THE DESCRIPTIVE ANALYSIS OF THE STUDENTS' ABILITY IN WRITING FACTUAL REPORT TEXT BY USING MIND MAPPING AT THE ELEVENTH GRADE OF SMK SWASTA KRISTEN BNKP GUNUNGSITOLI IN 2022/2023

by Agus Yedija Lase

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the most important skills for students to master and learn. Because writing is a productive and expressive language skill that can be used to communicate indirectly. Through writing activities learners can gather information and communicate ideas of their thoughts and can experiment with their imagination. According to Meyers in Autila (2018), writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it. While according to Harmer in Turnip (2019), writing is a form of communication to deliver thought or to express feeling through written form. So, writing can be defined as a way of communicating by converting observations, information, thoughts or ideas into language, as well as conveying the process of monitoring every word or feature we have written and the process of re-reading and revising our writing.

In writing, students must be able to master writing vocabulary, grammar, sentence, and be able to deliver their ideas in writing essays, texts or articles so that writing activities can provide an opportunity to convey something freely based on a personal point of view, and its meaning must be completely accepted by the reader, especially in writing a text. According to Budiyono (2016), "Text is a unit of language used as expressions of a social activity both orally and writing with a complete thinking structure". Which means that, text is the embodiment of a language that can be spoken or written or also through other forms which means used to express what is our thought.

There are several forms and types of text learned by students at school, one of them is factual report text. According to Derewiaka in Azizah (2019), factual report text is the text that has purpose to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

Therefore, factual report text is a type of written text that provides information about information and facts. The topic of factual reports can be specific, such as humans, animals, natural phenomena, and social phenomena. Factual reports, in this case, are used as a way to gain a better understanding of something.

In curriculum 2013, especially for class XI SMK Swasta Kristen BNKP Gunungsitoli, stated that, writing is one of the skills that must be taught to students. Core competencies expect students to be able to understand, apply, analyze, and evaluate factual, conceptual, procedural, and metacognitive knowledge based on students' curiosity about the arts, and culture, humanities, human insights, nationalities, statehood, and civilization. related to the causes of phenomena and events, as well as applying procedural knowledge to a specific field of research in accordance with his talent and interests to solve problems. In addition, basic competencies that need to be mastered in teaching English one of them is that students can writing especially writing factual report text. Therefore, students must achieve the competencies provided in the syllabus.

However, based on observations conducted by the researcher at the SMK Swasta Kristen BNKP Gunungsitoli, the researcher found that many of students are not able to write correctly. This is evidenced by those students who are still unable to write the correct vocabulary, the structured organization of the text, and writing mechanisms of the text. Therefore, the researcher used mind mapping to students to find out and analyzed how the results of the students' abilities in writing, especially writing factual report text using mind mapping. According to Michelco in Wandut (2018), Mind Mapping is an organized brainstorming method and it makes learning, note-taking, and organizing ideas become simpler and easier.

Based on the facts presented above, researcher conducted research using descriptive analysis in class XI of SMK Swasta Kristen BNKP Gunungsitoli. The purpose of this research was to obtain and describe the results of students' ability to writing especially to write factual report text using mind mapping and

what factors affect students' ability to understand and write factual report text by using mind mapping properly and correctly.

According to Sugiyono in Aulia (2019), descriptive analysis is research by describing data that has been collected without intending to draw conclusions that apply to the general public or generalization that aims to analyzed the data. Descriptive analysis can provide an overview of the results of objects studied through data and samples. Descriptive qualitative research is research that tends to describe the results and conclusions of the phenomena of human experience in a natural setting and used inductive thinking. Inductive thinking starts from a detailed or specific fact and progresses to a general principle as a conclusion.

From the problem above, researcher conducted research on students to get result from their ability to write a factual report text by using mind mapping. Therefore, the author conducted a research entitled: **The Descriptive Analysis of the Students' Ability in Writing Factual Report Text by Using Mind Mapping at the Eleventh Grade of SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023**

1.2 Focus of the Research

From the explanation background of the research above, researcher identified the main focuses in this research including:

1. Analyzed the students' ability to write factual report texts using mind mapping of students of class XI of SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023.

2. Analyzed what factors affect students' ability to write factual report texts using the mind mapping of students of class XI of SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023.

1.3 Formulation of the Problem

From the focus of the research above, researcher formulated the following questions:

1. How is the students' ability in writing factual report texts using mind mapping of students of class XI of SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023?
2. What are factors that affect students' ability to write factual report texts using the mind mapping of students of class XI of SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023?

1.4 Purpose of the Research

The purpose in this research consisted of:
1. To analyzed the students' ability to write factual report texts by using mind mapping students of class XI of SMK Swasta Kristen BNKP Gunungsitoli in 2021/2022.
2. To analyzed the factors affect students' ability to write factual report texts using the mind mapping of students of class XI of SMK Swasta Kristen BNKP Gunungsitoli 2021/2022.

1.5 Significances of the Research

In conducted this research, there were two significances of this research, namely:
1. Theoretical

In theoretical terms, as a tool to provide learning theories to students and provide implications for their application in the learning presection in accordance with the context in writing factual report text using the mind mapping of students of class XI SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023. And as a tool and way to enrich their knowledge and experience in describing students' writing through analysis.

2. Practical

    There are several significant points in practical terms including:

a. For students, as a tool to show students about their ability to write factual report text by using the mind mapping of students of class XI SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023.

b. For the teacher, as a tool to improve the ability and knowledge of teachers in finding a good teaching component in and providing learning theories to students and providing implications for their application in the learning process in accordance with the context in writing factual report texts using the mind mapping of students of class XI SMK Swasta Kristen BNKP Gunungsitoli in 2022/2023.

c. For others researchers as a tool that can be used as a reference and a source of improvement in conducted research in the same field in the future.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Factual Report Text

2.1.1.1 Definition of Factual Report Text

Factual Report Text is a text in English that describes something based on scientific rules such as facts, data, examples, and supporting theories both oral and written and aims to present information in a transparent, true, accurate and scientific manner. According to Hylan in Fhadilla (2018), social purpose of report is to present factual information, usually by classifiying things and the describing their characteristic.

