



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

Agus Yedija Lase¹, Hasrat Sozanolo Harefa,²

¹ (English Education Study Program, Universitas Nias, Gunungsitoli).

² (English Education Study Program, Universitas Nias, Gunungsitoli).

E-mail: ¹ yedi24lase@gmail.com, ² sozanoloe@gmail.com

Receive: 10/01/2023

Accepted: 10/02/2023

Published: 01/03/2023

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan dan menganalisis kemampuan siswa dalam menulis teks factual report dengan menggunakan mind mapping di kelas sebelas SMK Swasta Kristen BNKP Gunungsitoli. Desain penelitian ini adalah penelitian deskriptif kualitatif. Jumlah sampel sebanyak 18 siswa. Peneliti menggunakan metode deskriptif kualitatif. Instrumen yang digunakan untuk mendapatkan data adalah tes menulis dan wawancara. Berdasarkan hasil penelitian, peneliti menemukan ada empat (4) siswa memiliki nilai Sangat Baik (22%), Lima (5) siswa mendapat nilai Baik (27%), enam (6) siswa mendapat nilai Rata-rata (33%), dan tiga (3) siswa mendapat nilai Buruk (18%), Dalam kemampuan mereka dalam menulis teks factual report dengan menggunakan mind mapping. Kemudian, faktor-faktor yang mempengaruhi kemampuan siswa dalam menulis teks laporan faktual dengan menggunakan mind mapping didominasi oleh faktor kepribadian terutama dari faktor domain afektif. Akhirnya, berdasarkan temuan tersebut, dapat disimpulkan bahwa siswa kelas sebelas SMK Swasta Kristen BNKP Gunungsitoli masih belum mampu menulis teks paragraph dengan baik dan faktor yang mempengaruhi siswa dalam menulis adalah faktor kepribadian, terutama dari faktor domain afektif.

Kata Kunci: Kemampuan Siswa, Menulis, Teks Faktual Report, Mind Mapping.

Abstract

The purpose of the research was to describe and analyze the students' ability in writing factual report text by using mind mapping at the eleventh grade of SMK Swasta Kristen BNKP Gunungsitoli. The design of this research was descriptive qualitative research. The total number of the sample was 18 students. The researcher used a descriptive qualitative method. The instrument used to get the data was a writing test and interview. Based on the results, the researcher found there were 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 write a factual report text by using mind mapping. Then, the factors affect students' ability in writing factual report text by using mind mapping was dominated by personality factors especially from affective domain factor. Finally, based on the findings, it can be concluded that students of eleventh grade of SMK Swasta Kristen BNKP Gunungsitoli are still unable to write a properly text paragraph and the factor affect students to write is the personality factor, especially from affective domain

factor.

Keywords: Students Ability, Writing, Factual Report Text, Mind Mapping.

INTRODUCTION

Writing is one of the most important skills for students to master and learn. 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 Ramadania et al. in Arida et al. (2020), text is a complete expression of the human mind and has a situation and context as the realization of a system of values and norms and based on noble character. Which means that, text is the embodiment of a language and expression of the human mind that can be spoken or written or also through other forms used to express what our thoughts are.

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.

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 classifying 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.

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.

The Generic Structure Factual Report

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

1. General Classification

General Classification is stating classification of general aspects of a 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 creatures and usage for material.

Assessing Writing of Factual Report Text

Assessment writing is very important in the learning process. Assessment is used to measure the level of ability of students in understanding learning by assessing and providing feedback to students. According to Richards & Renandya in Wipradayana (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.

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 faster, 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.

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 consists Physiological 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 Factor

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.

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 in Nurmi (2018), 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 in Aspers (2019), Qualitative research involves the studied 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.

In this research, researcher used a scientific approach. According to Kemendikbud 2013 in Masithoh (2018), 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.

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.

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.

Data Analysis Technique

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 in Khoiri (2020), as follows:

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

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

2. Analyzing the Qualitative Data

The researcher analyzed the qualitative data source from the transcripts of structured interviews to students. Gay et al (2019) 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”.

