification test, it includes: objectives of the test, the material, test indicator, 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 is illustrated in table 4:

Table 4
Test Specification

Objective	Material	Indicator	Number of item	Type of test
The objective of the study: 1. The students are able to write descriptive text correctly 2. To measure the students functional text in writing achievement	Topic of descriptive writing text:	Indicator of the study:	1	Written test
	Lion	The students are able to write descriptive text: Lion	1	
	Rabbit	The students are able to write descriptive text: Rabbit	1	
	Cow	The students are able to write descriptive text: Cow	1	
	Pigeon	The students are able to write descriptive text: Pigeon	1	
	Dog	The students are able to write descriptive text: Dog	1	
	Chicken	The students are able to write descriptive text:	1	

		Chicken		
	Fish	The students are able to write descriptive text: Fish	1	
	Hamster	The students are able to write descriptive text: Hamster	1	
	Horse	The students are able to write descriptive text: Horse	1	
	Butterfly	The students are able to write descriptive text: Butterfly	1	
Total			**10**	

b. Reliability of The Test

According to franken and Wallen (1990: 154) 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.

In this study, The writer used inter-rater reliability to find out the result reliability test, because writing is concluded as subjective test. According to Brown (2004: 20), Inter-rater reliability occured when two or more scorers yield inconsistent scores of the same test, possibly for lack or attention to scoring criteria, inexperience, inattention, or even preconceived biases. It was essentially a variation of the equivalent from type of reliability in that scores are usually produced by two raters. It can be concluded that inter-rater reliability is the degree of agreement between two raters. To find out the reliability of the test, it held try

out test was be given to non sample students. The writer had done the try out of written test instruments at SMA Ethika Palembang to the eleventh grade students with the total amounted 30 students as the sample for finding reliability of the test the tryout of the test was carried out on Saturday, 11th January 2014 at 13.00-14.15. The raters of students' descriptive writing were Lusy Vitriana, M.Pd and Betharia, S.Pd.

Before the raters gave scores for the students, the instrument of scores earlier was given to the raters based on Weigle's book in scoring writing. According to Weigle (2002; 117), there are five components of scoring writing test, such as: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and mechanics (2-5). (see appendix A). Each component has specific criterias and score range to make the raters easier in giving maximal and appropriate scores.

The result of writing test to the 30 students at SMA Ethika Palembang was described in the following table 5. For the complete statistical can be seen in appendix B.

Table 5
The Result of Reliability

No	Number of Test	N	Pearson Correlation	Sig.	Result
1.	Rater 1	30	0.873	0.000	Reliable
2.	Rater 2	30			

The result analysis of reliability test shows that the score of Pearson Correlation is 0.873. From the p-output, it can be stated that the test instrument is reliable since it is higher than r-table with total number of sample 30 at 0.361.

3. Teaching Schedule and Teaching Procedures

a. Teaching Schedule

The research treatment was given 10 times and the test was given twice, once pretest and once posttest for the control and experimental groups. Every week, the students got two meetings. Every meeting was 70 minutes. The treatment in this research was given by teaching the experimental group using concept mapping strategy and the control group was taught by using the method which was usually used by their teacher. The treatments were done after the students have done pretest. During doing the treatment, the writer gave same topics for control and experimental group. The topics were different every meeting, one meeting was one topic. The teaching materials were described in table 6.

Table 6

Teaching Material for Control and Experimental Group

No	Teaching Schedule	Teaching Material	Meeting	Time Allocation
1	Thu/Feb 13, 14	Pretest	1st	2x35’
2	Sat/Feb 15, 14	Snake	2nd	2x35’
3	Thu/Feb 20, 14	Camel	3rd	2x35’
4	Sat/Feb 22, 14	Bird	4th	2x35’
5	Thu/Feb 27, 14	Frog	5th	2x35’

6	Sat/Mar 01, 14	Cat	6th	2x35’
7	Thu /Mar 06, 14	Buffalo	7th	2x35’
8	Sat/Mar 08, 14	Goat	8th	2x35’
9	Thu/Mar13, 14	Crocodile	9th	2x35’
10	Sat/Mar 15, 14	Deer	10th	2x35’
11	Thu/Mar 20, 14	Monkey	11th	2x35’
12	Sat/Mar 22, 14	Posttest	12th	2x35’

b. Teaching Procedures

To make the writer easier in doing the treatments, she developed the procedures of both control and experimental group in teaching narrative writing. The procedure can be seen in table 7 below.