So, based on the explanation above factual report is one type of text that explains something based on facts, reality, or a text consisting of facts and not a type of text consisting of certain theories or personal opinions so, that factual reports always be objective and contain general truths that can be understood by everyone.

2.1.1.2 The Social Function of Factual Report Text

There are several social functions of factual report text including:

1. Present about something

    Factual Report serves to present something in the form of seminars, promotions, workshop, training, performance reports, research reports, etc. When people present something it is always accompanied by data, facts and scientific measures. Evidence is very necessary in presenting something because it was affect the level of trust (trust) of the person who reads it or hears it.

2. Explain the facts about something

    The main function of a factual report is to explain the facts about a thing. He usually explains it thoroughly. Things that can be

explained by factual reports are things that come from nature or man-made.

3. Support in scientific work

    In addition to these functions, factual reports can also be used as a support in scientific works. This is because in scientific work it takes a lot of factual reports to support our scientific hypothesis or conjecture.

2.1.1.3 Generic Structure Factual Report

There are two generic structures in the factual report text according to Gerot & Wignell (1994) in Fadhila (2018), including:

1. General Classification

    General Classification is stating classification of general aspect of thing; animal, public, place, etc which discussed in general.

2. Description

    Description is describing the thing was discussed in detail; part per part, custom or dead for living creature and usage for material.

2.1.1.4 The Characteristics of Factual Report Text

There are several characteristics of factual text reports including:

1. Contains scientific facts written in the form of Simple Present Tense.
2. Does not display specific titles and is usually general only
3. Present images, statistical data, diagrams or maps to ensure that the results of the research are done scientifically.
4. Use common nouns (general nouns)
5. Use relating verbs
6. Consists of an object plus other objects about nature.
7. Describe groups or general aspects, not individuals in particular.
8. Use conditional logical conjunction; when, so, futhermore, in addition, and so on.

2.1.2 Assessing Writing of Factual Report Text

Assessment writing is very important in the learning process. Because assessment is used to measure the level of ability of students in understanding a learning by assessing and providing feedback to students. According to Richards & Renandya in Wipradyana (2018), assessment involves the main of obtaining information about students' ability, knowledge, understanding, and attainments.

So, in this research, researcher tested students' ability in writing factual report text using mind mapping. In this test, researcher released the results of the student's writing ability starting from the use of vocabulary, mechanism (capitalization and punctuation), organization (general classification), and factors that affect students in writing factual report text by using mind mapping as data collection that was used by researcher later in conducting research.

2.1.3 Mind Mapping

Mind mapping is the easiest way to put information into the brain and take information out of the brain, as well as a way of recording creatively, effectively, and literally can map our thoughts. According to Backwell in Wandut (2018), Mind mapping is a method of brainstorming which by definition fall into the prewriting category of the writing process and it is a note-taking technique where a main topic is broken into sub topics and then written on a branch structure. While according Buzan in Aprinawati (2018), Mind map can help us for many things like: planning, communicating, being more creative, problem solving, focus attention, organize and explain thoughts, remember as well, learn more fast, efficient, and train drawing hole.

So, based on the explanation above Mind mapping is a process of taking important information and an important note to help a person use all the potential of the brain to be optimal. Where this is done by connecting one particular problem concept to form a correlation or relationship to the concept of understanding that produced output.

2.1.4 Factors That Affect in Writing Skill

Writing is a basic skill that must be mastered by students. Because writing is very important for students in recording information or important things in learning activities as well as in other writing activities. In writing there are several factors that can affect us when writing things. According to Brown (2000) in Maryana (2019), there are two factors that affect students in writing skills, namely:

1. Personality Factor

    Personality factor comes from the students themselves that consist Physicological aspect.

    a. Affective Domain

       Affective Domain The affective domain is the emotional side of human behavior such as self-esteem, anxiety, empathy, and extroversion.

    b. Motivation

       Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and integrative orientation, and intrinsic and extrinsic motivation

    c. Neurobiology of Affect

       The neurobiology of affect includes neuroanatomy, neurochemistry, and neurophysiology. It informs several areas of interest for language acquisition studies, for example, plasticity, affect, memory, and learning

    d. Measurement of affective factors

       The measurement of affective factors has for many decades posed a perplexing problem.

2. Social Culture Factors

    Socio-cultural factors are important factors the effect of which on language proficiency is worth studying since the findings of such study would have important implications for language instruction.

a. Attitudes

   Attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one's perception of self, of others, and of culture in which one is living.

b. Second Culture Acquisition

   Second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture. Culture is the most visible available expression of that culture.

c. Social Distance

   Social Distance means the concept of social distance emerged as an affective construct to give explanatory power to the place of culture learning in second language learning.

d. Culture in Classroom

   Culture in the Culture in the classroom means who used different conceptual categories to study the cultural norms of fifty different countries such as individualism, power distance, uncertainty avoidance, and masculinity or femininity.

2.1.5 The Latest Related Research

In conducting this research, the writer found some previous research that can be based on consideration for the writer's research The researches are explained below:

First, Hermi Jelita Putra, et al. (2013), An Analysis of Students' Ability in Writing Descriptive Text by Using "Mind Map" at the Second Grade of SMP Islam Terpadu Adzkia Padang. The purpose of this research is to describe the students' ability in writing descriptive text by using mind map at second grade of SMP Islam Terpadu Adzkia Padang. The result of data analysis from this research it is was showed that 4 students (16%) got high ability, 19 students (76%) got moderate ability and 2 students (8%) got low ability. The result of this research showed that in general the

students' ability in writing descriptive text by using mind map at second grade of SMP IT Adzkia Padang was moderate.

Second, Dedi Hendriyant, et. al. (2019). Improving Students' Skills in Writing Report Text With Mind Mapping Based Multimedia. The article provides information about the implementation multimedia based on Mind Mapping learning models among students IX students of SMP N 19 Batanghari and the improvement of their writing skill on report text through the use of this model. This research is a classroom action research which conducted in two cycles. The subject of this research is class IX students of SMP N 26 Batanghari with 33 students as participant. The results of the study show that there is an improvement of students' writing skill and learning outcomes through the multimedia-based Mind Mapping learning model. It can be seen from 2 cycles that are carried out. In the pre-cycle student success rate of 53, 60 with a low category, the first cycle of student success rates reached an average of 62.22 with a low category, in the second cycle the average student success increased significantly to 75.00 as a good category.

