

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of the Research Location

In the fourth chapter, the writer would like to describe the school condition where the research held. After collecting the data through interview and observation, the writer will describe the school condition as follows:

1. Brief History of Islamic Junior High School (MTsN) 1 Paringin

The research has been done in MTsN 1 Paringin. It has been located at Jl. Al-Hasaniyah Layap Paringin Balangan Regency District of South Kalimantan. The school was built in 1948 by statistic school number 211631101001.

The school is in a strategic place, because the school is near the main road and it is about 2 kilometers from the Central of the Town. Beside that, Islamic Junior High School (MTsN) 1 Paringin is in the complex of the Islamic education, actually there are three schools, and those are Madrasah Ibtidaiyah (MIN) Paringin, Madrasah Tsanawiyah (MTsN) 1 Paringin and Madrasah Aliyah (MAN) 1 Paringin. Each of these schools has one headmaster, now; the headmaster of MTsN 1 Paringin is Mr. Drs. H. Fajriannor Subhi.

2. Curriculum that is Used at MTsN 1 Paringin Balangan Regency Academic Year 2008/2009

As like others schools in general, MTsN 1 Paringin use curriculum based on study (KTSP) also.

3. Facilities at MTsN 1 Paringin Balangan Regency Academic Year 2008/2009

Based on the school data, known that facilities at MTsN 1 Paringin Balangan Regency academic year 2008-2009 can be seen in the following table:

Table 4. 1. Description of Facilities at MTsN 1 Paringin Balangan Regency Academic Year 2008/2009

No.	Facilities	Number of Facilities
1.	Headmaster's room	1
2.	Teacher's Room	1
3.	Administration Staff Office	1
4.	Classroom	14
5.	Guidance Consoling Room	1
6.	Science Laboratory	1
7.	Library	1
8.	Room of OSIS	1
9.	Science laboratory	1
10.	Unit of Students' Health	1
11.	Language laboratory	1
12.	Cooperation	1
13.	Student Hall	1
14.	Security's Room	1
15.	Hostel for Boys	1
16.	Hostel for Girls	1
17.	Warehouse	1
18.	Volley ball Field	1
19.	Basket ball Field	1
20.	Table Tennis	1
21.	Parking Area	2
22.	Toilets for Students	8
23.	Toilets for Teachers	4

Source: Document of administration Staff of MTsN 1 Paringin Balangan Regency academic year 2008/2009

4. Description about Teachers and Administration Staff Condition

MTsN 1 Paringin Balangan regency is led by headmaster is Drs. H. Fajriannor Subhi. The school has 42 teachers. The description of the teachers can be seen in this following table:

Table 4. 2. The Permanent Teachers at the Eighth Grade of MTsN I Paringin Balangan regency academic year 2008/2009.

No	Name	Educational	Position	Subject
1.	Drs. H. Fajriannor Subhi	S1	Headmaster	<i>Qur'an Hadist</i>
2.	H. Abd. Syukur, S.Pd.I	S1	Treasurer	-
3.	Abdurrahman, S.Ag	S1	Treasurer	<i>Qur'an Hadist</i>
4.	Abdul Muthalib, BA	SM	Treasurer	Arabic
5.	H. Ilham, S.Pd.I	S1	Teacher	Islamic History
6.	Ardiansyah, S.Pd	S1	Teacher	Civic Education
7.	Hikmatullah, S.Pd.I	S1	Teacher	<i>TIK/Fiqih</i>
8.	Herlena, S.Pd	S1	Teacher	Science
9.	Malina, S.Pd	S1	Teacher	Sociology
10.	Isnawarti, S.Pd	S1	Teacher	Indonesian
11.	Norjannah, S.Ag	S1	Teacher	Skill
12.	M. Nasrullah, S. Ag	S1	Teacher	Arabic
13.	Rahmatul Jannah, S.Ag	S1	Teacher	Art

Beside the permanent teachers, there are also non-permanent teachers as seen in the following table:

Table 4. 3: The Non-Permanent teachers at the eighth grade of MTsN I Paringin Balangan regency academic year 2008/2009.