Table 7
The Teaching Procedures in Control and Experimental Group

CONTROL GROUP			EXPERIMENTAL GROUP		
Activity	**Procedure**	**Time**	**Activity**	**Procedure**	**Time**
Pre-activity	• Teacher greats the students. • Teacher checks the students’ attendance list.	5’	**Pre-activity**	• Teacher greats the students. • Teacher checks the students’ attendance list.	5’
Whilst-activity	• Teacher explains about descriptive writing. • The teacher explains to the students how to write good descriptive paragraph. • The teacher gives the topic to the students and ask them to write descriptive paragraph.	55’	**Whilst-activity**	• Teacher explain about concept mapping strategy. • Teacher shows the example of concept mapping strategy • Teacher shows the example of descriptive text. • The teacher gives a piece of paper to the students. • The teacher teaches the students how to make concept map • The teacher asks the students	55’

				to write descriptive writing based on their concept map	
Post-activity	• The teacher asks the students to asks something if they have been unclearly of the lesson. • The teacher concludes the material. • The teacher greets the students to close meeting	10’	**Post-activity**	• The teacher asks the students to asks something if they have been unclearly of the lesson. • The teacher concludes the material. • The teacher greets the students to close meeting.	10’

F. Technique for analyzing the data

In this study, the data obtained from Quasi-experimental study were submitted for statistical analysis using the Statistical Package for the Social Science (SPSS) version 20. The writer analyzed the data from the test (pre-test and post-test). First the data concerned with the post-test. In analyzing the data obtained from the text, the writer used some techniques, they are:

1. Data Descriptions

In anlyzing the data description, there are two analyses to be done, they are distribution of frequency data and descriptive statistics.

a. Distribution of Frequency Data

In distributions of frequency data, the students’ score interval, frequency, percentage are achieved. The distributions of frequency data are got from students’ pretest score in control group, students’ posttest score in control group, the students’ pretest score in experimental group, and students’ posttest score in experimental group.

b. Descriptive Statistics

In descriptive statistics, 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

a. Normality Test

Normality test is used to measure wether the obtained data is normal or not Basrowi and Soenyono (2007: 85) data can be classified into normal when the p-output is higher than 0.025. in measuring normality test, *1-sample Kolmogronov Smrinov* is used. The normality test is used to measure students' pretest and posttest scores in control and experimental groups.

b. Homogeneity Test

Homogeneity test is used to measure the obtained scores whether it is homogeny or not. According to Basrowi and Soenyono (2007: 106) state that the score is categorized homogeny when the p-output was higher than mean significant difference at 0.05 levels.. In measuring homogeneity test, Levene Statistic in SPSS 20 is used. The homogeneity test is used to measure students' pretest score and posttest score in control and experimental groups.

3. Hypothesis Testing

In measuring significant difference, writer use independent sample t-test. The significant difference is found from testing students' posttest score in control

and experimental groups. Whenever the p-output was lower than mean significant difference at 0.05 levels.

CHAPTER IV

FINDINGS AND INTERPRETATION

In this chapter, the writer presents; (1) findings of the study; and (2) interpretations of the study.

A. Findings of the study

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

1. Data Descriptions

In data descriptions, distribution of frequency data and descriptive statistics were analyzed.

1.1 Distribution of Frequency Data

In distribution of frequency data, the students' scores of frequency, and percentage of students' pretest and posttest scores in experimental and control groups were presented.

a. Students' Pretest Scores in Experimental Group

Based on the result of students' pretest scores in the experimental group, there were 4.8% or 1 student got score 47.50, 9.5% or 2 student got score 49.50, 9.5% or 2 students got score 50.00, 4.8% or 1 students got score 51.50, 4.8% or 1 students got score 52.00, 4.8% or 1 students got score 53.00, 4.8% or 1 students got score 53.50, 4.8% or 1 students got score 54.50, 4.8% or 1 student got score 56.00, 9.5% or 2 students got score 56.50, 4.8% or 1 students got score 57.00, 9.5% or 2 students got score 57.50, 19.0% or 2 students got score 59.00, 4.8% or

1 students got score 61.00. The frequency data of students' score in experimental group was shown in table 8.

