

**THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN  
TEACHING WRITING DESCRIPTIVE TEXT AT FIRST GRADE OF AL-  
KAUTSAR SENIOR HIGH SCHOOL BANDAR LAMPUNG**

**(A Script)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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2018**

## **ABSTRACT**

### **THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN TEACHING DESCRIPTIVE TEXT AT FIRST GRADE OF AL-KAUTSAR SENIOR HIGH SCHOOL**

**by  
Haifa Puti Arlin**

The objective of this research was to find out whether there is any improvement of students' writing ability of descriptive text after being taught through mind mapping technique. This research was basically quantitative research which used one group pretest-posttest design.

The population of this research was the first grade students of SMA Al-Kautsar Bandar Lampung in the academic year 2017/2018. The sample of this research was X social 3 which consisted of 30 students. The instrument of this study was descriptive text test. The data were analyzed by using repeated measure t-test in which the significance was determined by  $p < 0.05$ .

The result of the research showed that t-value was higher than t-table and the value of significant level was  $0.00 < 0.05$ . The mean score of posttest (70.27) was higher than the pretest (49.27) and the gain was 21.00. It means that there was an improvement in the students' descriptive text writing ability after being taught using mind mapping technique. Briefly, referring to the result above, it can be said that mind mapping can be applicable to improve students' ability in writing descriptive text.

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KAUTSAR SENIOR HIGH SCHOOL BANDAR LAMPUNG**

**By:  
Haifa Puti Arlin**

**A Script**

**Submitted in a Partial Fulfillment of  
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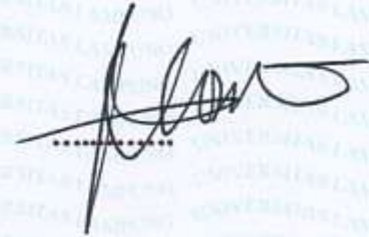
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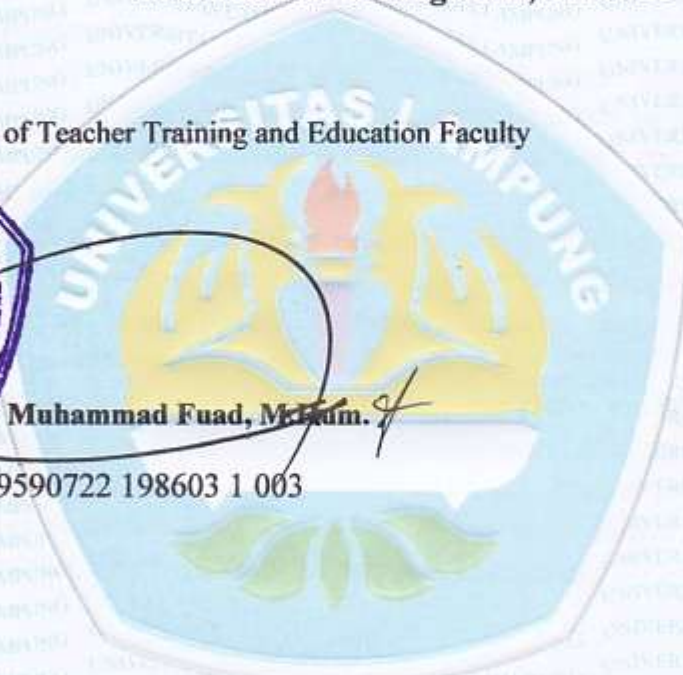
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## **CURRICULUM VITAE**

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## **DEDICATIONS**

This script is fully dedicated to:

My beloved family

My friends in English Education 2014 of Lampung University

My Almamater, University of Lampung



**MOTTO**

**“ If you believe, you can achieve ”**

**( Sophie Turner )**

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Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further research. Therefore, the researcher is completely aware that this script is far from perfection.

Bandar Lampung, 2018

Haifa Puti Arlin

## CONTENTS

<b>I.</b>	<b>INTRODUCTION</b>	
	1.1. Background.....	1
	1.2. Research Questions.....	6
	1.3. Objectives .....	6
	1.4. Uses .....	6
	1.5. Scope.....	6
	1.6. Definition of Terms .....	7
<b>II.</b>	<b>LITERATURE REVIEW</b>	
	2.1. Writing.....	9
	2.1.2 Aspect of writing.....	11
	2.2. Teaching .....	22
	2.3. Group Chat Discussion.....	24
	2.4. Group Chat Discussion in Teaching Speaking .....	26
	2.5. Procedures of Group Chat Discussion in Teaching Speaking ...	30
	2.6. Advantages and Drawbacks.....	32
	2.7. Theoretical Assumption.....	35
	2.8. Hypothesis .....	36
<b>III.</b>	<b>METHODS</b>	
	3.1. Research Design .....	38
	3.2. Population and Sample .....	39
	3.3. Data Collecting Technique .....	39
	3.4. Research Procedures .....	42
	3.5. Research Instrument .....	44
	3.6. Validity and Reliability of the Instrument.....	44
	3.6.1. Validity of the Instrument .....	44
	3.6.2. Reliability of the Instrument .....	46
	3.7. Rubric of Scoring System.....	49
	3.8. Data Analysis.....	51
	3.9. Hypothesis Testing .....	51
<b>IV.</b>	<b>RESULT AND DISCUSSION</b>	
	4.1. Implementation.....	53
	4.2. The Students' Scores .....	56
	4.3. Test Results.....	57
	4.3.1. Normality Test.....	57
	4.3.2. Anova Test.....	58
	4.4. Discussion.....	60
<b>V.</b>	<b>CONCLUSION AND SUGGESTIONS</b>	
	5.1. Conclusion .....	66