No	Name	Educational	Position	Subject
1.	Hj. Rusmiati Ulpah, S.Pd.I	S1	Teacher	Civic Education
2.	H. Karimunsi	PGA 6 TH	Teacher	<i>Fiqih</i>
3.	H. Jumberi, AR. A. Md	D3	Teacher	<i>Qur'an Hadist</i>
4.	Sutiyono, S. Pd	S1	Teacher	Sociology
5.	Rahmatullah	SPPD	Teacher	Sport
6.	Haryati, S. Ag	S1	Teacher	Islamic History
7.	Nurul Mufidah, S. Pd. I	S1	Teacher	Arabic
8.	Sari Padilah Olpah, S. Pd. I	S1	Teacher	Indonesian
9.	Rusna Yulida, S. Pd	S1	Teacher	English
10.	Supianor, S. Pd	S1	Teacher	Science
11.	Hj. Asmah, S. Pd	S1	Teacher	Mathematics
12.	Khairun Nisa, S. Pd	S1	Teacher	Mathematics
13.	Edy Junaidi, S. Sos	S1	Teacher	Sociology

14.	Rabiatul Adawiyah, S. Pd. I	S1	Teacher	Indonesian
15.	Purwati, S. Pd	S1	Teacher	English
16.	Hermanto, S. Pd	S1	Teacher	Indonesian
17.	Maghdalina, S. Pd	S1	Teacher	Scince
18.	Noor Al Hasaniyah, S. Pd. I	S1	Teacher	Mathematics
19.	Ustantiningsih, SE	S1	Teacher	Sociology
20.	Afandi Rahman, A. Ma	D2	Teacher	<i>Qur'an Hadist</i>
21.	Arbaniansyah, A. Ma	D2	Teacher	<i>Praktek Ibadah</i>
22.	Didi Parmadi, A. Ma	D2	Teacher	<i>Praktek Ibadah</i>
23.	Muallifah, S. Pd	S1	Teacher	Mathematics
24.	Herlena, S. Pd	S1	Teacher	Lab Manager
25.	Rahayu Wulansari, S. HI	S1	Teacher	<i>BATAQU</i>
26.	Suci Fitriani, S. HI	S1	Teacher	<i>BATAQU</i>
27.	Misnawati, S. Pd	S1	Teacher	Lab Manager
28.	M. Fajeriannor, S. Pd	S1	Teacher	English
29.	Lutpia, A. Ma	D2	Teacher	<i>Praktek Ibadah</i>

Source: Document of administration Staff of MTsN 1 Paringin Balangan Regency academic year 2008/2009.

The English teacher taken as subject in this research is Mrs. Rusna Yulida S.Pd,. She is an English teacher at the eighth grade of MTsN 1 Paringin Balangan regency. The English teacher at the eighth grade of MTsN 1 Paringin Balangan regency was graduated from STIKIP University Banjarmasin; the writer found that the English teacher has been teaching English for two years.

5. Students' Condition at the Eighth Grade of MTsN 1 Paringin Balangan Regency Academic Year 2008/2009

In academic year 2008/2009, the total numbers of students at the eighth grade of MTsN 1 Paringin Balangan Regency who are administratively registered are 163 students. Detail information can be observed in the table below:

TABLE 4. 4. Students' Description at the Eighth Grade of MTsN 1 Paringin Balangan Regency Academic Year 2008/2009

No.	Class	Number of Students
1.	VIII A	32
2.	VIII B	31
3.	VIII C	31
4.	VIII D	33
5.	VIII E	36
	Total	163

B. Data Presentation

On this data presentation the writer describes about result of research on the field that collected by technique of data collection, they are test, observation, interview, and documentary. Those data will be presented in table from which given category based on framework of research, and then the table will be explained. They were conducted from 25 May to 25 June 2009.

