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IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE

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KEYWORDS

Decriptive Text, Mind Mapping, Writing

ABSTRACT

This research was conducted under the title **IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE.** The problem of this research is: can mind mapping technique improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text? This research aims to find out whether the mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text. The method used was experimental design. This research was conducted in SMP Negeri 2 Kupang Timur particularly seventh grade students from February to April 2023. The population of this research was 60 students. The instrument used to collect data was a test that is written test. In collecting the data, the researcher used pre test, treatment and post test as the data collection procedures. The data were analyzed by using t-test formula. The result shows that the use mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text, because the result of the statistical calculation indicated that the value of t-test was 85,7 and the value of df (degree of freedom) 58 at the level of significance 5% was 2,00. It can be concluded that t-test was higher than t-table where 85,7 > 2,00. Since t-test value is higher than the t-table value thus, the alternative hypothesis ($H1$) is accepted and the null hypothesis ($H0$) is rejected. It means that the use of mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text

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INTRODUCTION

English is a foreign language that is often used in some countries. Nowadays, English becomes an international language and it has been recognized around the world. It is used as the language of instruction to facilitate communication and share information. It is the key to unlock boundaries and distances that separate us from other countries. Mastering English gives a big opportunity to explore the world and get friends, information, scholarships, and so on.

In Indonesia, English is studied from junior high schools to universities. There are four English skills that should be master by students, they are writing, reading, speaking, and listening. The study of English should also be supported by some sub skills of English, such as vocabulary, pronunciation, and grammar structure.

Writing is one of four language skills besides listening, speaking, and reading in language teaching. According to Tiwari (2005:120), writing is the act of putting thoughts, feelings, or ideas in written form on a piece of paper. It is very important in English. It can be divided into several types, such as, narrative writing, exposition writing, descriptive writing, and persuasive writing.

According to Richards and Renandya (2002:303) in Wibowo (2013:1), the hardest skill for learners of second or foreign languages to master is writing. The challenges lie not only in generating and arranging ideas but also in turning these concepts into writing that is readable.

Teaching writing is not as easy as we think. It is a big challenge for teachers. Based on the writer teaching practice experience in SMP Negeri 2 Kupang Timur Kupang regency from August to December 2021, she found that there were some students still had difficulties in writing descriptive text. The students still had difficulty in developing their ideas to write, they lack of vocabulary, and it makes them difficult to put out their ideas into sentences. The teacher also aggred that most of students could write sentences grammatically correct.

Based on the problems above it is needed to apply the method or technique to solve students' problems in writing descriptive text. There are many techniques in improving the students' writing skill, they are mind mapping technique, role play technique, simulation technique, demonstration technique, etc. In this research, the researcher considers that mind mapping technique is appropriate to improve writing ability descriptive text by seventh grade students of SMP Negeri 2 Kupang Timur.

According to Buzan (2000) in Nikhilkumar (2016), mind mapping is one of writing techniques that gives us the meaningfull information to understand in a simple way. Therefore, mind mapping makes more fun to be applied than other methods, because by using it, the students do not only make a writing, but also draw map or picture based on their own creativity

Based on background above, the writer conducted a research entitled: 'IMPROVING STUDENTS" ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE'.

FRAMEWORK

Writing is one of skills in teaching and learning English. Writing is the process of arranging words into sentences and forming an idea. According to Nunan (2003:88) in Kusuma (2021:8), writing is the process of thinking to create idea, thinking about how to express idea into good writing and arranging them into statement and paragraph clearly. It can be concluded that writing is an important thing in learning English because from writing students' can express her/his idea to convey about 'anything' such as poetry, journal, diary, novels, short stories, and so on. Besides students can use grammar, vocabulary, punctuations, writing system in accurately.

Brown (2001:336) in Kusuma (2021:8) states that writing is a thinking process. Besides, Fahmi & Rachmijati (2021:69) states that writing is important skill because writing is the way to share and deliver our idea in our brain into writing language and writing also is tool of communication indirectly to express what is thought and felt.

Based on the definitions above, it can be concluded that writing is viewed as a process. It means that the students need some process to think how to express ideas into good writing, and arrange them into statement and paragraph.