5.2. Suggestions .....67

**REFERENCES.....68**

**APPENDICES.....71**

## APPENDICES

### Appendices

1. Table of Students' Speaking Score on Pre-Test.....	71
2. Table of Students' Speaking Score on Guided Speaking Test.....	72
3. Table of Students' Speaking Score on Controlled Speaking Test .....	73
4. Table of Students' Speaking Score on Free Speaking Test .....	74
5. Reliability of Pre-Test .....	75
6. Reliability of Guided Speaking Test.....	76
7. Reliability of Controlled Speaking Test.....	77
8. Reliability of Free Speaking Test.....	78
9. Lesson Plan I.....	79
10. Lesson Plan II.....	83
11. Lesson Plan III .....	86
12. Transcript of Students' Work.....	90

## TABLES

Table 4.2. The Difference of Students' Writing Mean Score in Descriptive Text in the Pretest and Posttest.....	42
Table 4.3.1. Distribution of the Students' Scores in the Pretest .....	43
Table 4.3.2 Distribution of the Students' Pretest Achievement in the Writing Aspects .....	43
Table 4.4.1. Distribution of the Students' Scores in the Posttest .....	44
Table 4.4.2. Distribution of the Students' Pretest Achievement in the Writing Aspects .....	45
Table 4.5.1. Improvement of the Students' Achievement in Writing Descriptive Texts.....	46
Table 4.6. Normality Testing. ....	47
Table 4.6. Paired Sample Test.....	48

## 1. INTRODUCTION

This chapter focuses on the problem of this research. It consists of background, research question, objective, uses, scope, and definition of term that are used in this research.

### 1.1 Background

English is one of the important aspects which related with four skills. One of the skills that should be mastered in studying English is writing. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge, beliefs into convincing arguments, and to convey meaning through well-constructed text.

In educational, English has an important role. It can be seen from curriculum 2013 the students should be able communicate in orally or written text. Raimes (1987:76) says that writing is a skill in which we express the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand. But in fact, most of students complain that they do not even know how to write and they cannot link the sentence into coherent ideas. Furthermore, writing is different from other skills in the sense that much higher standards of languages are normally demanded in writing than



in speaking. In addition, most of students know or have ideas to write but they do not know how to put it into the words. It means that most of students still have difficulties to express their idea in a written form, especially in paragraph writing. For example, they could not write a paragraph coherently and cohesively when they were given a topic. They have difficulties to connect the sentence to the other sentence and also they still lack of vocabulary.

Writing is a part of language learning that requires enough time to think about the specific topic, to analyze, to select and to organize and to experience what they want to write. Writing is very important in education particularly for those who are studying at senior high school. Meanwhile writing skill is also very important for students to learn since it is one of productive skills, which is frequently used to convey the ideas to communicate with others. Students are expected to be able to express their ideas in written form, especially in form of effective passage or text. Actually, there are many kinds of text writing, for instance: descriptive, narrative, recount, report, analytical exposition, procedure, etc. Among those kinds of text writing, especially this research used descriptive text. Since descriptive text is included in the curriculum 2013 so that the students must accomplish it well. Therefore, writing skill is not a neglected skill in educational world.

Based on the researcher's pre-observation at SMA AL-KAUTSAR, it was found that the students were confused to get an idea. From the teacher's information in that

school, it was reported that most of students still had problems in developing an idea. Many students got under minimum criteria of mastery learning ( *KKM*) and they had difficulties in writing subject. There are many students who felt confused to create an idea when the teacher asked them to write something especially in descriptive text. One of the problems may be the students feel bored because the techniques used by the teacher are monotonous. It is necessary for English teacher to make the students more interested and motivated so that the students can progress in writing.

Based on the problem above, the students need a technique to help them in their writing. This study will apply mind mapping technique to help the students' problem. Other than that, it helps the students to associate ideas, think creatively, and make connection in sentence (Buzan, 2007:27). As Buzan asserts that mind mapping works well as the visual design enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed as well. Apparently, mind mapping technique can be used to explore any topics in writing and also can be used in descriptive text, for example; how to describe someone in their physical appearance, personal trait and so on. This technique can improve students' creativity and make them happy in learning, because it consists of colors, pictures, and some keywords that can make them find it easy to learn English especially in writing skills. The researcher used the mind mapping technique to improve students' writing skill. It is because there are some benefits that are offered by the mind mapping technique in the English teaching learning process, especially in writing skill.