FINDING AND DISCUSSION

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 1.1
 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

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.

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 1.2
 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 alasan. (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. 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 which can affect their writing ability.

Second, the results of interviews from FMG, FZ, ODZ, JNZ, LL, TAT, SH, SSH, 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 caused by affective domain factor which means that students have emotional anxiety as explained when they write especially writing factual report text by using mind mapping.

Third, the results of interviews from IW, EDCZ 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 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 MZ, 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.

The discussion section discusses the interpretation of findings derived from the

results of student analysis in writing report texts using mind mapping through a written test. The content of the writing is about the results of the test students' writing ability in compiling and stringing words and important information in the mapping that has been prepared into a structured text, so that researcher and readers can see and measure the extent of the students' ability to write a text by paying attention to the elements of aspects of vocabulary, writing mechanics, and text writing organization according to the type of text determined and given to students, that's the text factual report. The following are the result of an analysis of the results of student writing in writing a text report using mind mapping by paying attention to three (3) aspects of assessment as follows:

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 as: 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. According to Afifuddin in Purnamasari et al. (2021), mechanics in writing means using capitalization, punctuation, and spelling correctly. Punctuation is a term that refers to marks that are used to organise and clarify texts, primarily by separating or connecting words, clauses, and phrases and 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. Organisation refers to the good arrangement in factual report text. 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.

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. Factor domain is a realm related to or related to attitudes and is also a goal related to feelings, emotions and attitudes of the heart that indicate acceptance or rejection of something (Rabudin April 2019).

This can be proven by the results from the interviews analysis of some (8 people) students, especially students of class IX-UPW who reasoned that, the most dominant difficulty in writing and compiling the text was, the difficulty to compile words from important information contained in the mind mapping into sentence forms in the form of English texts and compile them regularly so as to make them feel anxious and unsure of the results written.

So, based on the results of the findings of the factors, the researcher determined that the domain factor is a strong factor that affects the student's writing results because many students are

not sure of themselves or feel anxious when the researcher gives a test to students to write a text.

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.

REFERENCES

- Aspers, Patrik & Corte, Ugo. (2019). *What is Qualitative in Qualitative Research*, (Online), (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6494783>). Accessed on March^{29th}, 2022).
- Arida et al. (2020). *Peningkatan Kemampuan Menulis Teks Persuasi Dengan Menggunakan Teknik Pemodelan Siswa Kelas VIII SMPN L Sidoharjo Kabupaten Musi Rawas*, Vol 6, No. 1, 21-30. Universitas Bengkulu
- Aprinawati, Iis. (2018). *Penggunaan Model Peta Pikiran (Mind Mapping) Untuk Meningkatkan Pemahaman Membaca Wacana Siswa Sekolah Dasar*, Vol 2, No. 1, April, 140-147.
- Autila, Rani, & Theresia, Melati. (2018). *Improvement Students' Writing Skill of Recount Text Through Diary Writing and Peer Editing Technique*, (Online), (<http://ejournal.unp.ac.id/index.php/selt/article/download/100163/100073>). Accessed on March^{5th} 2022).
- Aulia, Ananda Rizki, & Yuliani, Ai Lili. (2019). *Pengaruh City Branding "A Land Of Harmony" Terhadap Minat Berkunjung dan Keputusan Berkunjung ke Puncak, Kabupaten Bogor*, Vol 3, No. 3, December, 67-75, Bogor : Universitas Telkom Bandung.
- Azizah, Rahmi. (2019). *Students' Ability in Writing Report Text of Grade XI at SMK Negeri 1 Painan*, Vol 2, 226-228. Jambi : English Department, Faculty of Languages and Arts State University of Padang.
- Factual Report Text : Pengertian, Fungsi, Generic Structure, Karakteristik dan Contoh Soalnya. (Online). (<http://www.laman24.com/2020/04/factual-report-text-pengertian-fungsi.html>). Accessed on February^{24th} 2022.
- Fhadila, Rizka. (2018). *Improving Students' Ability in Writing Report Text Through Mind mapping: A Case Study at SMA Swasta UISU Medan*, North Sumatera : Fakultas Ilmu Budaya.
- Firman. (2018). *Analisis Data dalam Penelitian Kualitatif*, (Online), (<https://researchgate.net/publication/328675958>). Accessed on March^{5th}, 2022).
- Harefa, HS, dkk. (2022). Increasing the Students' Ability in Writing Skill by Using Board Game at the Tenth Grade of SMKS BNKP Daro-Daro Balaekha Lahusa; *Intelektium Education Journal*, 3(1) <https://doi.org/10.37010/int.v3i1.491>
- Khoiri, Jaisyan Herry. (2020). *AN ANALYSIS OF STUDENTS' ABILITY IN WRITING*