Descriptive text is one of kind writing that describes about person, place, or thing. The function of this descriptive writing is to describe something, someone, or place.

Husna (2017) in Loka (2021:21) states that descriptive text is really different from the other kinds of text. Descriptive text is a text to describe person, place, or thing. Then, the descriptive text is usually in simple present tense.

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According to Buzan (2010), mind-mapping is one of the teaching strategies that is used to organize information visually. Mind mapping is a diagram that has a way to organize ideas and represents words, tasks, or other links arranged by central keywords based on branches and usually contains words, colors, short phrases, and pictures (Buzan 2010). The function of this technique is to help students associate ideas and think creatively. It can be concluded that mind mapping can increase teaching confidence and facilitate fluency lessons. In addition, this technique is used in teaching writing skills.

METHOD

The research design used was experimental method. According to Sugiyono (2018:111) that experimental method is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. The total number of population is 60 students which are distributed in 2 classes. In this study, seventh grade students of SMP Negeri 2 Kupang Timur less than 100 subjects that is 60 students. The researcher selected the entire population as the sample that is 60 students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 because the sample is less than 100 subjects. In this study, the writer used a test as an instrument. The type of the test was written test. There were two kinds of test, such as: pre test and post test. The writer gave pre test before treatment and then asked students to write descriptive text. The post test were given after treatment with similar test as in pre test.

The technique of data analysis used by the writer in this research was statistical analysis with T-test with the level of significance 0,05(5%), and the formula of T-test is, as follows;

$$t_0 = \frac{M_{x-M_y}}{\sqrt{\frac{\sum X^2+\sum y^2}{2a}\left[\frac{1}{nx}+\frac{1}{ny}\right]}}$$

FINDINGS AND DISCUSSIONS

The research was conducted in SMP Negeri 2 Kupang Timur for 3 months from February to April 2023. The research was conducted in two groups, they are experimental group and control group. These groups are seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023. There were 30 students in each group. In the first meeting the writer gave the pre test for both experimental group and control group. After giving the pre test to experimental group and control group then the writer gave a treatment. Then, in the last meeting, experimental group and control group were given post test. The purpose is to figure out whether there was any progress before and after treatment by using mind mapping technique and without mind mapping technique. The result of the students' work in pre test and post test are presented in the following table.

Table 1: The Students' Result in Pre Test

No	Experimental Class		Control Class	
	N (Students)	Score	N (Students)	Score
1	N1	10	N1	10
2	N2	20	N2	10
3	N3	10	N3	10
4	N4	40	N4	20

5	N5	10	N5	10
6	N6	10	N6	10
7	N7	10	N7	10
8	N8	40	N8	20
9	N9	10	N9	10
10	N10	30	N10	10
11	N11	10	N11	20
12	N12	20	N12	20
13	N13	10	N13	10
14	N14	20	N14	20
15	N15	10	N15	10
16	N16	40	N16	10
17	N17	10	N17	20
18	N18	10	N18	10
19	N19	30	N19	10
20	N20	10	N20	30
21	N21	40	N21	40
22	N22	40	N22	50
23	N23	20	N23	30
24	N24	10	N24	50
25	N25	30	N25	40
26	N26	50	N26	20
27	N27	20	N27	30
28	N28	30	N28	10
29	N29	40	N29	20
30	N30	30	N30	10
	N=30	**∑x=670**	**N=30**	**∑y=580**

Based on table 1 above the total score of both experimental group and control group are different. As it is shown in the data above, the total score of all students in experimental group was 670 while the total score of the students in control group was 580. It can be concluded that the experimental group got higher score than control group. In experimental group the highest score in pre test was 50 obtained by one student, and the lowest score was 10 obtained by thirteen students while in control group the highest score was 50 obtained by two students and the lowest score was 10 obtained by fifteen students.

The Mean of Standard Deviation Score of Experimental Group and Control Group

It is the way to compute the mean of scores of experimental group and control group. The formula used to calculate the mean of scores for experimental group is as follows:

$$M_x = \frac{\sum x}{N_1}$$

$$M_x = \frac{670}{30}$$

$$M_x = 22$$

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The mean of standard deviation score of experimental group is 22.