To strengthen this research, the researcher provides three previous studies that are related to this research. Yusri (2015) conducted a research at MTS Nurrusa'adah Jakarta at the second grade of junior high school to find out the improvement of descriptive text through mind mapping technique. The finding showed that mind mapping technique makes students feel more confident in writing by using mind mapping technique before they began the writing in paragraph form.

In line with research above, there is a study by Alma Januar Putra (2015) entitled Improving Students' Ability in learning Simple Future Tense Through Mind Map (An Action Research at the Eleventh Grade of Office Administration Class of Purnama Mandiri Vocational High School, Pondok Labu, Jakarta). That was found mind mapping can improve his students' ability in learning simple future tense. The high percentages of the result convinced that mind mapping could help students to improve their ability in learning simple future tense. This study supports the research that the writer will conduct a research about using mind mapping as a technique in senior high school because it shows that mind mapping is useful for English teaching and it is interesting for the students.

Another previous study by Nugrahini (2012), who has done observation in Writing Class At STKIP PGRI Tulungagung In Academic Year 2012/2013. The research was about how mind mapping improve students' writing ability of descriptive paragraph in writing class at STKIP PGRI Tulungagung in academic year 2012/2013. Based on the result of her research, it can be concluded that the use of mind mapping technique

improved the students writing ability at university level. Since the previous research has taken in university level, the researcher will try to conduct further research in senior high school level.

Those previous studies above show that the students had difficulties in choosing best words, developing ideas, organizing grammar, and using appropriate verbs. In short, those previous studies also showed that mind mapping technique is effective in improving junior high school students' writing ability in descriptive text, students' writing ability in simple future tense and also writing ability in descriptive text in university level. To justify the research question of this research, the researcher uses those previous studies as a turning point for a better research. Despite of the previous studies, there is a difference between this research and those previous studies lies on focus. The focus of the researcher is whether mind mapping technique can improve students' writing ability by using descriptive text at first grade of Al-Kautsar Senior High School in Bandar Lampung. Based on the information from the teacher, mind mapping technique has not applied yet by teacher at SMA AL-KAUTSAR.

## **1.2 research question**

The problem of this research is formulated as follow :

1. Is there any improvement of students' writing ability in descriptive text after the implementation of mind mapping technique ?



### **1.3 Objective of the research**

The objective of this research is :

To find out whether there is any improvement of students' writing ability in descriptive text after the implementation of mind mapping technique.

### **1.4 Uses of the Research**

In relation to the research questions and objectives, the finding of the research may be beneficial not only theoretically, but also practically. The uses of the research are as follows:

1. Theoretically, the result of this research is expected to confirm previous theories about teaching writing through mind mapping technique.
2. Practically, the results of this research can be made as input for English teacher, especially about the process of teaching writing through mind mapping technique.

### **1.5 Scope of the Research**

This study was a quantitative research. This research was conducted in the first grade of SMA Al-Kautsar Bandar Lampung of academic year 2017/2018. In this case the researcher utilized one class only that was class X social 3 which consisted of 30 students. This class has been chosen because the students have already studied vocabulary, grammar, structure, and writing in the previous semester according to curriculum of senior high school. This research focused on finding out the result of the implementation of the mind mapping technique in improving students' writing descriptive text. To

collect the data, the researcher used writing test. The writing test was conducted as an instrument to measure the students' writing skill. The students' achievement of writing skill was evaluated in relation to the terms of content, organization, vocabulary, grammar and mechanics.

### **1.6 Definition of Terms**

There are some terms that are used by the writer to give the basic of understanding the related to the concept, they are stated below :

1. Writing is one of language skills in which student learn how to get ideas and express the ideas in written form by applying content , grammar, vocabulary, mechanics, and organization.
2. Mind mapping is a diagram used to represent concepts, ideas, tasks or other items linked to a central theme. The concept of the modern mindmapping is developed by Tony Buzan, a British psychologist and businessman, who argues that the radial structure of mind mapping, reinforced by the use of lines, symbols, word, color, and images, is much more in line with the brain natural way of processing information than the traditional linear approach.
3. Text is any meaningful stretch of language either oral or written in the form of word, clause, and sentences.
4. Descriptive text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

This chapter above has discussed about background of the problem, research problem, objective of the research , uses of the research, scope of the research, and the definition of terms.

## **II. LITERATURE REVIEW**

This chapter discussed about the theories which are used in this research. Those theories are writing, teaching writing, descriptive text, mind mapping technique, teaching writing descriptive text by using mind mapping technique, the procedures of teaching descriptive text writing by using mind mapping technique, advantages and disadvantages of mind mapping technique, theoretical assumption and hypotheses.