Third, Beti Sugiharti. (2020). Students' Writing Ability in Writing Descriptive Text By using Mind Mapping Technique (A Classroom Action Research in Class X-A UPW). In this study, This research was conducted to improve the X-A UPW class students' ability in writing descriptive text by using Mind Mapping technique. The study was made based on the preliminary observation which indicated that students had problem in writing, such as; poor organization, gramatically awkward, lack of sentence variety, less of coherence and weak in vocabulary usage. The type of the research was classroom action research and conducted on two cycles. Each cycles divided into planning, action, observation and reflection. The results of this research showed an increase in writing ability and student achievement in writing descriptive texts using mind mapping and passing the minimum completion criteria is (75) in the first cycle. Average scores increased from 70.77 (pre-test) to 74.77 (post test 1) and

80.5 (test post 2). The conclusion is that the concept map is an appropriate technique to improve students' ability to write descriptive texts.

So, in the latest research above, researcher was confident to conducted research used descriptive research. Because, three research contents of that, are almost the same as the research was conducted by researcher, that's researching students results of their ability in writing factual report text by using mind mapping.

2.2 Conceptual Framework

The researcher decided to conduct this research based on the wishes of the researcher who are influenced by the development of situations and conditions when making decisions. Based on the syllabus that the researcher has gotten from SMK Swasta Kristen BNKP Gunungsitoli, Factual Report Text is one type of text being taught in that school. So, the researcher is interested in conducting research on the students' ability to write Factual Report Text by using Mind Mapping.

In this research, the test is used as the main data and interviews as secondary data. After all the data is collected, it is analyzed. Then, the results of the data analysis are described and reported as the result of the research. The description of the result of the research is a real condition and situation that the researcher meets and gets either directly or indirectly in the field.

The researcher conducts the research by using the following concept:

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                            │    The Researcher    │
                            └─────────────────────┘
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                                       ▼
Picture 1.1                 ┌─────────────────────┐
The Conceptual Framework    │ Eleventh grade students│
of the Research             │ of SMK Swasta Kristen │
                            │        BNKP          │
                            └─────────────────────┘
                                       │
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┌──────────────────┐        ┌─────────────────────┐        ┌──────────────────┐
│ Factual Report Text │ ◄──── │    Writing Skill    │ ────► │   Mind Mapping   │
└──────────────────┘        └─────────────────────┘        └──────────────────┘
                                       │
                            ┌──────────┴──────────┐
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                   ┌──────────────┐      ┌──────────────┐
                   │     Test     │      │   Interview  │
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                   │ 1. Students Ability in writing factual│
                   │    report text                        │
                   │ 2. Factors affecting the students     │
                   │    writing factual report text        │
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                            │      RESULT         │
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Picture 1.1
The Conceptual Framework
of the Research
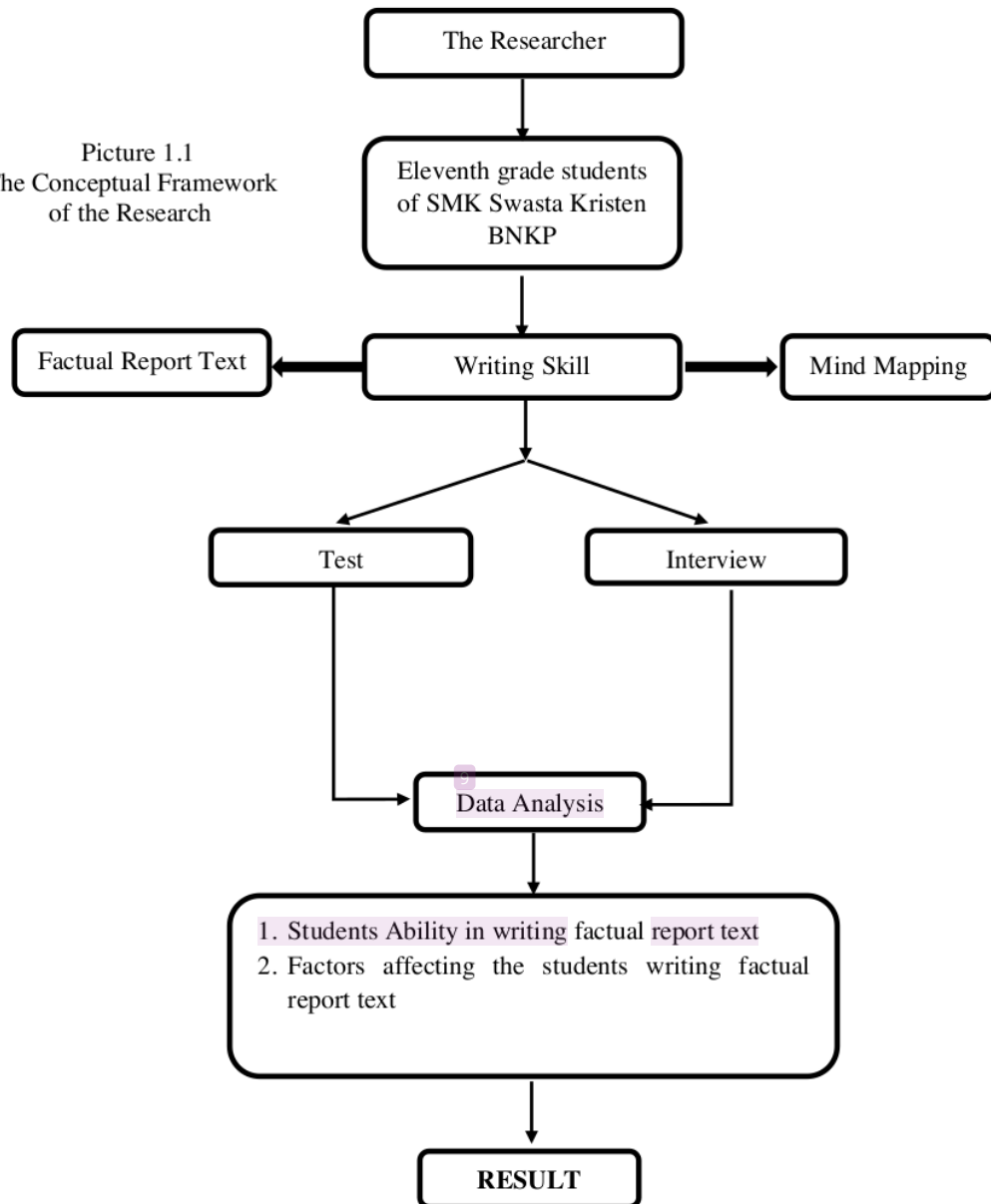
CHAPTER III