By observation, interview, and written test techniques it's known more about how concept mapping is used, the way of the teacher in using concept mapping at the classroom and then the use of concept mapping towards the students English writing improvement. By using observation, interview, it is known about the way of the teacher in implement concept mapping at the classroom. And then by using written test, it is known more about the use of concept mapping towards the students English writing achievements. By using documentary technique it is known about data like the amount of the teachers, the students and the facilities of school.

Presenting this data is classified in turn that is suitable with the problem formulation that the writer has made before in order to be easier in presenting and analyzing.

1. The Implementation of Concept Mapping in Teaching Writing Descriptive Paragraphs.

Passing through observation and interview to the English teacher at the eighth grade of MTsN 1 Paringin Balangan Regency in implementing concept mapping at the classroom, the observation was conducted five times. Then from these five times teaching-learning process observed by researcher, there are two process of implementation concept mapping that is on May 26th 2009.and June 2nd 2009.

In observing the class, the writer here not only observed the implementation of concept mapping by the teacher. But also the materials used in her teaching strategies and the steps that she use in teaching writing descriptive paragraphs using concept mapping, so that the data here can be complete one, in other words the writer want to know about how the concept mapping are used by teacher and how the result for student in improving theirs writing descriptive paragraphs from the process of teaching learning done by her.

Based on observation on May 26th 2009 and June 2nd 2009 can be seen from the teaching and learning process doing by English teacher (Miss Rusna Yulida S.Pd) at the eighth grade of MTsN I Paringin with her concept mapping technique can be seen from the following descriptions.

a. English Teacher Skill and Knowledge in Implementing Concept Mapping.

Based on the observation and interview to English teacher at MTsN Paringin in get data result, got data about the use of concept mapping in writing

subject. During the writer observes the teacher implements concept mapping technique twice.

In the teaching and learning process, previously teacher prepares the lesson plan which states the learning objectives based on curriculum based on study (KTSP) and curriculum that developed. From the curriculum based on study (KTSP), the teacher knows the learning objectives for every topic.

They covered the topic (which was taken from the suggested sub-theme of the curriculum), the instructional objectives, instructional materials and media. The topic of the lesson that used by teacher in the first observation was “Zoo”, and the second observation was “Birthday Party”. In this study, the instructional materials were taken from News Lets Talk Grade (VIII) for Junior High School (SMP/MTs). The instructional media was picture taken from the book.

Based on observation and interview the English teacher used various methods in teaching writing descriptive paragraphs. From the observation directly when the teaching and learning process. The teacher using various methods namely group discussion, grammar translation method, direct method. The teacher says the use of various methods and techniques of course accustomed with the learning goal that want achieved in teaching and learning process.

b. The Teacher’s Ability in Implementing Concept Mapping.

, There are several steps in implementing concept mapping namely: Prewriting, while writing and the last post writing.

1) Prewriting Activity.

Prewriting activity covers motivation and apperception that is asks about lesson material before. Based on observation May 26th 2009, in warming up activity teacher begins with greeting, speak to students, brainstorms the topic of the lesson by asking some questions related to the topic, and give instruction about learning activity and continued with question and answer upon which apperception.

2) While Writing Activity.

Delivering information or content of lesson materials that is concept development and implementations (practice and exercises) form of the activity. Based on observation on May 26th 2009, the main activities those done by teacher are varieties.

In teaching and learning process writing paragraphs using concept mapping, teacher notified the instructional objectives and explaining the writing tasks the students would accomplish, divided students to several groups, brainstormed the topic with the students, conducted a short drill, guided the students to draft, guided the students to proofread the draft, guided the students to write the final work, and asked the students to read their final work in front of the class.

First of all, the teacher opened the class by greeting to the students and checking their attendance by calling their names one by one. She then notified the instructional objectives to the students. After that, she brainstormed the topic of the lesson with the students by asking some questions related to the topic 'zoo'.