### **2.1. Writing**

Writing is one of the four skills in learning language. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply. It is one of the four basic skills that are very complex and difficult to learn.

Jim A.P in Fitriani (2009/2010), explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style



which is appropriate to subject matter. Writing is an activity of exploring opinions and ideas into words. In writing activity, students try to convey ideas, thought, and opinion through the text form. Usually, writing consists of some paragraphs, each paragraph has five until six sentences. The purpose of writing for students are for educate them about writing in English.

There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for first language. Harmer (2004) states that writing is a process in which writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Phelps (2001) explains writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. In producing writing, a writer may hold a thinking activity which enables him to put a word in a paper. According to Richards and Renandya (2002: 309), written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

Based on the statement above, the researcher confirms that writing is a very complex process that encourages thinking and learning to explore thoughts and ideas. Furthermore, Klein (1985) states that writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Creating a written text can be said difficult because writer should concern with grammar and aspects of writing. In addition, Fatoni (2012) states that writing is an active process of expressing ideas, thought, and feeling of the writer. It means that if

someone is able to share his/her message in right order to the reader, there will be a communication between them. In writing, we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable. These concepts basically state that writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text).

### **2.1.2. Aspects of Writing**

To have good handwriting, writers can be said successful in their writing contains some aspects of writing according to Jacobs et al (1981: 90), they are classified as follows:

1. *Content* refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. *Organization* refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. *Vocabulary* refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. *Grammar / Language Use* refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. *Mechanics* refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, the following are varied skills necessary for writing good prose as suggested by Heaton (1991: 135):

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.
3. Treatment of content: the ability to think creatively and develop thoughts, including all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an activity to select, organize, order the relevant information.

In order to make a good writing composition there are five aspects of writing that should be considered in process of making a good writing composition; content, organization, grammar, vocabulary, and mechanics. We have to know and understand well about how to implement each aspects of writing well. In summary, it is obvious that fundamental aspects writing skills are the content (the substance of what the writer wants to say), the organization of ideas (in order to achieve unity and coherence aspects), grammar (the system of rules governing the conventional arrangement and relationship of words in a sentence), vocabulary (the selection of words those are suitable with the content), and mechanics (the use of spelling, punctuation, capitalization, hyphenation and abbreviation). All of these aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

## **2.2. Teaching Writing**

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be success in writing, the material should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964).

According to Brown (1980) teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teachers helps the students and guides them to learn the material easily. Teaching writing also is intended to develop students' competence in constructing sentences and paragraphs. It is also to train students compose short texts or essay grammatically. The responsibility lies on the teacher's shoulders to enhance

their students' abilities to express themselves effectively. Teacher is hoped to guide the students to organize their ideas during the process of writing.

In relation in teaching writing, Celce-Murcia (2001:219) states that teachers cannot adequately serve their students armed simply with a general understanding of methods and materials, but teachers need to familiarize themselves. Similarly, Richards and Renandya (2002:350) add that teacher's correction may lead to the students' improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students' writing can be both oral and written form.

Moreover, Nunan (2003:88) delivers an idea that teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. Thus, teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs long time. It means a teacher should let the students to use the time longer in writing a task. In addition, Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising as follows:

### *1. Prewriting*

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, clustering ideas, and self-questioning. In the prewriting process, "writers form an internal representation of the knowledge that will be used in writing"; also, they "generate, develop, and organize ideas in memory" (Flower and

Hayes, 1981:372). Prewriting gives warming up the brain to gathering the ideas to write about.

## 2. *Writing*

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. In this step, a writer does translating process of representing one thought in mind into words (Flower and Hayes, 1981:373). It means that the writer's task is to translate a meaning (in mind) which may be embodied in key words; then, he puts those into written form descriptively.

## 3. *Revising*

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. Graham (2003) writes about the importance of feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language. So, in this step students can enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

Briefly, there are three steps of teaching writing: prewriting, writing, revising Blanchard and Root (2003). Teaching writing involves these steps in order to build good paragraph. Therefore, teacher can conduct the class applying these steps.

### 2.3. Descriptive Text

Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007). The generic structure of descriptive text consists of two elements; namely identification and description. To achieve its purpose, the descriptive text will move through had different set of stages;

1. Identification: identifies phenomenon to be described.
2. Description: provides details of the topic such as parts, qualities, characteristics, etc.

Besides generic structure, descriptive text also has language features (lexical grammatical features). The following are the language features of descriptive text:

1. Focus on specific participants: a particular class or thing, person, or place (e.g. Queen Elizabeth, Radar Lampung, and Train) rather than generalized participants (e.g. the royal family, news paper, public transportation).
2. Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as *taste, smell, appear, look, is am, are, etc.*).