- DESCRIPTIVE TEXT AT EIGHTH GRADE OF SMP UNISMUH MAKASSAR*, Makassar : Universitas Muhammadiyah Makassar.
- Masitoh, Dewi. (2018). *Teachers' Scientific Approach Implementation in Inculcating the Students' Scientific Attitudes*, Vol 6, No. 1, 32-43. Yogyakarta : Universitas Nahdlatul Ulama Yogyakarta.
- Marudhar. (2018). Identifying Variables, *International Journal of Science and Research (IJSR)*, 8(3), 865-868, ([PDF](#)) [Identifying Variables \(researchgate.net\)](#)
- Maryana, Rani. (2019). *The Factors Affecting Students' English Writing Skills at Department IAIN Curup*, Bengkulu : IAIN CURUP.
- Nurmi. (2018). *A Descriptive Analysis of Predictin Information of Reading Text Done by Eighth Grades of Islamic Junior High School of MTS Al-Irsyadiyah Merangin Tabir Lintas*, Jambi : Universitas Islam Negeri Sulthan Thaha Saifuddin.
- Purnamasari et al. (2021). An Analysis of Students' Writing Skill on English Descriptive Text, *English Education: Jurnal Tadris Bahasa Inggris*, 14(1), 101-114, <https://ejournal.radenintan.ac.id/index.php/ENGDU>.
- Suharman. (2018). *Test Sebagai Alat Ukur Prestasi Akademik*, Vol 10, No. 1, Juni, 93-115. Aceh : Sekolah Tinggi Agama Islam Negari Teungku Dirundeng Meulaboh.
- Sondak, Sandi Hesti, et al. (2019). *Faktor-faktor Loyalitas Pegawai Dinas Pendidikan Daerah Provinsi Sulawesi Utara*, Vol 7, No. 1, January, 671-680. North Sulawesi : Universitas Sam Ratulangi.
- Turnip, Yusri Apriani Margaretha et al. (2019). *An Analysis of Students' Ability in Writing Descriptive Text*, Vol 3, No. 1, December, 173-179. Medan : Universitas Prima Indonesia.
- Wipradnyana, Gede. (2018). *Assessing Recount Text Writing Ability Through Dicto-Comp of the Twelfth Grade Students of SMK Kharisma Mengwi in Academic Year 2015/2016*, Vol 1, Issue 1, March, 105-117.
- Wangge, Yuliani Sepe et al. (2019). *Penggunaan Model Pembelajaran Mind Mapping Dalam Meningkatkan Kemampuan Menulis Report Text Bahasa Inggris*, Vol 3, No. 1, 70-77. Universitas Flores.
- Wandut, Laurensia Agelina. (2018). *The Effects of Mind Mapping on the Students' Writing Process in Pharagraph Writing Class*, Yogyakarta : Universitas Sanata Dharma.

Author Profile

¹HASRAT SOZANOLO HAREFA, S.Pd., M.Pd
Lecturer of English Education Study
Program of Universitas Nias

²AGUS YEDIJA LASE
The Student of English Education Study
Program of Universitas Nias