Her questions were “*Can you mention some animals in Indonesia?*”, “*What animal do you like?*”, “*Do you like to go to zoo in your town?*” The students answered the questions orally. Unfortunately, some of them answered the second questions partly “I like cat”, “I like rabbit”, “I like go to zoo because there are many animals there”. The teacher, however accepted the answers and guided the students translate what they want to say into English by looking up to dictionary. During these activities, the students were more active and the class looked more alive since the topic of “going to the zoo” was very interesting to them.

In this meeting students were expected to be able to (1) generate and organize the ideas for paragraph writing by means of concept mapping, (2) write the draft, (3) proofread the draft, (4) revise the draft, (5) edit the draft, (6) write the final work, and (7) read it in front of the class.

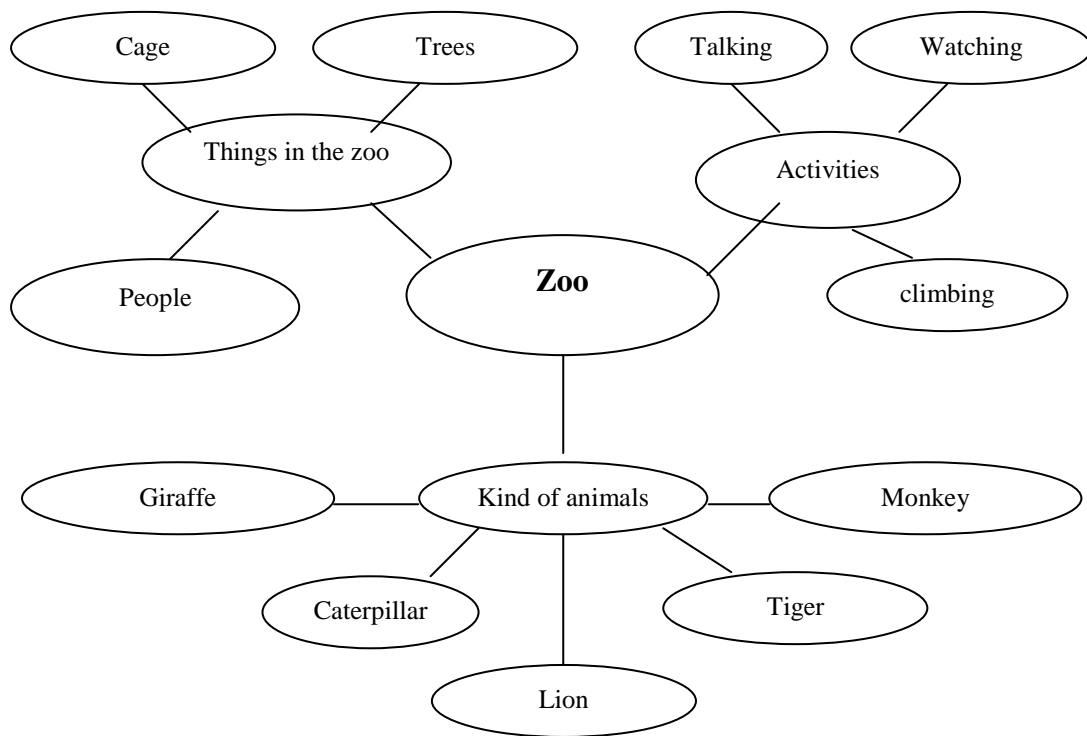
Following this activity, the teacher asked the students to sit in groups of five according to the list of their names prepared. Then the students arranged their seats in group of five. She encouraged them to create a learning community among them in which they should work together and help one another within the groups. The teacher then conducted a short drill to equip the students with showed a picture and asked some questions or key words related to the topic by writing them down on the board and asked the students to repeat those words after her. After that, she asked the students to write the description things in the zoo.