3. Use of simple present tense.

4. Frequent use of classifier in nominal group (e.g. one of..., many of..., etc.)

Writing Descriptive text explains about a person, place or thing which can make the reader imagine what is described. In writing Descriptive text, Alwasilah & Alwasilah (2007) mention four kinds of Descriptive text that can be explored. First, historical profile that provides an interesting accurate report of places, times or events. Second, venture profile which deeply reports about occupation or business. Third, reporting from interview, field observation, and other research. Fourth, a case study which tells about someone's experience in representing a cluster, such as sacrifice of disaster, immigrant community, and a personal research report that serves the story specifically about an observation which entertains the reader. Descriptive text can also be about an usual hobby, new technology, etc.

Here is the example of descriptive text:

An elephant is the largest and strongest of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose named the trunk.

The trunk is the elephant's peculiar, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and put them into its mouth. In fact the trunk serves the elephant as a long arm and hand. And elephant is very clumsy and heavy and it can move very quickly.



The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

*(Adopted from English Book for Junior High School)*

#### **2.4. Mind Mapping technique**

Mind mapping is a highly effective way of getting information in out our brain. It is a creative and logical means of note-taking and note-making that literally “maps out” our ideas. It is the external mirror of radiant thinking facilitated by a powerful graphic process which provides the universal key to unlock the dynamic potential of the brain. Mind mapping method is a new method to record the operation adapted to the operation of the two sides of the brain (the left brain and right brain).

Originated in the late 1960s by Tony Buzan mind maps are now used by millions of people around the world – from the very young to the very old – whenever they wish to use their minds more effectively. A mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colors and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Specifically, Buzan (2009:15-16) he points out that there are seven steps formaking mind mapping, namely;

1. Start in the center of a blank page turned sideways.Starting in the center gives your Brain freedom to spread out in all directionsand to express the mind more freely and naturally.

2. Use an image or picture for your central idea.It is because an image is worth a thousand words and helps you use yourImagination. A central image is more interesting, keeps you focused, helpsyou concentrate, and gives your brain more of a buzz.

3. Use colors throughout

Colors are as exciting to your Brain as are images. Color adds extra vibrancyand life to your mind map

4. Connect your main branches into the other branchesIt is needed since your brain works by association. It likes to link two (orthree, or four) things together. If you connect the branches, you willunderstand and remember a lot more easily.

5. Make your branches curved rather than straight-lined ( Using straight lines is not only having nothing but also boring to your Brain) .

6. Use one key word for every line; single key words will give your mind map more power and flexibility.

7. Use images throughout

From the explanation above, the example of mind mapping in writing a paragraph is briefly arranged as follows: Since the explanations above indicate that clearly mind mapping is like a tree which has several branches, this strategy is more practical and workable teaching strategy, especially in teaching writing skill.

### **2.5. Teaching Writing Descriptive Text through Mind Mapping Technique**

After implementing a pretest, it is possible to the teacher for reviewing about descriptive text in the treatment. Then, the teacher tells the students that they will make descriptive text through mind mapping technique. It will help the students to encourage their knowledge in paragraph writing. A description is a verbal picture of the person, place, or object. As general technique, describing is used many forms of writing. To be effective written description, should have an efficient, sensible, carefully thought-out plan. There are steps as follows the teaching writing descriptive text by using mind mapping. In his book, Buzan gives seven steps in making a mind map. The steps are:

- a. Start in the center of the landscape blank paper
- b. Make a central image that represents the topic about which you are writing or thinking
- c. Use multiple colors throughout the mind map
- d. The lines should be connected, starting from the central image
- e. Make curve lines, not straight lines

f. Use a keyword in each line

g. Use images as much as you can

Mind mapping is used for identifying students' ideas before they write. In writing descriptive text, they have to decide the topic they want to explain in their writing, then. By calling their ideas from the mind map, it can manage their way of thinking use map drawn as their drafting process. Before they find out the important thing that written on their writing, they should make a map about their mind based on the topic given. The usage of mind mapping is significance to begin the descriptive writing so that it is described orderly.

## **2.6 Advantages And Disvantages of mind mapping technique**

Mind mapping tools have their own advantages and disadvantages. However, this does not mean that these few drawbacks can make mind mapping less useful. The advantages of mind mapping will be mentioned as follows:

### **1. Speed**

You can develop ideas fast. This is because you draw your ideas in the form of keywords, shapes, and arrows. You can review your ideas fast, as you do not have to skim through different pages of notes. All information is in one page, a single sheet of paper.

## 2. Remember more

It is widely accepted that a mind map can greatly stimulate your brain in new ways than normal linear notes can not. Using mind mapping tools enable you to generate a lot more new ideas, identify the right relations among the information stored in your brain and ultimately improve your retention. Mind maps give you the freedom to think out of the box and stay creative all day long. Ultimately, you will be able to remember up to six times more thanks to the use of both images and words.

## 3. Eases the study process and makes it fun

One of the biggest advantages of mind mapping is that you can use them to make studying a breeze. Not only that you will learn faster, but you will also be able to have fun along the way. The use of colors, keywords and images can boost your creativity while giving you a feeling of happiness and selfcontent. Once you begin to like your new activity, you will become more motivated to remember all those important details.