Table 8
Distributing the Frequency Data of Sudents' Pretest Scores In Experimental Group

Scores	Frequency	Percent
47,50	**1**	**4,8**
49,50	**2**	**9,5**
50,00	**2**	**9,5**
51,50	**1**	**4,8**
52,00	**1**	**4,8**
53,00	**1**	**4,8**
53,50	**1**	**4,8**
54,50	**1**	**4,8**
56,00	**1**	**4,8**
56,50	**2**	**9,5**
57,00	**1**	**4,8**
57,50	**2**	**9,5**
59,00	**4**	**19,0**
61,00	**1**	**4,8**
Total	**21**	**100**

From the result analysis of frequency data of students' pretest scores in experimental group, it was found that in the pretest experimental group there were 1 student got the lowest score 47.50 (4.8%) and 1 students got the highest score 61.00 (4.8%).

b. Students Posttest Scores in Experimental Group

Based on the result of students' posttest scores in the experimental group, it showed that there were 4.8% or 1 student got score 66.00, 4.8% or 1 student got score 66.50, 4.8% or 1 students got score 67.00, 4.8% or 1 students got score 67.50, 14.3% or 3 students got score 68.00, 4.8% or 1 student got score 68.50, 4.8% or 1 student got score 70.00, 4.8% or 1 students got score 70.50, 4.8% or 1 students got score 71.50, 4.8% or 1 student got score 72.00, 4.8% or 1 students

got score 72.50, 9.5% or 2 student got score 73.00, 4.8% or 1 student got score 74.00, 4.8% or 1 student got score 74.50, 4.8% or 1 student got score 75.00, 4.8% or 1 student got score 75.00, 4.8% or 1 student got score 75.50, 4.8% or 1 student got score 76.50, 4.8% or 1 student got score 78.00. The frequency data of students' posttest scores in experimental group was shown in table 9.

Table 9
Distributing the Frequency Data of Sudents' Posttest Scores In Experimental Group

Scores	Frequency	Percent
66,00	**1**	**4,8**
66,50	**1**	**4,8**
67,00	**1**	**4,8**
67,50	**1**	**4,8**
68,00	**3**	**14,3**
68,50	**1**	**4,8**
70,00	**1**	**4,8**
70,50	**1**	**4,8**
71,50	**1**	**4,8**
72,00	**1**	**4,8**
72,50	**1**	**4,8**
73,00	**2**	**9,5**
74,00	**1**	**4,8**
74,50	**1**	**4,8**
75,00	**1**	**4,8**
75,50	**1**	**4,8**
76,50	**1**	**4,8**
78,00	**1**	**4,8**
Total	**21**	**100**

From the result analysis of frequency data of students' posttest scores in experimental group, it was found that in the posttest experimental group there were 1 student who got the lowest score 66.00 (4.8%) and 1 student were the highest score 78.00 (4.8%).

c. Students' Pretest Scores in Control Group

Based on the result of students' pretest scores in the control group, there were 4.8% or 1 student got score 50.00, 4.8% or 1 student got score 50.50, 4.8% or sstudent got 51.50, 4.8% or 1 students got score 52.00, 4.8% or 1 student got score 52.00, 9.5% or 2 students got score 52.50, 4.8% or 1 student got score 55.50, 9.5% or 2 students got score 56.00, 4.8% or 1 students got score 56.50, 9.5% or 2 students got score 57.00, 9.5% or 2 students got score 57.50, 4.8% or 1 students got score 58.50, 4.8% or 1 students got score 60.00, 9.5% or 2 student got score 60.50, 4.8% or 1 student got score 61.00, 4.8% or 1 student got score 61.50, 4.8% or 1 student got score 64.00, 4.8% or 1 student got score 65.00, 4.8% or 1 student got score 69.50. The frequency data of students' pretest scores in control group was shown in table 10.