RESEARCH METHOD

In this research, researcher used qualitative descriptive method. Descriptive analysis deals with describing the phenomenon that how we think about things. Qualitative methods rely on text and image data. According to Meleong (1995) in Nurmi (2018: 22), Qualitative methodology as procedure research that result descriptive data as word is written or oral person and behavior who can observed. In addition, according to Denzim & Lincoln (2005) in Aspers (2019: 142), Qualitative research involves the studyed use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives. So, from definition of qualitative research methodology according to experts, the researcher used interviews and observational as a supporting method in conducting research to obtain the data collected. In other words, qualitative is a research design in which researcher collect and present data using accurate descriptions and explanations. Qualitative descriptive procedures are data collection, data preparation and data interpretation.

3.1 Approach and Type of the Research

In this research, researcher used a scientific approach. According to Kemendikbud 2013 in Masithoh (2018:34), scientific approach is a combination of the learning process that has been focused on exploration, elaboration, and confirmation and the learning process that has been equipped with the activities of observing, inquiring, experimenting, reasoning, and communicating.

The purpose of this was to improve the thinking skills of learners, forming the ability to solve problems systematically, creating learning conditions, so that learners feel that learning is a need, training learners in writing especially writing factual report texts by using mind mapping.

In addition, the types of instruments used in this research are test sheets and written structured interview. From that, researcher be able to analyzed and described the results of students' ability to write factual report text using mind mapping. Next, researcher conducted interviews with English teachers as well as students to get deeper information.

3.2 Variables of the Research

Research variables is the characters, attributes or everything that is formed, or that is of concern in a study so that it has variations between one object and another in a certain group and then conclusions are drawn. A variable is something that is the object of research observation, often also referred to as a factor that plays a role in the study or the symptoms to be studied. According to Best and Kaln in Abiodun-Oyebanji (2017), variables are the conditions or characteristics that the experimenter manipulates, controls or observes. So, based on the definition the variable in this research was writing factual report text and mind mapping.

3.3 Setting and Schedule of the Research

The setting and location place of the research was in SMK Swasta Kristen BNKP Gunungsitoli located at Jl. Pendidikan No.7 Gunungsitoli, Gunungsitoli Subdistrict, Gunungsitoli City, North Sumatra Province. There were 44 teachers in this school and 4 of them were English teachers. This school consists of 21 classes, which consist of 143 students.

This research was conducted in 4th October 2022 until 4th November 2022. The time allocation referred to the educational calendar of SMK Swasta Kristen BNKP Gunungsitoli.

3.4 Source of Data

The source of data of the research indicated the types of data that was collected and analyzed by the researcher. According to Wangge (2019),

"Qualitative research data collection techniques consist of observations, tests, and documentation".

The research data sources in this research used the quantitative and qualitative data. The quantitative data was a test of writing factual report text. The qualitative data was the interview taken from the transcripts of structured interview from the students.

The test distributed as the quantitative data and the transcripts structured of interview as the qualitative data. The researcher chose 18 students of class XI-UPW SMK Swasta Kristen BNKP Gunungsitoli as the informant. The researcher chose this class because based on the observation to students most of them are still not be able to writing correctly, especially writing factual report text. It meant that the selected data and informant were supposed to help the researcher to understand the problem and the focus of the research that had been formulated.

3.5 Instrument of the Research

To identify the students' ability in writing factual report text using mind mapping, the researcher used instrument tests and interview. The students' test was about writing factual report text. The instrument in this research also used a interview to the students. In this research, the researcher used a structured interview as a type of interview in which the interviewer asked a particular set of predetermined questions. The instrument used was to obtain data. The tool also descriptive analyzed the students' ability in writing factual report text using mind mapping.

3.6 Data Collecting Technique

1. Test

Test is valuable measuring instruments to presents the achievement in educational activities. According to Arikunto (2008) in Suharman (2018), test is a tool or procedure used to know or measure something in an atmosphere in a way, and the rules that have been determined.

So, based on the theory above, the test that the researcher was applied to students is that the researcher was test students' ability in writing factual report text based on mind mapping that has been prepared by the researcher in a piece of paper before. Then, researcher analyzed descriptive results from students' ability in writing factual report text using mind mapping

Picture 1.2
Example of the Test Students Writing Factual Report Text Using Mind Mapping

1. Write a factual report text based on mind mapping below. Title is "Penguin"

1. Mind Mapping

| Kind | → | Bird | → | Cannot Fly | → | Aquatic Animal |

Penguin
- Live → Southern Hemisphere → Cold Place
- Galapagos Island → Tropical Area
- Species → The Largest Penguin → Emperor penguins → Size 1,1 m and Weight 35 kg
- The Smallest Penguin → Little Blue Penguins → Size 1,1 m and Weight 35 kg
- Physical → Has resemble the head of a bird
- Has a beak in front of it and eyes on each side of a head
- Has two wings that function as flippers which help them to swim

2. Factual report text based on mind mapping (your answer)

2. Interview

After conducted the test, the researcher conducted written structured interviews to students by considering personality factors and social culture as the factors of affecting students in writing skill. According to Lincoln and Guba (1985) in Sondak (2019), the interview is instructing about people, events, organizations, feelings, motivations, demands, concerns, and others.

There are several types of interviews, such as single or double session interviews, structured interviews, unstructured interviews, and semi-structured interviews. In this research, researcher used structured interviews. According to Stuckey (2013) in Adhabi (2017), Structured interview are fully controlled by the interviewer (who possesses much power) and as such, gives the interviewee less room to be flexible and casual.