## 4. Easy to add ideas later on

Mind mapping tools make it easy to add new ideas. It's as simple as adding more branches to a virtual tree.

## 5. Connected facts

Mind mapping tools teach you how to focus on relationships and links that exist between ideas in order to help you get connected facts. This way you won't have to deal with disconnected facts that can stop you from reaching your goal.

## 6. Adaptable

Mind mapping can easily adapt to a wide variety of tasks, from lectures to reading from books and writing essays or business plans.

## 7. Perfect overview of your ideas

Probably the biggest advantage of mind maps is that they help you create a deeper understanding of the topic of interest, which means you will get a perfect overview of all related ideas, concepts and thoughts.

However, mind maps also come with their set of drawbacks. Here are some of the most notable ones :

### 1. Takes time

The truth is that creating a mind map can take a lot of precious time. Unfortunately, time is an asset most of us lack.

### 2. Might be difficult for others to understand

Once you have created and personalized your map, it might be difficult for those around you to understand all your ideas and concepts.

## **2.7 Procedure Teaching writing descriptive text use mind mapping strategy**

### **Mapping technique**

Here are the steps that introduce the topic about an idol using mind mapping according to the steps of mind mapping by Buzan in 2009, the steps will be described as follow:

## 1. Planning

- a. The teacher reviews about descriptive text in the treatment and tells the students that they will make descriptive text through mind mapping technique.
- b. The teacher takes the topic about the person that almost of the students knew it. The topic is an idol that familiar for the students. For the first, the teacher asks if students have their idol themselves, what they usually look a like for and also stick on the picture of the idol in the central of the board.
- c. The teacher makes line and make a square into two types peronal traits and physcal appearences into 4 types, such as : Body, face, chacarteristics, and hobby.
- d. The teacher takes main branches and asks the students to develop their ideas what does she/ looks like for then captures it as the sub-main branches with red color.
- e. The teacher tells the students if it is better to make the branches curved rather than straight-lined since straight-lined branches are totally boring.
- f. The teacher uses single keyword for every main branch and also the submain branches as long as the note is created.
- g. After the mind map expand, the teacher also adds pictures for each sub-main branches since each image is also worth of a thousand words.

## 2. Drafting

Once the students are familiar with the idea of making mind mapping, they should begin their compositions in paragraph writing of descriptive text about an idol for the students by support their arguments based on the mind map they have made.

### 3. Editing (Reflecting and Revising)

- a. The students exchange their works to their pairs then return their own works to each other.
- b. The students revise their own works.

### 4. Final Version

- a. The final answer sheets are collected. Hopefully, with the implementation this technique, there will be a significant improvement of students' writing skill.

## **2.8. Theoretical Assumption**

Writing is difficult skill since the students need to consider five aspects of writing; they are content, organization, vocabulary, grammar and mechanics. From the frame of theories, the researcher assumes that mind mapping is good technique in teaching writing. Particularly in improving students' writing by implementing mind mapping, it will make brain active, help students' mind from mental problem, make them focus on the mind subject, help them to show the connection between information that separated, give the clear picture in whole, possible to make students classify the concept, and help to compare it. Furthermore, the researcher assumes that mind mapping technique can produce good paragraph in writing descriptive as long as the students take a part in writing process and it also can develop all aspects of descriptive text writing; content, organization, vocabulary, language use, and mechanics. Therefore, students' writing skill will be increased.



## **2.9. Hypothesis**

Based on the explanation in basic assumption above the hypothesis of this research is formulated as follows:

There is an improvement of students' writing ability in descriptive text after the use of mind mapping technique by the second grade.

This chapter has discussed about writing skill, teaching writing, descriptive text, mind mapping, teaching writing descriptive text through mind mapping technique, procedure of teaching writing descriptive text through mind mapping technique, the advantages and disadvantages of mind mapping, theoretical assumption and hypothesis.

### III. METHOD

This chapter discusses about research design, population and sample, data collecting technique, procedures of data collecting technique, scoring criteria, research instrument, validity, reliability, data analysis, data treatment, hypothesis testing.

#### 3.1. Design

This research was quantitative research. In conducting the research, the researcher applied one group pretest-posttest. The researcher used one class where the students received pretest before treatments and they received posttest after the treatment. The pretest was to find out the students' preliminary ability and posttest was used to see how far the improvement of the students' writing achievement after the treatments . The treatment given to the students by using mind mapping as the technique.

In doing this research, the data was taken by having pretest (T1) and posttest (T2) on the sample. It could be illustrated as follow:

<b>T1 X T2</b>
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T1 : Pretest

X : Treatment (mind mapping)

T2 : Posttest

(Setiyadi, 2006:131)

### **3.2. Population and Sample**

The population of this research was the First grade of SMA AL-Kautsar BandarLampung. There were 10 classes of the first grade X Science ( 1-6 ) – X Social( 1-4 ) and each class has the same opportunity to be chosen as the subject. The researcher used one class as the experimental class by using lottery and the class was X social 3. The name of each class was written on a small piece of paper. Then the paper rolled up and put into a box for shaking. The lottery was used to make sure that all classes have the same chance to be selected.