The formula used to calculate the mean of scores for control group is as follows:

$$M_y = \frac{\sum Y}{N_2}$$

$$M_y = \frac{580}{30}$$

$$M_y = 19$$

The mean of standard deviation score of control group is 19.

The writer counted the mean of both experimental group and control group, as follows:

$\bar{x} = \bar{x}\bar{\sum}x - \bar{x}\bar{\sum}y\ \bar{x}$

where :

$\bar{x}$ = Average

$\bar{x}\bar{\sum}x$ = Average of mean score of experimental group

$\bar{x}\bar{\sum}y$ =Average of mean score of control group

$\sum x$ = sum of the scores of experimental group

$\sum y$ = sum of the scores of control group

The calculation is, as follows:

$\bar{x} = \bar{x}\bar{\sum}x - \bar{x}\bar{\sum}y\ \bar{x}$

$\bar{x}$ = 22-19

$\bar{x}$ = 3

The mean of both experimental group and control group is 3.

Based on the result of the computation of the total score of both groups, we can see that the mean difference of experimental group and control group is 3, where the mean of score of experimental group is 22 and the control group is 19. The mean score of each score of experimental group can be seen in the following table.

Table 2 : The Mean of Standard Deviation of Experimental Group in the Pre Test

NX	Xx-Mx=Xx	$\sum X^2 Mx$
1	10-22 =-12	144
2	20-22 = -2	4
3	10-22 = -12	144
4	40-22 = 18	324
5	10-22 = -12	144
6	10-22 = -12	144
7	10-22 = -12	144
8	40-22 =18	324
9	10-22 =- 12	144
10	30-22 = 8	64
11	10-22 = -12	144
12	20-22 =-2	4
13	10-22 =-12	144
14	20-22 =-2	4
15	10-22 =-12	144
16	40-22 = 18	324
17	10-22 = -12	144
18	10-22 = -12	144

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19	30-22 = 8	64
20	10-22 = -12	144
21	40-22 = 18	324
22	40-22 = 18	324
23	20-22 =-2	4
24	10-22 =-12	144
25	30-22 = 8	64
26	50-22 = 28	784
27	20-22 =-2	4
28	30-22 =8	64
29	40-22 = 18	324
30	30-22 =8	64
Nx=30	**∑x = 10**	**∑X ^{2}x = 4940**

The result of the standard deviation of the mean of the experimental group of pre-test is, as follows:

Nx = 30

Xx = 670

$Mx = \frac{\sum Xx}{N_x}$

$= \frac{670}{30}$

= 22

∑Xx = 10

∑X ^{2}x = 4940

Table 3: The Mean of Standard Deviation of Control Group in the Pre Test

Ny	Xy-My=Xy	∑y^{2}My
1	10 -19 = -9	81
2	10 -19 = -9	81
3	10 -19 = -9	81
4	20 -19 = 1	1
5	10 -19 = - 9	81
6	10 -19 = -9	81
7	10 -19 = -9	81
8	20 -19 = 1	1
9	10 -19 = -9	81
10	10 -19= -9	81
11	20 -19 = 1	1
12	20 -19 =1	1
13	10 -19 = -9	81
14	20 -19 = 1	1
15	10 -19 = -9	81
16	10 -19 = -9	81
17	20 -19 = 1	1

18	10 -19 = -9	81
19	10 -19 = -9	81
20	30 -19 = 11	121
21	40 -19 = 21	441
22	50 -19 = 31	961
23	30 -19 = 11	121
24	50 -19 = 31	961
25	40 -19 = 21	441
26	20 -19 = 1	1
27	30 -19 = 11	121
28	10 -19 = -9	81
29	20 -19 = 1	1
30	10 -19 = -9	81
Nx=30	**∑Xy = 10**	**∑X ^{2}y = 4390**

The result of the standard deviation of the mean of the control group in pre test, as follows:
Ny = 30
Xy = 580
$M_y = \frac{\sum Y}{N_2}$
$M_y = \frac{580}{30}$
$M_y = 19$
∑X ^{2}y = 4390