Table 10
Distributing the Frequency Data of Students' Pretest Scores in Control Group

Scores	Frequency	Percent
50,00	**1**	**4,8**
50,50	**1**	**4,8**
51,50	**1**	**4,8**
52,00	**1**	**4,8**
52,50	**2**	**9,5**
55,50	**1**	**4,8**
56,00	**2**	**9,5**
56,50	**1**	**4,8**
57,00	**2**	**9,5**
58,50	**1**	**4,8**
60,00	**1**	**4,8**
60,50	**2**	**9,5**
61,00	**1**	**4,8**
61,50	**1**	**4,8**
64,00	**1**	**4,8**
65,00	**1**	**4,8**
69,50	**1**	**4,8**
Total	**21**	**100**

From the result analysis of frequency data of students' pretest scores in control group, it was found that in the pretest control group there were 1 student who got the lowest score 50.00 (4.8%) and 1 student were the highest score 69.50 (4.8%).

d. Students' Posttest Scores in Control Group

Based on the result of students' posttest scores in the control group, there were 49.5% or 2 student got score 54.50, 4.8% or 1 student got score 56.00, 4.8% or 1 student got score 56.50, 4.8% or 1 student got score 57.00, 4.8% or 1 student got score 59.50, 4.8% or 1 student got score 61.50, 4.8% or 1 student got score 62.00, 4.8% or 1 students got score 62.50, 4.8% or 1 student got 63.00, 9.5% or 2 student got score 63.00, 4.8% or 1 student got score 63.50, 4.8% or 1 student got score 64.00, 4.8% or 1 students got score 64.50, 4.8% or 1 student got score 65.00, 4.8% or 1 student got score 67.00, 4.8% or 1 student got score 71.50. The frequency data of students' posttest scores in control group was shown in table 11.

Table 11
Distributing the Frequency Data of Students' Posttest Scores in Control Group

Scores	Frequency	Percent
54,5	**2**	**9,5**
56	**1**	**4,8**
56,5	**1**	**4,8**
57	**1**	**4,8**
59,5	**1**	**4,8**
61,5	**3**	**14,3**
62	**2**	**9,5**
62,5	**1**	**4,8**
63	**2**	**9,5**
63,5	**1**	**4,8**
64	**1**	**4,8**
64,5	**2**	**9,5**
65	**1**	**4,8**
67	**1**	**4,8**

71,5	**1**	**4,8**
Total	**21**	**100**

From the result analysis of frequency data of students' posttest scores in control group, it was found that in the posttest control group there was 1 student who got the lowest score 54.50 (9.5%) and 1 student were the highest score 71.50 (4.8%).

1.2 Descriptive Statistics

In descriptive statistics, the sample, the score of minimal, maximal, mean, and standard deviation of students' pretest and posttest scores in experimental and control groups were presented.

a. Students Pretest Scores in Experimental Group

The result analysis of descriptive statistics from students' pretest scores in experimental group found that there were 21 students who were in experimental group. The lowest score was 47.50, the highest score was 61.00, mean score was 54.7143, and standard deviation was 3.96728. The descriptive statistics of students' pretest scores in experimental group was shown in table 12.

Table 12
Descriptive Statistics of Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Pretest Scores	21	47.50	61.00	54.7143	3.96728

b. Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics from students' posttest scores in experimental group found that there were 21 students who were in experimental

group. The lowest score was 66.00, the highest score was 78.00, mean score was 71.2143, and standard deviation was 3.57271. The descriptive statistics of students' posttest score in experimental group was shown in table 13.

Table 13
Descriptive Statistics of Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Post-test Scores	21	66.00	78.00	71.2143	3.57271

c. Students' Pretest Scores in Control Group

The result analysis of descriptive statistics from students' pretest scores in control group found that there were 21 students who were in control group. The lowest score was 50.00, the highest score was 69.50, mean score was 57.5000, and standard deviation was 5.13566. The descriptive statistics of students' pretest scores in control group was shown in table 14.