### **3.3. Data Collecting Technique**

The data was collected by administering three stages of activities. There are pretest, treatment and posttest. The activities can be described as follows:

#### **1. Pretest**

The pre-test was administered before the students were taught by using mind mapping technique or before treatment process. Pre-test was given in order to find out how far the students' ability of descriptive writing before being taught by using mind mapping technique. This test was in written form of descriptive paragraph. The students should write at least 80-150 words or 10-20 sentences, and at least 5-10 adjectives.

#### **2. Treatment**

The treatment of mind mapping technique was conducted in the class for three meetings in which 2 x 45 minutes were distributed for each meeting. The researcher

did the treatment in three meetings to increase the students' writing ability by using mind mapping technique.

### 3. Posttest

The post-test was administered after the students were taught by mind mapping technique or after treatment process. Post-test was given in order to measure their improvement in writing ability after being taught by using mind mapping technique. The test of post-test was similar with pre-test. The difference of pre-test and post-test is only about the person who is being described.

### **3.4. Procedures of Data Collecting Technique**

In collecting the data, this study uses the following steps:

#### 1) Selecting materials for treatment

In selecting materials for treatment, the researcher selected and adapted some samples of descriptive text from English books.

#### 2) Determining the population and selecting sample

The population of this research was the first year of SMA Al-Kautsar Bandar Lampung. The researcher chose one class as the experimental class randomly by using lottery, since every class has the same opportunity to be chosen.

#### 3) Administering the pretest

The pretest was conducted to measure students' preliminary ability before treatment. Here, students in experimental class were assigned to write a descriptive text. The topic was about someone who is close to them. The time allocation was 90 minutes.

#### 4) Conducting the treatment

After giving the pretest to the students, the experimental class was given treatment by using mind mapping technique. The treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the first grade of SMA. The treatment was conducted in three meetings. In those three meetings the students were guided to write a descriptive text. After the treatment was given, the posttest was given to the students to be evaluated after the implementation of mind mapping technique.

#### 5) Administering the posttest

In order to see the improvement of students' writing ability, the posttest was conducted in the experimental class after they were given the treatment. The test was in form of writing. The students were asked to develop their descriptive text writing based on the steps provided based on the topic about their idol. The posttest was conducted in 90 minutes.

#### 6) Analyzing the test result (pretest and posttest)

After scoring pretest and posttest, the data was analyzed by using SPSS version 17.0 software program. It was used to find out the means of pretest and posttest and how significant the improvement is.

Those are the procedure of how the researcher conducted the research to gather the data to be tested for the research.

### 3.5. Scoring Criteria

The students can success in writing if their writing includes five aspects of writing. Therefore, the aspects of writing are evaluating in the students' paragraph writing in the form of descriptive text. They are content, organization, grammar, vocabulary, and mechanics. The scoring criteria are modified from ESL composition profile designed by Jacobs et al (1981). The score of the test in writing descriptive text derived as follows:

Content	30%
Organization	20%
vocabulary	20%
Language use	25%
mechanic	5%

### 3.6. Research Instruments

The instrument of this research was writing descriptive text test in forms of pretest and posttest. Writing test was chosen as the instrument because it is required by the students to express their own ideas. The researcher administered writing test to find out the improvement of students' descriptive in text writing ability after the implementation of mind mapping as the technique. That was why the students were asked to write descriptive text for about 90 minutes.

### **3.7. Validity**

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test can be considered to be valid if it can precisely measure the quality of the test. Validity indicated how deep the instrument is valid when it capable to provide the output accord with the researcher's need of data. In teaching English as Foreign Language, there are five kinds of validity: face validity, content validity, predictive validity, construct validity, and concurrent validity (Setiyadi, 2006: 22). This research instrument was analyzed based on content and construct validity.

#### **3.7.1 Content Validity**

Based on the name, content validity find out validity of what instrument containing. Content validity is used to analyze the writing test that is applied to measure students' writing skill. According to Setiyadi (2006: 23) to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument has represent the material which will be measured. This study is used descriptive text writing test which is supposed to be comprehended by the second grade of senior high school students. The test is considered as valid in content validity since the test of writing constitutes a representatives sample of the language skill and structure and also the material used is chosen based on English Curriculum of 2013 Curriculum for second grade of senior high school.

### **3.7.2. Construct Validity**

Construct validity is about the instrument form. It investigates the research instrument appropriateness to the research object. Since this research need the data of writing score, the instrument must truly examine the students' ability in writing a paragraph. It means that the test construction is already in line with the objective of learning (Hatch and Farhady, 1982: 251). Related to this research, the test items should involve the aspects of writing such an content, organization, vocabulary, grammar and mechanic.