Table 1.1
Example of Students Interview Sheet

Interview Sheet
Name:
1. Apa yang mempengaruhi pemahaman anda dalam menulis teks factual report dengan menggunakan mind mapping? Beri alasan
2. Apakah anda mengalami kesulitan dalam menulis teks factual report dengan menggunakan mind mapping?
3. Apa yang membuat anda sulit dalam menulis teks factual report dengan menggunakan mind mapping? Beri alasan

3.7 Data Analysis Technique

The data analysis technique used by researcher in this research is a descriptive analysis technique that serves to describe and interpret qualitative data results. Source data from tests and interview transcripts. In the Technique of analyzing data, researcher used the test as quantitatively and the interview as the qualitatively.

1. **Analyzing the Quantitative Data**

The quantitative data must be analyzed to know the students' ability in writing factual report text using mind mapping. In analyzing the data of students' test, the researcher analyzed the students' writing factual report text. To determine the results of the student test, researcher used the formula as suggested by Brown (2007) in Khoiri (2020), as follows:

$$\text{Total Score :} \quad \frac{1.5V + 1.5M + 2O}{20} \times 100$$

After knew the test results and students' score, the researcher decribed the findings of students' classification into five level that's the excellent, good, average, poor classification as follows:

- 81 – 100 classified as Excellent
- 61 – 80 classified as Good
- 41 – 60 classified as Average
- 0 – 40 classified as Poor

To get a conclusion of students' ability to write factual report texts using mind mapping, students' scores was categorized as follows:

Table 1.2
The Example of Assessment Category Writing Factual Report Text
Using Mind Mapping

No	Aspect	Score	Criteria	Weighting
1.	Vocabulary	4	Selection of effective word forms and the right words	X1.5
		3	There are some mistranslations of vocabulary but do not change the meaning	
		2	Limited range and confusing words and word forms	
		1	Very poor knowledge of words, word forms and difficult to understand	

2.	Mechanism (Punctuation and Capitalization)	4	Use punctuation and use the correct capitalization	X1.5
		3	Have occasional errors in punctuation and capitalization	
		2	Frequent punctuation and capitalization errors	
		1	Dominated by errors punctuation and capitalization	
3.	Organization (General Classification and Description)	4	General classification complete and description clearly organized and interconnected between paragraphs	X2
		3	The general classification is almost complete and the description is arranged with almost proper binding	
		2	General classification is incomplete and descriptions are arranged less clearly and less connected between paragraphs	
		1	The general classification is incomplete and the description is arranged unclearly and is not connected between paragraphs	

2. Analyzing the Qualitative Data

The researcher analyzed the qualitative data source from the transcripts of structured interviews to students. Gay *et al* (2012:467) say that "one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data".

1) Reading and Memorization
Understanding the data and looking for potential themes are the main goals of this step. To acquire a preliminary understanding of the data and pinpoint the themes, the researcher read and record memos from transcripts interviewed.

2) Describing
In order to offer in-depth descriptions of the setting, participants, and activity, this step concentrates on carefully reviewing the data. In order to express the rich intricacy of the research, the researcher analyzed in-depth descriptions of the participants, the setting, and the phenomenon under research in this step.

3) Classifying
This step focuses on classifying, coding, and organizing data components into themes. The researcher sort all of the data they have gathered into various groups or categories. To

categorized the data, the researcher used review and contrast each piece of information.

Based on the steps, the researcher analyzed the qualitative data from result the interview to students after they do the test. First, the researcher read the data and write down important things during the interview from the students. In the process of reading, the researcher highlighted some important factor in the process of learning that was answered from the students use to got some information about students' ability in writing factual report text by using mind mapping. Second, the researcher described all important things about the data, such as, where the data from, how the data taken, and so on. The last step, the researcher classified the interview's data, based on the order of the students' interview.

Based on the result of data analysis, the researcher conducted interviews to got answers of students' ability in writing factual report text by using mind mapping.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Research Findings

This research was conducted out at SMK Swasta Kristen BNKP Gunungsitoli, particulary in class XI-UPW, with a sample of 18 students. The study was carried out in accordance with the procedures in methodology and design. The researcher used descriptive analysis to examine the students' writing abilities in writing factual report text by using mind mapping which accordance with the research design.

After obtained the data, the researcher analyzed and described the test results to analyze the students' ability in writing factual report texts by using mind mapping. After gathering the data, the researcher analyzed the structured interview to students' to analyzed what the affect factors students' ability in writing factual report text by using mind mapping. The instruments and the result of the research were validated by three validators (Mr. Kristof Marthin Efori Tel, S.S., M.Pd, Mrs. Solidarwati Gulö, S.Pd., and Mr. Faatulö Halawa, S.Pd) they were considered as the experienced validators because they teach English frequently.

The four criteria validation was validated by the validators to authenticate the research's findings were credibility, transferability, dependability, and confirmability. The result of the validation was support by theory Lincoln and Guba (1985) in Nowell et al (2017), credibility is defined as the confidence that can be placed in the truth of the research findings." It establishes whether the research findings represent possible information draw from the participants' original data and is a correct interpretation of the participants' original view. Transferability refers to the degree to which the result of qualitative research can be transferred to other contexts with other respondents, it is the interpretive equivalent of generalizability. Although the qualitative researcher typically does not have generalizability as a goal, it is his or her responsibility to provide quite rich, detailed, thick descriptions of the context so that potential users can make the necessary comparisons and

judgments about similarity and enhance transferability. Dependability refers to parallels with the reliability in statistical research, that is not assess in statistical procedure. In the research, checking dependability was carried out by auditing the process of the research by independent and dependent. The researcher shows all the processes of the research activities in the field and the obtaining data to the English teacher. Confirmability is concerned with establishing that the data and interpretations of the findings are not figments of the inquirer's imagination, but are clearly derived from the data. The research findings of this research consulted or compared by other researchers in the same field as well as the research findings are confirm or corroborating by latest related researches, so the research has been considered its confirmability.

There were 18 students that participated in the test, and researcher used the results to determine how the students ability in writing factual report text by using mind mapping. From the scores that the researcher had obtained, it was seen that students were able to understand the writing test and were able to answer the writing test quite well, though there were still some who got them wrong. Of the 18 students who took the test, none of these students had score differences that were too significant. More students scoring in the good category and at a high level served as evidence of this.