The application of the T-test formula is in the result of both experimental group and control group in the pre test.
The experimental group:
N = 30
Mx = 22
∑X ^{2}x = 4940
The control group:
N = 30
My = 19
∑X ^{2}y = 4390

The Significance of the Treatment (Using Mind Mapping Technique) Means of Score Between Control Group and Experimental Group during Pre Test

The following step is showed the way to count the significance of the treatment (picture stories) mean of score of both experimental group and control group to find out the means difference by using the formula as follows:

$$t_0 = \frac{M_{x-M_y}}{\sqrt{\frac{\sum X^2+\sum y^2}{Nx+Ny-2}\left[\frac{1}{nx}+\frac{1}{ny}\right]}}$$

$$= \frac{22-19}{\sqrt{\frac{4940+4390}{30+30-2}\left[\frac{1}{30}+\frac{1}{30}\right]}}$$

$$= \frac{3}{\sqrt{\frac{9330}{58}\left[\frac{1}{0,03}+\frac{1}{0,03}\right]}}$$

$$= \frac{3}{\sqrt{160,86\,[0,06]}}$$

$$= \frac{3}{\sqrt{9,65}}$$

$$= \frac{3}{3,10}$$

= 0,96

Based on the above result, it can be seen that the result of the t-test is lower than the t-table in the pre test before applying the mind mapping technique. It is proved by the result of t-test is lower than the t-table in the level of significance 5% where 0,96 < 2,00

Post Test

Table 4: The Result of Experimental Group and Control Group in Post Test

No	Experimental Group (x)		Control Group (y)	
	N (Students)	Score	N (Students)	Score
1	N1	60	N1	30
2	N2	90	N2	40
3	N3	100	N3	60
4	N4	90	N4	90
5	N5	20	N5	90
6	N6	80	N6	90
7	N7	100	N7	40
8	N8	60	N8	60
9	N9	70	N9	70
10	N10	70	N10	40
11	N11	60	N11	60
12	N12	100	N12	90
13	N13	100	N13	90
14	N14	100	N14	80
15	N15	100	N15	50
16	N16	80	N16	90
17	N17	90	N17	90
18	N18	100	N18	90
19	N19	80	N19	90
20	N20	90	N20	90
21	N21	80	N21	70
22	N22	70	N22	50
23	N23	60	N23	40
24	N24	80	N24	60

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25	N25	60	N25	70
26	N26	80	N26	80
27	N27	60	N27	70
28	N28	70	N28	70
29	N29	80	N29	40
30	N30	100	N30	40
	N = 30	**∑x: 2380**	**N = 30**	**∑y: 2020**

Based on table 4 above, the total scores of both experimental group and control group are different. As it is shown in the data above, the total scores of all students in experimental group was 2380 while in control group was 2020. In experimental group the highest score in post test was 100 obtained by eighth students and the lowest score was 20 obtained by one student then in control group the highest score was 90 obtained by ten students and the lowest score was 30 obtained by one student. It can be concluded that the total scores of experimental group is higher than the control group.

The Mean of Standard Deviation Scores of Experimental Group and Control Group in Post Test.

In calculating the deviation of the mean of score of experimental group and control group in post test, previously, the writer has to obtain the standard deviation of mean of scores in the experimental group and control group in the following formula :

$\bar{x} = \bar{x}Mx - \bar{x}My$

$\bar{x}Mx = \frac{\sum x}{N}$

$= \frac{2380}{30}$

$= 79$

$\bar{x}My = \frac{\sum y}{N}$

$= \frac{2020}{30}$

$= 67$

$\bar{x} = \bar{x}Mx - \bar{x}My$

$= 79-67$

$= 12$

Table 5: The Mean of Standard Deviation of the Experimental Group in Post Test

NX	Xx-Mx	$\sum X^2Mx$
1	60-79= -19	361
2	90-79= 11	121
3	100-79= 21	441
4	90-79= 11	121
5	20-79= -59	3481
6	80-79= 1	1
7	100-79= 21	441
8	60-79= -19	361