First of all, the students generated the ideas for paragraph writing by means of concept mapping. In order to guide their activities, the teacher provided them with a worksheet. During this activity, the teacher encouraged them to look

up the English words in the dictionary when they had problems in expressing the ideas in English. Next, they wrote the draft of the paragraph on the basis of the ideas from the concept map. When the students were drafting, the teacher walked around the groups to control their activities and she told them that the description should be complete by details. Following this activity, the groups exchanged the draft with one another and proofread it. The teacher occasionally reminded them that they were not allowed to change the content the draft' they were just allowed to find out the errors in grammar, vocabulary and mechanics. After the group proofread the draft, the teacher asked them to return the draft to the owner. Based on their friends' notes and comments, they revised and edited the draft for clarity of meaning and wrote the final work in class later to be submitted to the teacher.

Before the class ended, the teacher asked the students to share their work with others by reading them aloud in front of the class. Two volunteering students with initials GE and AY from Group II and Group IV raised their hands and read their paragraphs in front of the class while the rest of the students listened to them carefully. As there were eight minutes remaining, the teacher showed the errors the students frequently made which mostly dealt with the use of articles and she explained them one by one. At last, the teacher ended the teaching and learning activity and asked the students to review the grammatical point concerning the use of articles at home.

The following figure shows sample of concept mapping by one of the groups at the eighth grade of MTsN I Paringin.



At Sunday, many people spent their weekend by going to zoo. There are many *animal* there, those are: caterpillar, *girafe*, tiger, monkey, lion and others. Many people talked each others and playing with animals like monkey, caterpillar. Monkey was climbing a big tree near the cage. Many people happy spent their holiday in the zoo.

3) Post Writing Activity.

Based on observation writer saw the activities that done by teacher those are conclusion of the lesson, giving assignment or emphasizing or matter reinforcement likes to give test based on the lesson materials. At the end of

teaching and learning process, the teacher asked her students to write the final work of their paragraphs writing. Later the final work submitted to the teacher or they shared to others by reading aloud in front of the class.

For second observation on June 2nd 2009, the topic was “Birthday Party”. The main activities that was done by the teacher is the same with the first observation from warming up, delivering information or content of lesson materials related to the topic in second observation. Students was divided per each group but in this second activity students were ordered to analyze more the other groups work, by identifying sample’s other groups error writing and try to give the correction, by teacher guidance here, students tried to do teacher’s instruction.

Each groups wrote the draft of the paragraph on the basis of the ideas from the concept map, then the group proofread it, they revised and edited the draft for clarity of meaning and wrote the final work in class later to be exchanged the draft with one another and analyzed the other groups work, by finding out the errors in grammar, vocabulary and mechanics.

From writer observation shows, each group could found the samples of the errors in the other groups’ writing such as; the error dealt with the spelling. For example, the group misspelled words such as *colorpul* which should be *colorful*. *birtday* which should be written as *birthday*. Another error founded dealt with the lack of concord, and in the use of capitalizations.

Based on observation class, the writer has known in teaching English writing that the teacher used concept mapping when it needed. The form of participations the students do in the teaching and learning the writing paragraph

process using concept mapping, they feel more enthusiastic, interested and get more spirit when write descriptive paragraph using concept mapping. The participations in the students grouping; they were able to speak and share ideas with one another within the group and expressed their opinions, be open to critics in different ideas, and responsible for their work.