Table 14
Descriptive Statistics of Students' Pre-test Score in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Pre-test Scores	21	50.00	69.50	57.5000	5.13566

d. Students' Post-test Score in Control Group

The result analysis of descriptive statistics post-test in control group found that there were 21 students. The lowest score was 54.50, the highest score was 71.50, mean score was 61,6667, and the standard deviation was 4,20516. Further description is described in Table 15.

Table 15
Descriptive Statistics of Students' Post-test Score in Control Group

Students' Post-test Scores	N	Minimum	Maximum	Mean	Std. Deviation
	21	54.50	71.50	61.6667	4,20516

2. Prerequisite Analysis

In pre-requisite analysis, it deals with normality and homogeneity tests to see whether the obtained data was normal and homogeny.

2.1 Normality Test

Normality test is used to measure whether the obtained data normal or not. According to Basrowi and Soegyono (2007: 85) the data can be classified into normal when the p-output is higher than mean significant difference at 0.025 level. In measuring normality test, One sample Kolmogronov Smrinov was used. In this study, the writer analyzed the normality test of students pretest and posttest scores in experimental and control groups.

a. Students' Pre-test Score in Control and Experimental Groups

From the statistical analysis using normality test of Kolmogrove Smirnove, it was found that the significant value of the pre-test in control group was 0.920 and experimental group was 0.726, it can be stated that the data of both groups were categorized normal since the p-output was higher than mean significant different at 0.025 level. Further description is shown in Table 16.

Table 16
Result Analysis in Measuring Normality Test of students' Pre-test in Control and Experimental Groups Using 1-Sample Kolmogronov Smirnov

No	Students' Pre-test	N	Kolmogronov Smirnov	Sig.	Result
1	Control Group	21	0.553	0.920	Normal
2	Experimental Group	21	0.691	0.726	Normal

b. Students' Post-test Score in Control and Experimental Groups

Additionally, the analysis of Normality test was also done to students' post-test score in control and experimental groups. Based on the analysis, it was found that the significant value of control group was 0.380 and experimental group was 0.677, it can be assumed that the scores in the data of post-test control and experimental group were categorized normal since p-output was higher than mean significant different al 0.025 level. The results analysis is figured out in the Table 17.

Table 17
Result Analysis in Measuring Normality Test of students' Post-test Score in Control and Experimental Groups Using 1-Sample Kolmogronov Smirnov

No	Students' Post-test	N	Kolmogronov Smirnov	Sig.	Result
1	Control Group	21	0.910	0.380	Normal
2	Experimental Group	21	0.721	0.677	Normal

2.2 Homogenity Test

Homogeneity test is used to measure the scores obtained whether it is homogeny or not. Basrowi and Soenyono (2007: 106) state that the score is categorized homogeny when the p-output was higher than mean significant

difference at 0.05 levels. In measuring homogeneity test, Levene Statistics found in SPSS is used. The homogeneity test is used to measure students' pretest score in control and experimental groups, and students' posttest score in control and experimental groups.

a. Students' Pretest Score in Control and Experimental Group

Firstly, based on the result of analyzing the data of pre-test of control and experimental groups, it was found that the p-output was 0.394, it means that the sample in control group was categorized homogeneous because p-output was higher than mean significant difference at the level 0.05. the results of homogenety test is illustrated in the Table 18.

Table 18
Result Analysis in Measuring Homogenity Test of Students' Pre-test Score in Control and Experimental Groups Using Levena Statistics

No	Students' Pre-test	N	Levena Statistics	Sig.	Result
1	Control Group	21	0.742	0.394	Homogen
2	Experimental Group	21			

b. Students' Post-test Score Control and Experimental Groups

Secondly, the result analysis of homegenity test of post-test control and experimental groups to get verification the sample data is homogeneous or not. Based on the result, it was found that the p-output was 0.962, it can be assumed that the students' post-test scores in control and experimental group is homogen, since p-output was higher than 0.05. The analysis is described in the following table:

Table 19
Result Analysis in Measuring Homogenity Test of students' Post-test Score in Control and Experimental Groups Using Levena Statistics

No	Students' Post-test	N	Levena Statistics	Sig.	Result
1	Control Group	21	0.002	0.962	Homogen
2	Experimental Group	21			

3. Results of Hypothesis Testing

a. The Result of Independent Sample t-test

In hypothesis testing, the writer analyzed a significant difference on the students' writing achievement by using the concept mapping strategy than those who are taught by using strategy that usually used by the teacher at SMA Quraniah Palembang.