4.1.1 The Result of the Test

The test was a completed test used to collecting data on students at the eleventh grade of SMK Swasta Kristen BNKP Gunungsitoli. Students were instructed to write factual report text by using mind mapping. The scores of the students were displayed in the data. This research sought to provided an answer to the first research question about how's the students' ability in writing factual report text by using mind mapping of the eleventh grade of SMK Swasta Kristen BNKP Gunungsitoli. The students' scores as follows:

Table 1.3
The Students' Score Text Writing Factual Report Text
Using Mind Mapping

No	Name	Score
1	Arisman Zebua	25
2	Dewi Putri Zai	85
3	Dhani Graciano Lombu	85
4	Ediaman Waruwu	60
5	Eferniwati Laia	85
6	Elsa Dellani Cahya Zebua	75
7	Ferdian Manuel Gea	47,5
8	Fransiskus Zalukhu	75
9	Irwilan Waruwu	75
10	Jedani Nirmala Zebua	55
11	Linceria Lase	85
12	Marsela Zebua	32,5
13	Olvan Dani Zebua	0
14	Septiani Hura	65
15	Simon S. Hondro	47,5
16	Tuti A. Telaumbanua	55
17	White Cesen W. P Ziliwu	75
18	Yan War Putra Harefa	60

The test was given to students of XI-UPW, totaling 18 students. And then the researcher classified the students' score from their ability skills in writing factual report text by using mind mapping as follows:

Table 1.4
The Students' Classifications Score in Writing Factual Report Text by
Using Mind Mapping

No	Students' Name	Aspect Skill			Score	Criteria
		Vocabulary	Mechanism	Organization		
1	Arisman Zebua	1	1	1	25	Poor
2	Dewi Putri Zai	3	3	4	85	Excellent
3	Dhani Graciano Lombu	3	3	4	85	Excellent
4	Ediaman Waruwu	2	2	2	60	Average
5	Eferniwati Laia	3	3	4	85	Excellent
6	Elsa Dellani Cahya Zebua	3	3	3	75	Good
7	Ferdian Manuel Gea	2	3	1	47,5	Average
8	Fransiskus Zalukhu	3	3	3	75	Good

9	Irwilan Waruwu	3	3	3	75	Good
10	Jedani Nirmala Zebua	3	3	1	55	Average
11	Linceria Lase	3	3	4	85	Excellent
12	Marsela Zebua	2	1	1	32,5	Poor
13	Olvan Dani Zebua	0	0	0	0	Poor
14	Septiani Hura	3	3	2	65	Good
15	Simon S. Hondro	3	2	1	47,5	Average
16	Tuti A. Telaumbanua	3	3	1	55	Average
17	White Cesen W. P Ziliwu	3	3	3	75	Good
18	Yan War Putra Harefa	2	2	2	60	Average

Then, the researcher provides a percentage of the results of students' ability to write factual text reports using mind mapping as follows:

Table. 1.5
Students' Percentage in Writing Factual Report Text
by Using Mind Mapping

Score Criteria	Number of Students'	Percentage%
Excellent	4	22%
Good	5	27%
Average	6	33%
Poor	3	18%
Total	**18**	**100%**

Based on the result, classification and percentage above, the researcher found that four (4) students had a Excellent score (22%), Five (5) students got a Good score (27%), six (6) students got a Average score (33%), and three (3) students got a Poor score (18%), In their ability to writing a factual report text by using mind mapping.

After analyzed the students' writing test sheets, the researcher described and analyzed the data in each aspect to find out which aspects are good and which aspects are weak.

1. Vocabulary

The score of students' ability of writing factual report text focus on vocabulary is 44. It was analyzed based on skill level score as mentioned in chapter 3. The students' ability of vocabulary is on the average level.

2. Mechanics

The score of students' ability of writing factual report text focus on Mechanism is 44. It was analyzed based on skill level score as mentioned in chapter 3. The students' ability of vocabulary is on the average level.

3. Organization

The score of students' ability of writing factual report text focus on organization is 41. It was analyzed based on skill level score as mentioned in chapter 3. The students' ability of vocabulary is on the average level.

4.1.2 The Result of Interview

The interview to the students was conducted on monday, 24th october 2022 after the researcher did the test. The researcher interviewed the students of XI-UPW SMK Swasta Kristen BNKP Gunungsitoli to find out what were the factors affect students' ability in writing factual report text using mind mapping as the question of the second focus of the research.

From the 18 students who have been interviewed, the researcher had given three written interviewed questions to students about their opinions and feelings when they finished the test of writing a text factual report using mind mapping as follows:

Table 1.6
The Result of the Students Interview

No	Interview Question	Result Answer
1	Apa yang mempengaruhi pemahaman anda dalam menulis teks factual report dengan menggunakan mind mapping? Beri alasan. (What does influence your understanding of writing factual report text using mind mapping? Give a reason.).	From the first interview, all of 18 students answered that they did not understand to write because of the difficulty in stringing words in English sentences. Then they also said the difficulty in writing and influencing important information from the topic in mind mapping into the form of a sentence in the form of a text paragraph.

2	Apakah anda mengalami kesulitan dalam menulis teks factual report dengan menggunakan mind mapping? (Are you having difficulty in writing factual report text using mind mapping?).	From this second interview, 17 students answered the difficulty in writing it. Because the random of information from the topic in mind mapping. Meanwhile, 1 student answered without having difficulty because in compiling it into a text because he used an English dictionary so that it was easier to work with it.
3	Apa yang membuat anda sulit dalam menulis teks factual report dengan menggunakan mind mapping? Beri alas an. (What makes it difficult for you to write factual report text using mind mapping? Give a reason).	From the last question, that's the third interview, 17 students answered almost the same as the first and second questions, that's they felt it is difficult because they were connecting verbatim and connecting every words information from topics in mind mapping into the form of text using English so that they found it difficult to assemble it into text form.