9	70-79= -9	81
10	70-79= -9	81
11	60-79= -19	361
12	100-79= 21	441
13	100-79= 21	441
14	100-79= 21	441
15	100-79= 21	441
16	80-79= 1	1
17	90-79= 11	121
18	100-79= 21	441
19	80-79= 1	1
20	90-79=11	121
21	80-79= 1	1
22	70-79= -9	81
23	60-79= -19	361
24	80-79= 1	1
25	60-79= -19	361
26	80-79= 1	1
27	60-79= -19	361
28	70-79= -9	81
29	80-79= 1	1
30	100-79= 21	441
Nx: 30	**∑Xx = 166**	**∑X ^{2}x = 9.990**

The result of the standard deviation of the mean of the experimental group of post test is, as follows:

Nx = 30

Xx = 2380

$$Mx = \frac{\sum Xx}{N_x}$$

$$= \frac{2380}{30}$$

= 79

∑Xx = 166

∑X ^{2}x = 9990

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The Result of Standard Deviation of the Experimental Group in the Post test

The following step is the way to count the standard deviation of the experimental group in the post test after the writer count of the mean of the standard deviation of experimental class.

Nx = 21

Xx = 2380

$Mx = \frac{\sum Xx}{Nx}$

$= \frac{2380}{30}$

= 79

∑x = 166

$\sum X^2x$ = 9.990

The Mean of Standard Deviation of the Control Group in Post Test

Table 6: The Mean of Standard Deviation of Control Group in Post Test

Ny	Xy-My	$\sum y^2My$
1	30-67= -37	1369
2	40-67= -27	729
3	60-67= -7	49
4	90-67= 23	529
5	90-67= 23	529
6	90-67= 23	529
7	40-67= -27	729
8	60-67= -7	49
9	70-67= 3	9
10	40-67= -27	729
11	60-67= -7	49
12	90-67= 23	529
13	90-67= 23	529
14	80-67= 13	169
15	50-67= -17	289
16	90-67= 23	529
17	90-67= 23	529
18	90-67= 23	529
19	90-67= 23	529
20	90-67= 23	529
21	70-67= 3	9
22	50-67= -17	289
23	40-67= -27	729
24	60-67= -7	49
25	70-67= 3	9
26	80-67= 13	169

27	70-67= 3	9
28	70-67= 3	9
29	40-67= -27	729
30	40-67= -27	729
Nx: 30	**∑y = -10**	**∑y ^{2}My = 12.190**

The Result of Standard Deviation Mean of the Control Group in Post Test

The following step is the way to count the standard deviation of the control group in the post test after the writer count the mean of the standard deviation of control group.

Ny = 30

Xy = 2020

My $= \frac{\sum Xy}{Ny}$

$= \frac{2020}{30}$

= 67

∑Xy = -10

∑y ^{2}My = 12.190

The Significance of the Treatment (Using Mind Mapping Technique) Means of Score between Control Group and Experimental Group During Post Test

$$t_0 = \frac{M_{x-M_y}}{\sqrt{\frac{\sum X^2+\sum y^2}{Nx+Ny-2}\left[\frac{1}{nx}-\frac{1}{ny}\right]}}$$

$$= \frac{79-67}{\sqrt{\frac{9.990+12.190}{30+30-2}\left[\frac{1}{30}-\frac{1}{30}\right]}}$$

$$= \frac{12}{\sqrt{\frac{22.18}{58}\left[\frac{1}{0,3}-\frac{1}{0,3}\right]}}$$

$$= \frac{12}{\sqrt{\frac{22.18}{58}[0,06]}}$$

$$= \frac{12}{\sqrt{0,38}\,[0,06]}$$

$$= \frac{12}{\sqrt{0,02}}$$

$$= \frac{12}{0,14}$$

= 85,7

Degree of Freedom in Level of Significance of 5%

In calculating the degree of freedom in level of significance of 5%, based on the following formula:

Df = Nx+Ny-2

= 30+30-2

= 60-2

= 58

The value of the df (degree of freedom) was 58 at the degree of significance 5% or T table 5% of the df (degree of freedom) 58 = 2,00

The Test of Hypotheses

The writer formulated the Null Hypothesis (H_0) and the alternative hypothesis (H_1) as follow:

H_0 : The use of mind mapping technique can not improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text.