In other time, it was held through interview with English teacher about the implementation of concept mapping, the report of data taken from writer's interview are:

1. Concept mapping is suitable for teaching writing paragraph, essay in general, but for Junior high school focused in writing paragraph; especially descriptive paragraph.
2. Concept mapping is not the best technique in generating ideas or visualizing the paragraph planning to write, but it is usually really helpful and suitable for teaching and learning writing paragraph.
3. Reasons of the teacher in implementing concept mapping:
 - a. Easier in explanations and teaching
 - b. More interesting for students, prevent students from spending much time in a particular writing activity.
 - c. Easier to apply by teacher to the students and by visualizing the paragraph planning to write using concept mapping, will make easy students to organize the words in good sentences then arrange them to the paragraph.
4. The steps of teacher in implementation of concept mapping in her teaching are:

- a. Prewriting, in this step she brainstorms students by showing a picture and asks questions related to it or asks some questions related to the topic.
 - b. While writing, here she guides the students to generate ideas by means of concept mapping.
 - c. Post writing, in this step she guides the students to revise and edit the draft, then asked them to write final paragraph.
5. The student's responses are more enthusiasts, interested, and get more spirits to study English writing more.
 6. The teacher uses audio visual such as flashcards, pictures, real object , as her media in teaching writing.

2. Data about the Improvement of the Students' English Writing Paragraphs Ability towards Using Concept Mapping.

After teaching and learning process by implementing concept mapping, the writer carries out writing test to know the effect of using concept mapping towards students 'achievement in improving theirs' writing descriptive paragraphs at the eighth grade of MTsN I Paringin Balangan regency.

a. English Writing Descriptive Paragraphs Ability at the Eighth Grade Students of MTsN I Paringin Balangan Regency.

In accordance to the writing test of descriptive paragraphs, that was given by English teacher Mrs Rusna Yulida S.Pd at the eighth grade students of MTsN I Paringin Balangan regency, the test result showed the highest score is 86 and the lowest is 38, the average rate is 59.71 ($9734 : 163 = 59.71$).

b. The Improvement of Students' Ability in English Writing Descriptive Paragraphs at the Eighth Grade of MTsN I Paringin Balangan Regency.

The result of the writing descriptive paragraph test at the eighth grade students of MTsN I Paringin Balangan regency:

Table 4. 5. The Students' Score in Writing Descriptive Paragraphs Test at the Eighth Grade of MTsN I Paringin Balangan Regency Academic Year 2008/2009.

No.	Students Names	Component/Weight				Total	Score
		C/3	V/2	G/2	M/1		
1.	Agus Harianto	6	4	4	3	17	71
2.	Arimudin	6	4	2	3	15	63
3.	Astiana	6	4	2	3	15	63
4.	Diaruhman	9	4	6	2	21	87
5.	Dahliati	6	4	4	2	16	67
6.	Fahriansyah Akbar	6	4	4	3	17	71
7.	Fajar Tri sakti	6	4	4	2	16	67
8.	Fajar Arlingga. P	6	4	4	2	16	67
9.	Ivan Febrianto	6	4	2	3	15	63
10.	Gina Riza	6	6	4	3	19	79
11.	Halimatussyakhdiah	6	4	2	2	14	58
12.	Herman	6	6	4	2	18	75
13.	Heryani	6	4	4	2	16	67
14.	Ismawati	6	6	2	2	16	67
15.	Jahrattunnisa	3	4	4	3	14	58
16.	Khairunnisa	6	4	4	2	16	67
17.	Lili Nor Indahsari	9	6	4	3	22	92
18.	Mindri Yani	9	6	4	2	21	87
19.	Muhammad Arif	6	6	2	2	16	67
20.	Muhammad Herdidi	3	4	4	2	13	54
21.	Muhammad Ja'far	6	4	4	3	17	71
22.	Muhammad Nawardi	6	4	4	3	17	71
23.	Muhammad Norefansah	6	4	4	1	15	63
24.	Norhikmah. A	6	4	2	3	15	63
25.	Norhikmah. B	6	6	4	2	18	75
26.	Norhasannah	6	4	4	1	15	63
27.	Nor Jannah	6	4	6	2	18	75
28.	Pahmi Maulana Al-arief	9	4	4	2	19	79
29.	Pauzyyah Aznar	6	4	4	3	17	71
30.	Putri Herlina Sari	6	4	4	1	15	63
31.	Putri Niesviati	6	4	4	3	17	71
32.	Rezki Setiawan	6	6	4	2	18	75
33.	Rezkyanor Fauji	6	4	4	3	17	71
34.	Rina	6	4	4	2	16	67
35.	Rizka Norjannah	6	4	2	1	13	54
36.	Siti Fatimah. A	6	4	6	3	19	79
37.	Siti Fatimah. B	6	4	4	2	16	67