Based on the results of the interview, the researcher analyzed the factors that affect students to write factual report texts using mind mapping as formulated in chapter 2. According to interviews from AZ, DPZ, DGL, EW, EL, researcher found that, they had difficulty in connecting and stringing words from important information from the topic in mind mapping into the form of text sentences in English. This can happen because of personality factors, especially neurobiological factors, which means influence in language acquisition or influence when they write using English, as explained in chapter 2 which can affect their writing ability.

Second, the results of interviews from EDCZ, FMG, FZ, ODZ, JNZ, LL, MZ, IW, SH, SSH, LL, MZ, they said that, there is little difficulty in writing factual reports by using mind mapping, because it is difficult to translate the meaning of each important information from the topic in mind mapping so that it is difficult to compile it into a sentence in the form of text. This is cause by affective domain factor which means that students have emotional anxiety as explained in chapter 2 when they write especially writing factual report text by using mind mapping.

Third, the results of interviews from IW, said that it is actually not too difficult to write this because in the mind mapping there is already put the important information from the topic, but arrangement into the form of

paragraph text it is a little difficult but with the presence of tools such as English dictionaries it makes it easy to compile it into text form. In this statement, this is included in the motivational factor as described in Chapter 2 where they try to write and compile a factual report based on important information in the mind mapping by using an English dictionary as a tool and their efforts in writing the text.

Last the results of interviews from TAT, WCWPZ, YWPH they said that it is difficult to write factual report text based on mind mapping because the information from the topic in the mind mapping uses English and also its random location so that it makes it confusing to arrange it in a text paragraph. This is a measurement of affective factors which means that it causes a sense of confusion in doing things, in them trying to write, especially writing factual report text using mind mapping.

4.2 Discussion

4.2.1 The Analysis and Interpretation of the Research Findings

4.2.1.1 The Student's Ability in Writing Factual Report Text by Using Mind Map

1. Vocabulary

Vocabulary is the first aspect analyzed in this test. According to Nathaya in Sitorus et al. (2021), Vocabulary is one of the important factors in all Language teaching; students must continually learn words as they learn the structure and as they practice sound system "sometimes it's difficult to determine the words that students related to vocabularies such us: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc. So it can be interpreted that vocabulary is an important factor in the teaching language which the meaning can be expressed in the form of ideas both oral and written.

So, the result of collect and analyzed the data finding and to shows that the mean score in vocabulary aspect is 44 and according to the score classification theory the categorized as average level. Through these results, researcher can see that in this aspect of

vocabulary, students are still unable to determine or write vocabulary as well.

2. Mechanism

Apart from vocabulary factors, assessment in the form of a mechanism for using capitalization and punctuation is an important aspect. Because The punctuation consists of comma, period, the colon, semicolon, apostrophe, quotation marks, the dash. The next capitalization consists the first word in sentence, capitalize pronoun I, capitalize the titles of composition, capitalize the proper noun, capitalize name of detail, title, month, day, specific group or geographic areas, and specific structures.

So, with this aspect of mechanism, researcher have obtained scores from the results of the overall analysis of students through the test, which is 44 according to the score classification theory the categorized as average level. Just like the results of the vocabulary aspect, researcher can see that in this aspect of writing mechanism as well, students are still unable to write and determine the location of the punctuation and capitalization writing with correctly.

3. Organization

The last aspect for the assessment of student writing is the organization aspect is about writing general classification and description. The general classification in this text that's the factual report text consists of an general explanation or general introduction of a place, animal, plant, human or something that was explained later. And the description consists of a section that tells in detail about the facts of a place, animal, plant, human whose data has been proven scientifically.

So, the result of this analysis of aspect organization is 41 according to the score classification theory the categorized as average level. With these results, it shows that students are still not be able to write and compile a text according to the structure organization of the text.

4.2.1.2 The Factors Affect Students' in writing Factual Report Text by Using Mind Mapping

In this research, the researcher also interviewed students to get result of factor affect students' in writing factual report text by using mind mapping. There were two factors affect students' in writing factual report text by using mind mapping were factors from personality factors and social culture factors. Of these two factors, the most dominant factor is the personality factor which is divided into four parts, namely neurobiological factors, affective domain factors, motivational factors, and measurement of affective factors. However, of the four factors of personality factor, the average student experiences problems in writing is the affective domain factor which is the influence of this factor on students, namely students have emotional anxiety when they do a writing test.

4.3 The Research Findings Compared to the Latest Related Research

In this research, researcher have provided 3 recent related researchers as described in chapter 2. First, related research from Hermi jelita Putra, et al. (2013), An analysis of students' ability in writing descriptive text by using "mind map" at the second grade of smp islam terpadu adzkia padang. The purpose of this research is to describe the students' ability in writing descriptive text by using mind map at second grade of SMP Islam Terpadu Adzkia Padang. In this research, researchers both examined the analysis of students' ability to write texts using mind mapping, using several aspects of the skills to analyzed the results of the student's writing, that's aspects of vocabulary, mechanism, and organization. But the differentiate in this study is the type of text used and the result of the research. Research from Hermi Jelita Putra uses descriptive texts while the authors of this study use factual text reports. Then the results of research analysis from Hermi Jelita Putra showed that 4 students (16%) got high ability, 19 students (76%) got moderate ability and 2 students (8%) got low ability. Meanwhile, the results of researcher in this research provided the same results of analysis of students' ability to write factual report texts using

mind mapping based on skill aspects but with different results and slight modifications in the assessment. From 18 students' four (4) students got a Excellent score (22%), Five (5) students got a Good score (27), six (6) students got a Average score (33), and three (3) students got a Poor score (18%), In their ability to writing a factual report text by using mind mapping.

Second, Dedi Hendriyant, et. al. (2019). Improving Students' Skills in Writing Report Text With Mind Mapping Based Multimedia. This research article contains information about the application of the multimedia-based Mind Mapping learning model for grade IX students of SMPN 26 Batanghari and improving their ability to write report text using the learning model. In this research, researcher from dedi Hendriyanto used class action research which was carried out in two cycles, while in this research used qualitative research so that make the results of this research are different. However, the similarity of this research is that both used qualitative and quantitative descriptive analysis to calculate and analyzed the results of student data in writing report texts using mind mapping. Then, in this research, researcher from dedi Hendriyanto and also research from this thesis used the same skills aspect used to analyzed the results of students in writing report texts using mind mapping. So, the results of research from dedi Hendriyanto showed that from 30 students who had taken the test, 53.60 students with low categories (pre-test), then 62.22 with low categories (cycle 1), and 75.00 with good categories (cycle 2) in students wrote text reports using multimedia-based mind mapping. While the research results of this thesis were, from 18 students' four (4) students got an Excellent score (22%), Five (5) students got a Good score (27), six (6) students got an Average score (33), and three (3) students got a Poor score (18%), In their ability to writing a factual report text by using mind mapping.