To find out whether or not there was a significant difference on the students' writing achievement by using the concept mapping strategy than those who are taught by using strategy that usually used by the teacher at SMA Quraniah Palembang. The writer analyzed it using independent sample t-test. Then, a table analysis of independent sample t-test was figure out in table 20.

Table 20
Result Analysis of Independent Sample t-test From Students' Pretest Score in Control and Experimental Group

Independent Sample T-test			Ho
T	Df	Sig. 2-tailed	
1.967	40	0.057	Accepted

From the table analysis above, the value t-obtained (1.967) was lower than critical value of t-table (2.021) at the significance level $p < 0.05$ in two-tailed testing. Since the p-output was higher than significant level of 0.05, it means alternative hypothesis was rejected and null hypothesis was accepted. In the table

was found the p-output 0.057, it was p-output 0.057 > 0.05. The result of testing hypothesis is alternative hypothesis was rejected and null hypothesis was accepted. It can be stated that there was no significant difference on the students' writing achievement in pretest both of control and experimental group.

Therefore, to find out whether or not there was a significant difference on the students' writing achievement by using the concept mapping strategy than those who are taught by using teacher's strategy, the result was figure out in table 21.

Table 21
Result Analysis of independent Sample t-test
From Students' Posttest Scores in Control and Experimental Group

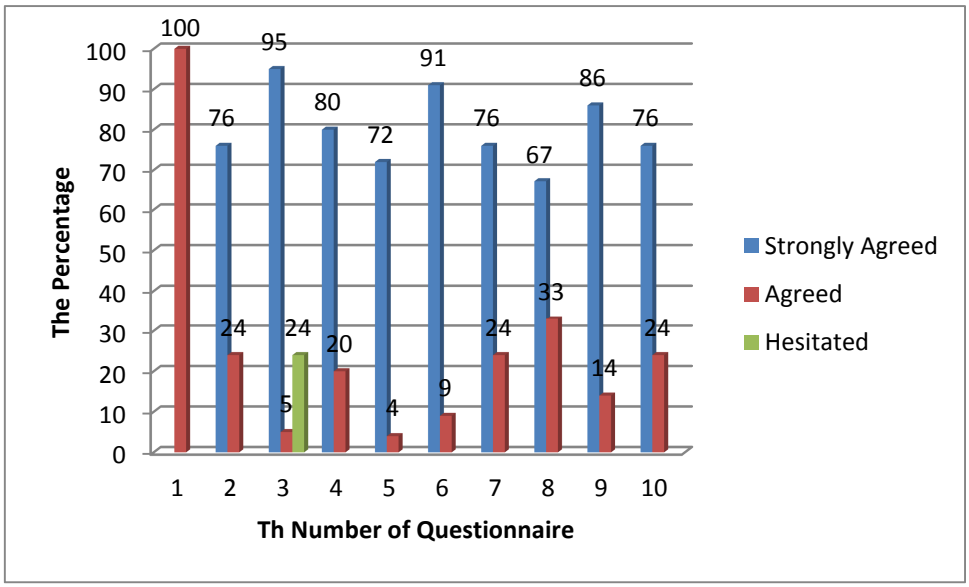
Independent Sample T-test			Ho
T	Df	Sig. 2-tailed	
7.929	40	0.000	Rejected

From the table analysis above, the value t-obtained (7.929) was higher than critical value of t-table (2.021) at the significance level $p < 0.05$ in two-tailed testing. Since the p-output was lower than significant level of 0.05, it means alternative hypothesis was accepted and null hypothesis was rejected. In the table was found the p-output 0.000, it was p-output 0.000 < 0.05. The result of testing hypothesis is alternative hypothesis was accepted and null hypothesis was rejected. It can be stated that there was a significant difference on the students' writing achievement by using the concept mapping strategy than those who are taught by using strategy that usually used by the teacher.

b. The Result of Questionnaire

The result of questionnaire had taken from the experimental group, the total students of experimental group was 21 students, the writer took the result of questionnaire on 22nd March 2014 after the posttest. The result of questinnaire was illustrated in diagram 2.