38.	Siti Husnah	6	6	4	2	18	75
39.	Siti Maisyarah	6	6	4	2	18	75
40.	Siti Miliani Dewi	9	4	4	3	20	83
41.	Susilawati	6	6	4	2	18	75
42.	Tri Wahyuni	6	4	4	1	15	63
43.	Tuty Alawiyah	6	4	4	2	16	67
44.	Wina Azizah	6	4	4	1	15	63
45.	Yuli Yanti	3	4	4	3	14	58

Notes

C : Content

V : Vocabulary

G : Grammar

M : Mechanics

Table 4. 6. The Students' Average Rate in Writing Descriptive Paragraphs Test at the Eighth Grade of MTsN I Paringin Balangan Regency Academic Year 2008/2009.

Scores of Test	Number of students	Highest	Lowest	Total	Average
	45	92	54	3127	69.48

From the tests result above, the calculation to the average value that is obtained by students as below:

$$M = \frac{\sum X}{N}$$

$$= \frac{3127}{45}$$

$$= 69.48$$

Table 4. 7. Frequency Distribution of the Students' Improvement in English Writing Descriptive Paragraph Ability at the Eighth Grade Students of MTsN I Paringin Balangan Regency.

No	Score	Category	Frequency	Percentage
1.	80 – 100	Excellent	4	8.9%
2.	60 - <80	Good	36	80%
3.	40 - <60	Good Enough	5	11.1%
4.	20 - <40	Poor	-	-
5.	0 - <20	Very Poor	-	-
Total			45	100

Based on the table above, there are 45 students participated in writing descriptive paragraph test, that got score 80-100 (excellent) are 4 students (8.9%) they included to the very poor category, got score 60-<80 (good) are 36 students (80%) they included to the excellent category, got good enough score are 5 students (11.1%) they included to very poor category and none who got score 20-<40 and 0-<20.

C. Data Analysis

The data is gotten by writer from observation, interview, written test, and documentary are processed and presented in the table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the implementation of concept mapping, and the students' improvement in English writing descriptive paragraphs ability towards using concept mapping.

1. The Implementation of Concept Mapping in Teaching Writing Descriptive Paragraphs.

In the teaching and learning process, previously teacher prepares the lesson plan which states the learning based on “KTSP” and curriculum that developed.

a. The English Teacher Skill and Knowledge in Using Concept Mapping

Based on data presentation and interview, it can be known that English teacher skill and knowledge to use concept mapping as technique in her teaching writing descriptive paragraphs is good. Basically, English teacher in the eighth grade of MTsN I Paringin has known and understood enough about the importance of teaching technique and media, especially concept mapping technique in teaching writing descriptive paragraphs

Before starting the class, the teacher prepares learning material, time allocation, learning goal, and students' condition. It is known before teaching and learning writing descriptive paragraph using concept mapping, the teacher prepares several ingredients those are pictures, real object.

From description above, it can be conclude that English teacher's skill and knowledge in teaching writing descriptive paragraphs using concept mapping as a technique in generating ideas is good and run well. Generally, the implementation of concept mapping is suitable to teach writing paragraphs, especially writing descriptive paragraphs, and it very useful for students in brainstorming their ideas in writing paragraphs.

b. The Teacher's Ability in Implementation of Concept Mapping.

The various methods and techniques are very needed to improve and actualize teaching and learning process, especially in teaching writing, to reach certain goal in order to create and interesting learning process. So the students' interest and motivation to learn will increase too.