Third, Beti Sugiharti, et al. (2020). Students' Writing Ability in Writing Descriptive Text By using Mind Mapping Technique (A Classroom Action Research in Class X-A UPW). Same as the second latest research reference above, the research from beti sugiarthi used CAR, while the research from this thesis used qualitative research so that the results of this research are also different. Then, the type of text used is also different, that's research from Beti

Sugiharti used descriptive text type while researcher from this thesis used factual report text type. However, the aspects skills used in this research to analyzed of students writing results and the title of this research used mind mapping are the same, so the researcher used research references from beti sugiarti as a comparison of this research. So, the results of research from Beti Sugiharti showed that there was an increase in writing ability and student achievement in writing descriptive texts used mind mapping is, from 36 students who took the test, passing the minimum completion criteria (75) in the first cycle. Average scores increased from 70.77 (pre-test) to 74.77 (post-test 1) and 80.5 (test post 2). While the research results of this thesis were, from 18 students' four (4) students got a Excellent score (22%), Five (5) students got a Good score (27), six (6) students got a Average score (33), and three (3) students got a Poor score (18%), In their ability to writing a factual report text by using mind mapping.

In the research, researcher focused on describing the results of students' ability to write text using mind mapping. Therefore, the researcher modified a little of this research into qualitative descriptive research and the type of text that the researcher used in this research, but it is not far from intermittent because the purpose of this study is to describe and analyze the results of students' ability to write factual report text using mind map and also the factors that affect students' to write factual report texts using mind mapping.

4.4 Research Findings Compared to Theories

After the researcher got the results of the students' in writing factual report texts using mind mapping and had analyzed them descriptively, the researcher tried to compare them using the theories of other researchers related to this researcher. In this research, researcher have provided 3 aspects of skills that are analyzed the results of students' writing skills in writing factual text reports using mind mapping as stated in chapter 3, that's aspects of vocabulary, mechanism and organization. According to Siringoringo & Umar (2018), "Many students complain that learning activities reach the point of writing because they feel that they have not been able to used sentences with good and

correct structure and are also less able to understand difficult words and vocabulary or difficult terms in sentences". From this statement, it is accordance with the results of students' ability in writing factual report texts using mind mapping, especially in the vocabulary aspect, it can be seen that there are still many students who are still unable to write vocabulary correctly. According to Fitri, et. Al. (2017), "The use of Spelling punctuation and the difficulty of capitalization can affect the meaning of sentences in the paragraph and make the reader confused about the meaning of the proximity of sentences even paragraphs". This is accordance with the results of students' ability to write factual report texts by using mind mapping, especially in writing mechanisms that are still incorrect in writing spelling and writing capitalization. According to Reep in Zulaikah (2018) states that "a paragraph reaches coherence when the sentence continues in a sequence that supports one point at a time". It is accordance with this statement, the results of students in compiling and writing the organization text (general classification and description) are still not appropriate and well structured. This is accordance with the findings of researchers when conducted a writing test to students.

4.5 The Research Findings Implication

The results of this research revealed the significance of students' ability to write factual report texts using mind mapping. As for students, it shows the extent of their ability to write a text well and structured using the correct vocabulary, writing punctuation and capitalization and writing the correct organization of the text.

In this research, finally found the weakness of the factors that cause students in writing, especially writing factual report texts using mind mapping, is that there is still a lack of proper use of vocabulary in compiling important information from topics in the mind mapping that has been prepared so that they have difficulty in compiling it into a text in accordance with the predetermined text organizational structure, that's the type of factual text report. Therefore, through this result, they were more able to develop and

increase their vocabulary and be more motivated in writing so that they can write types of texts in English better in the future.

For the English teachers, this is can be helpful as the improvement of teaching techniques and strategies, as well as other support services like classroom management, material production, and assessment.

4.6 The Research Findings Limitation

In conducting this research, the researcher had some limitations as follows:

a. As a beginner, the researcher saw that there were numerous flaws in the research process, making it impossible for the researcher to do the research perfectly.

b. Researchers have some resource limitations to take, but are more adept at managing qualitative analysis and have little previous experience working with the material.

c. The lack of motivation of students' in learning a foreign language especially in writing English texts, because in their perception English is a difficult subject, which shows that they do not have much knowledge of that things.

CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of data analysis from the descriptive analysis of students' ability in writing factual report text by using mind mapping and factors that affect students' in writing factual report text by using mind mapping, researcher can summary. The findings and results of this research shows that four (4) students got a Excellent score (22%), Five (5) students got a Good score (27), six (6) students got a Average score (33), and three (3) students got a Poor score (18%), In their ability to writing a factual report text by using mind mapping. With this result researcher can concluded they ability in writing factual report text by using mind mapping of the students in SMK Swasta Kristen BNKP Gunungsitoli, especially at XI-UPW they are still unable to write well, especially writing and arrange a text in English. Then, the result of the interview shows that the factors affected of the students' in writing factual report text by using mind mapping, was dominated by personality factors especially in affective domain factor which in influence students have emotional anxiety when they do a writing test

5.2 Recommendation

There are some recommendations from the researcher after conducted the research, such as:

1. For the Students of SMK Swasta Kristen BNKP Gunungsitoli. The researcher suggests that the students must train to write more a sentence, paragraph or text as often as possible to improve their writing. In addition, memorize a lot of vocabulary and grammar for deducting difficulties in writing.

2. The researcher had observed that the strategy and material in learning writing especially in writing factual report text is good enough. However, the teacher are suggested to give more attention to vocabulary, mechanics & organization in writing factual report text.

3. To the next researcher to use this thesis as an addition reference in future.

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