Diagram 2
The Result of Questinnaire



4. Interpretations

Based on the findings above, the writer finally comes to following interpretation.

First, the writer analyzed the average scores of pretest in control and experimental group. The control group was XI IPS and experimental group was XI IPA. It was found, the students' average scores of pretest in experimental group was lower than control group *(see on table 12&14, page 38&40).* So, the writer decided to choose the class of XI IPA as experimental group. At the

treatment, in the first meeting, the students of experimental group got difficulties in connect the concept by using the crosslinks and preposition. To solve that dufficulties, the writer gave more explanation to the students about the parts of concept mapping strategy. For the next meeting, the students of experimental group got improve their ability to make the concept maps. Then, the writer analyzed the average scores of posttest in control and experimental group. It was found that the average scores of experimental group was higher than control group *(see on table 13&15, page 39&40)*. It showed that, there was improvement on the students' writing achievement by using concept mapping strategy than those who are taught by using teachers' method.

The factor that influenced different score in control and experimental group was the method that used in teaching descriptive writing. The control group was taught by using teacher's method, they were, discussion and practice. The teacher explained about the material. Asking and answering about descriptive writing. Finally, the students were given topic and asked them to write descriptive writing. It made the students got bored. In short, only the teacher who will be active, while the students will be passive during teaching and learning process. While, in experimental group the students were fun and enjoy the subject. The teacher explained about concept mapping strategy, descriptive writing, and gave the example of concept map. The teacher explained to make a concept map that relate to writing descriptive composition. The teacher gave the topic and the students chose the topics based on their interesting. The teacher asked the students to maked concept map and then the students maked a descriptive writing based on

their concept map. The teacher allowed the students to express their idea in order the students would be easier in writing the paragraph by following the steps of concept mapping strategy. It made the students enjoy the subject.

Second, from the result analysis of independent sample t-test in measuring a significant difference on the students' writing achievement by using the concept mapping strategy than those who are taught by using strategy that usually used by the teacher at SMA Quraniah Palembang. The result of posttest score in independent t-test shows that the p-output was lower than significant level of 0.05 *(see on table 21, page 44)*, it means alternative hypothesis was accepted and null hypothesis was rejected. It could be interpreted that there was a significant difference on the students' writing achievement by using the concept mapping strategy than those who are taught by using strategy that usually used by the teacher.

There were some factors that showed the reason why concept mapping strategy could improve students' descriptive writing achievement. First, concept mapping helped students in generated idea, information, found new concept and prepositions that connect the concept. It is supported by Novak (1997:1-2), who states that concept mapping stratgey help students brainstorm and generate new ideas, encourage students to discover new concepts and the propositions that connect them, allowing students to more clearly communicate ideas, thoughts and information, helping students integrate new concepts with older concept, enabling students to gain enhanced knowledge of any topic and evaluate the information. It indicates that the concept mapping strategy brings advantages to teach English

writing of SMA Quraniah Palembang. Second, concept mapping is a prewriting strategy, teaching writing through concept mapping strategy helped students to make composition. It is supported by (Sturm and Erickson, 2002: 125) who state that Concept mapping strategy is a prewriting activity, prewriting strategy support the writing process for all types of writing. Third, student feel that concept mapping can help students to rich their vocabulary, and students can write the descriptive writing with detail about the object easily. Is is supported by Stoyanova and Kommers (2002: 111) who said that concept maaping strategy can help students expected to focus more on their memorized vocabulary and cultural knowledge related to the given topic, rather than on complete sentence structures. Further the concept mapping activity has students feel less concerned about making mistakes, and provoke students to develop ideas, words, concepts or statements on a writing topic. Students can also elaborate various perspectives by attempting to develop more comprehensive concept maps.