### **3.8. Reliability**

Reliability is measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination. In measuring the reliability of this test, the researcher uses the formula of Shohamy (1995: 70) since in measuring the reliability of writing test, inter-rater reliability is the most appropriate way. A research instrument must have the consistency in giving the result. This reliability is used when the test score independently estimates by two or more judges or raters.

In achieving the reliability of the pretest and posttest of writing, inter-rater is used in this study. The first rater is English teacher in senior high school and the second rater is the researcher. All of them is discussed and out in mind of the writing criteria in order to obtain the reliable result of the test.

Here are the Reliability Pretest Posttest Criteria high rank :

1. 0.80000 - 1.00000 : very high reliability



2. 0.60000 - 0.7900 : high reliability
3. 0.40000 - 0.5900 : medium reliability
4. 0.20000 - 0.3900 : low reliability
5. 0.0000 – 0.1900 : very low reliability

From the criteria of reliability and calculation, it can be concluded that the reliability of the raters in the experimental class is very high. It means that the researcher's way of scoring the data is similar to the second rater. They have almost the same scoring system therefore there is no subjectivity in scoring the students' writing. Beside that the scoring criteria helped the raters in scoring the students' writing accurately.

### **3.9. Data Analysis**

The researcher analyzes the students' score in order to find out the students' increasing in writing achievement by using mind mapping technique and by using the following steps:

1. Score the pretest and posttest. Each rater scored the students' writing of pretest and posttest. Then, the average scores between two raters is taken to be the final score.
2. Tabulate the result of the test and calculate the score of pretest posttest.
3. Make conclusion from the tabulate-result of the pretest and posttest administered, that use statistical computerization Repeated Measured test of Statistical Package for Social Science (SPSS) to test whether the increase of students' gain is significant or not, in which the significance is determined by  $\alpha > 0.05$ .

### 3.10. Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

- a. The data is an interval.
- b. The data is taken from random sample in population.
- c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it is necessary to find out whether the data in experimental class normally distributed or not. Since the objective of this study has to find out the improvement of students' writing ability, the data is treat only using normality test. This test use to measure whether the data normally distribute or not. The data test by *One-sample Kolmogorov-Smirnov* Formula (SPSS).

The criteria of normal distribution are:

**H<sub>0</sub> : the distribution of the data is normal**

**H<sub>1</sub> : the distribution of the data is not normal**

The hypothesis accepted if the result of the normality test higher than 0.05 (sign  $>\alpha$ ).

In this case, the researcher used the level of significance of 0.05\

### 3.11. Hypothesis Testing

Hypothesis testing is intended to see whether the hypothesis is proposed in this research is accepted or not. The tests the hypothesis, repeated measures T-test will conduct at the significant level 0.05 ( $P < 0.05$ ). The hypotheses are:

H<sub>0</sub> :

- There is no significant improvement on students' writing ability after being taught through Mind Mapping technique.

$$H_0: X_1 \geq X_2$$

H<sub>1</sub> :

- There is significant improvement of the students' writing ability after being taught through Mind Mapping Technique.

$$H_1: X_1 < X_2$$

( Hatch and Farhady, 1982:111)

This chapter discussed about research design, population and sample, data collecting technique, procedures of data collecting technique, scoring criteria, research instrument, validity, reliability, data analysis, data treatment, hypothesis testing.

## **V. CONCLUSIONS AND SUGGESTIONS**

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use mind mapping as a strategy in teaching writing and for those who want to conduct similar research.

### **5.1. Conclusion**

The objective of this research was to find out whether there was an improvement of students' writing ability in descriptive text after the implementation of mind mapping as a technique. In relation to results of the study, it was concluded that mind mapping can significantly improve students' ability in all aspects of writing. Statistically, it could be seen from the gain of the students' writing mean score in the pretest and the posttest ( 49.27 to 70.27). Mind mapping technique could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect. In addition, the reason why mind mapping can improve the students' achievement in writing descriptive text because it can be used to help the students clarify their thoughts in order before they begin to draft. The students will develop their ideas first then make a relations among the information that stored in their brain. So it will help them to write the descriptive text easily.

## **5.2. Suggestions**

In reference with the conclusions above, the writer gives some suggestions as follow:

### **1. Suggestions for English Teachers**

a. English teachers are suggested to use mind mapping as a technique that can be used to improve students' writing ability in descriptive text effectively because the researcher found that through mind mapping, students become more active and autonomous in the learning process.

### **2. Suggestions for Further Researchers**

a. This study was conducted in the senior high school level. Therefore, the further researchers can try to find out the implementation of using mind mapping technique in different level.

b. In this study, descriptive text was employed as the media to measure the improvement of students' writing ability after the implementation of mind mapping technique. Further researchers can try to apply mind mapping with another kind of text, analytical exposition text, narrative and report text for instances.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to use mind mapping as a technique in teaching writing and for those who want to conduct similar research.

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