Based on data presentation above, showed that English teacher ability in using concept mapping in teaching writing descriptive paragraphs is good, and it accordance time allocation and learning material.

The methods such us group discussion, direct method, communicative approach. These methods are quite easy to be used by teacher. By using the methods can helps teacher to explain the material easily and easily to understand the material. The teacher can give some exercise and tasks in writing paragraphs where the ideas should be mapped by means of concept mapping.

Based on the data presentation above it can analyze that the teacher use some steps in implementing concept mapping, such as prewriting activity, while writing activity, and post writing activity.

1) Prewriting Activity

In every teacher must begin the lesson with warming up activity, it sign that the teaching learning process will be began then it will be followed by some next activities. At the prewriting stage, the teacher shows a picture and asks some questions related to it. The use of picture is intended to let the students have a clearer input about what they are supposed to write.

Based on the teacher warming up in the prewriting activity, the writer analyze that the students enthusiasm in this activity; refresh the students' mind and activate their prior knowledge. At the time, brainstorming can draw the students' attention for they spontaneously answer the teacher's questions.

2) While Writing Activity.

Following this activity, the teacher guides the students to generate ideas by means of concept mapping on the basis of the answers to her questions. She guides the students to concentrate on the main oval in the concept map for the main idea of the paragraph and the sub-ovals for the supporting ideas in detail. At the while writing stage, the teacher guides to write the draft on the paragraph on the basis of the ideas from the concept mapping. She then asks them to proofread the draft with one another. Next, the teacher guides to revise and edit the draft on the basis of their friends' notes and comments, guides students in analyze their friends' writing by finding the samples of error that focused on correcting the misspelling and grammatical incorrectness of the sentences.

3) Post Writing Activity

In this activity teacher asks students to write the final paragraphs and submitted to the teacher or share them with others by reading them aloud in front of the class.

Based on observation and interview directly, the writer have analyzed the concept mapping which was used by the teacher in teaching writing descriptive paragraph, make the students were very enthusiasm and useful in helping them generate, brainstorm their ideas. It has known too that concept mapping is useful strategy throughout the writing process to brainstorm ideas, understand the relationship among the information, and organize the sources collected on a topic.

From description above, it can be concluded that English teacher ability and knowledge in implementation of concept mapping with various methods and several steps are good. Basically the English teacher ability in implementation of

concept mapping are good because accordance to the lesson material and teaching and learning writing purposes. And using concept mapping in writing descriptive paragraphs process is very useful and effective techniques in encourage students' idea in writing paragraphs.

2. The Improvement of Students' Ability Writing Descriptive Paragraphs at the Eighth Grade of MTsN I Paringin Balangan Regency

To know the students improvement of the students' ability in English writing descriptive paragraphs ability at the eighth grade of MTsN I Paringin Balangan regency. The writer has done written test by describing a picture in write a paragraph at least five related sentences, the ideas related to the picture should be mapped by means of concept mapping, the test was be done individually.

From the data is gotten, it has known that students' writing descriptive paragraph ability mean scores at the eighth grade students of MTsN I Paringin Balangan regency is 59.71. It increased to be 69.48 (Look at the table 4. 5). There are 45 students participated to the writing descriptive test; 4 students (8.9 %) got score (80 - <100) they are included to the very poor category, 36 students (80 %) got score (60 - <80) they are included to excellent category, 5 students (11.1%) got score (40 - <60) they are included to very poor category and got (20 - <40) and (0 - <20) score are nothing.

After all the data are collected, so got the average score (mean) of all the students' at the eighth grade students of MTsN I Paringin Balangan regency in writing descriptive paragraph test are 69.48.

From the description above, it has known that students' score or ability of writing descriptive paragraph through applying concept mapping as one of techniques in generating ideas is improved. So, the teacher role here is very important to pay more attention and guide students in English writing especially writing descriptive paragraph. So the procedures in the implementation of concept mapping in teaching English writing paragraph can be more improved.