H_1 : The use of mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text.

If the $t_0 > t_t$, the alternative hypothesis H_1 is accepted and the Null hypothesis H_0 is rejected. It means that the use of mind mapping technique can improve the ability of seventh grade students in writing descriptive text, but if the $t_0 < t_t$, the Null hypothesis H_0 is accepted and the alternative hypothesis H_1 is rejected. It means that the use of mind mapping technique cannot improve the ability of seventh grade students in writing descriptive text.

Based on the calculation of the T-test formula above, the value of t-table in the significance of 5% is 2.00 and the value of the t-test is 85,7. The writer concluded $t_0 > t_t$, where 85,7 >2.00 in the taraf of significance 5%. Then, it can be said that the alternative hypothesis (H_1) is accepted and the Null hypothesis (H_0) is rejected. It means that the use of mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text.

The research was conducted in two groups, they are experimental group and control group. These groups are seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023. There were 30 students in each group. In the first meeting the writer gave the pre test for both experimental group and control group. After giving the pre test to experimental group and control group then the writer gave a treatment. The experimental group was treated by using mind mapping technique while the control group was treated by using conventional method in teaching writing of descriptive text, in this case this class was not given mind mapping technique. Then, in the last meeting, experimental group and control group were given post test.

Based on the result of pre test the total score of all students in experimental group was 670 while the total score of the students in control group was 580. Then, after applied mind mapping technique, the result of post test shows that the total score of all students in experimental group was 2380 while the total score of the students in control group was 2020.

The result of analyzed the data of pre test both experimental and control class using t-test formula shows that the coefficient was 0,96 while in post test the coefficient was 85,7. It means that the students' score in writing descriptive text were higher after the treatment by applied mind mapping technique. In this research, the writer used *df* (degree of freedom) 58, the critical value was 2,00.

Based on the result of post-test of both experimental group and control group that the coefficient was 85,7 > 2,00, it means that the t-test is higher than the degree of significance of 5% thus, the H_1 (the alternative hypothesis) is accepted which stated that the use of mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text.

Based on observation of students' activities in writing descriptive text, after being given the mind mapping technique treatment, students wrote well and could find, organize, and express ideas in writing descriptive text. The students can explain, describe with grammatically correct and developing their ideas to write. It can be seen of the result of students' post test in the experimental class was higher than in the control class.

Mind mapping technique could make the students more open their mind to write descriptive text. Then, the students, were not bored as long as learning writing descriptive text because mind mapping technique can improve imagination and creativity. Besides that, mind mapping technique improved each aspect of students' ability to write descriptive text including grammar, organization, vocabulary. The writer concluded that mind mapping are one of good technique in teaching English especially in teaching writing descriptive text.

After seeing the result it can be concluded that the treatment of using mind mapping technique to the experimental group was succesfull because mind mapping could solve the problem which is happened at the seventh grade students especially the problem in writing descriptive text.

In Novilasari Enty's (2014) thesis, the result shows that the mind mapping technique is effective in teaching narrative text. She found that the students could compose a narrative text well. Therefore, the writer used mind mapping technique to improve writing skill. The similarity between this previous study and this study is using a similar technique that is mind mapping technique, while the difference between this previous study and this study is the research subject. The research subject of this study conducted a topic about writing descriptive text while this previous study conducted a topic about narrative text.

CONCLUSION

Based on findings and discussion on chapter four above, the writer concludes that the use of mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text, because the result of the statistical calculation indicated that the value of t-test was 85,7 and the value of df (degree of freedom) 58 at the level of significance 5% was 2,00. It can be concluded that t-test was higher than t-table where 85,7 > 2,00.

Since t-test value is higher than the t-table value thus, the alternative hypothesis ($H1$) is accepted and the null hypothesis ($H0$) is rejected. It means that the use of mind mapping technique can improve the ability of seventh grade students of SMP Negeri 2 Kupang Timur in academic year 2022/2023 in writing descriptive text.

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