Third, based on the result of questionnaire, students felt some benefits as follows:

1. From the first questionnaire, it can be assummed that 100 students agreed that the concept mapping strategy could help students to generated idea, concept, and information.
2. Based on the second questionnaire. It can be described that 76 % students agreed and 24 % students really agreed that the concept mapping strategy could help students to write students' opinion easily.

3. From the third questionnaire. It can be assummed that 95% students agreed and 5 % student really agreed that the concept mapping strategy helped students to found new concept and prepositions that connect the concept.
4. Based on the fourth questionnaire. It can be described that 80% students agreed and 20 % students really agreed that the concept mapping strategy helped students to reached the vocabulary in writing.
5. Based on the fifth questionnqire. It can be explained that 72% students agreed, 24% students hesitate, and 4% students really agreed that the concept mapping strategy helped students to connected the old concepts and the new concepts.
6. From the sixth questionnaire. It can be assummed that 91% students agreed and 9% students really agreed that in writing descriptive by using concept mapping strategy, students could write with detail about the object easily.
7. Based on the seventh questionnaire. It can be explained that 24% students really agreed and 76% students agreed that the concept mapping strategy could make students wrote their idea fastly.
8. From the eight questionnaire. It described that 67% students agreed and 33% really agreed that concept mapping strategy did not spend many times in writing.

9. Based on the ninth questionnairre. It can be explained that 86% students agreed and 14% students really agreed that the concept mapping strategy could make a good writing.
10. From the tenth questionnaire. It can be assummed that 76% students agreed and 24% students really agreed that the concept mapping strategy is a good strategy in prewriting activity.

From the analysis above, it can be concluded that 17.42% strongly agreed that the strategy help them to generated idea, concept, information, 81.72% stated they agreed if the strategy help them to reached the vocabulary in writing and found new concept and prepositions that connect the concept, but only 1.67% felt hesitate that the strategy help them in improving composition of writing. In the other word, it can be stated that Concept Mapping strategy helps students to improve their writing achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents: (1) conclusion; and (2) suggestion.

A. Conclusion

After analyzing the result of the study, the writer concluded that:

1. The average score of pretest in control group was higher than experimental group. The control group was XI IPS and experimental group was XI IPA. So, the writer decided to choose the class of XI IPA as experimental group.
2. The average score of posttest in experimental group was higher than control group. It showed that concept mapping strategy could improve students' descriptive writing achievement. It could be seen from the data in independent sample t-test that indicated there was significant different of the students' score in pretest to posttest in experimental group. It can be concluded that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.
3. The factors which influenced the improvement of students' score in pretest to posttest were:
    a. By using the the concept mapping strategy the students could express their idea, reached the vocabulary, found new concept and prepositions that connect the concept in writing, concept mapping is a good prewriting strategy that could easily to aplied by the

students. Concept maps are useful tools because it is familiar to the students and do not require much time to learn how to use it.

b. The students were active in learning process. The students felt interesting, helpful and fun in learning writing because Concept Mapping strategy was encourage to write creatively. That reason made the students easier to improve their writing skill.

4. From the result of the test, it implies that Concept Mapping strategy could be used as an alternative strategy in teaching writing.
5. The result of questionnaire are 17.42% students strongly agreed that the strategy help them to generated idea, got information, found new concept and prepositions that connect the concept, 81.72% stated they agreed if the strategy help them in making good paragraph and the concept mapping is a prewriting activity, but only 1.67% students hesitated that the strategy help them in improving composition of writing. In the other word, it can be stated that Concept Mapping strategy helps students to increase their writing achievement.

B. Suggestion

Based on the research that the writer has done, it showed that the strategy that usually used by the teacher at school didn't really influence to the student's writing achievement. Therefore, the writer want to suggest:

1. Teachers of English to use Concept Mapping strategy as one of alternatives in teaching writing to their students since learning English

through Concept Mapping strategy is a great and fun activity for them. It could increase their motivation to know more about learning English, especially in learning writing, change their views that learning writing is an enjoyable thing and not a bored and tense one.

2. Students to consider what the topic for their writing is, who are as a writer, who will read their writing, and in what forms their writing will be before they write using concept mapping strategy
3. The next researchers to discuss the other functions of Concept Mapping strategy to apply in teaching and learning process in the future.

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