CHAPTER II
REVIEW OF RELATED THEORIES

The study aims at finding out that using mind mapping could effective to teach in writing descriptive texts for grade VII the students of SMP Muhammadiyah 1 Purwokerto. To support the understanding of the problem formulated in Chapter I, some theories related to the concepts of writing, teaching writing, descriptive texts and mind mapping are reviewed. This chapter also presents some relevant research studies for this research followed by conceptual framework.

A. Literature Review

1. Writing

a. Nature of Writing

(Troyka 1987: 3) states that writing is a way of communicating a message to a reader for a purpose. Communicating are word has meaning as sending. Therefore, a message must have a destination. In the context of writing, there are three important elements, namely the text or the message, the writer who is presenting it, and the reader. Those three elements should be coherent in order to reach the goal of writing for the purpose of communication.

Writing is a language skill which involves the activity of producing the language. That is why the writing skill tends to be considered more active than the receptive skills (Harmer, 2007: 265).
It will need more efforts of the writer to produce a product in line with grammatical rules of English language. In addition, they also should be able to develop their ideas to achieve a good result of writing which related to the topic as required. According to Linse (2005: 98), writing combines a process and a product. It is meant as a process of generating ideas and gathering information which is then processed into a comprehensible written product for the audience, i.e. the readers.

Carderonello and Edwards (1986: 5) state that writing is not simply a matter of putting words together, it is a recursive process, and it is a process of revision and rewriting. Teaching writing means we create a pedagogy that helps students see writing as continuous process of revising and rewriting as they invent, plan, and draft their text. Students should revise what they have written whether it is in line with the topic or not. Then, after making sure that it has been revised, finally it come to an end step that is rewriting which should be in line with grammatical orders.

A good writing should have a certain purpose. According to Troyka (1987:3) the purposes of writing are: (1) to express something, (2) to provide information, (3) to persuade readers, and (4) to create a literary work. The four purposes of writing contribute importantly to writers’ thought. As long as the writers aim to achieve those purposes, they would be able to make an optimal writing result not only of the writers themselves but also the readers.
In relation to writing, Brown (2000: 335) states that writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise texts for clearer meaning, how to edit a text or appropriate grammar and how to produce a final product.

b. The Process of Writing

There are four basic writing stages stated by Harmer (2004). They are planning, drafting, editing and final draft. Referring to that statement, these are the explanation of each stage:

1) Planning

In the beginning, the students should decide what they are going to write. In the planning stage, the writers have to think about an idea related to the topic. Planning or pre-writing is the very essential step in the writing process and should account for 70 percent of the writing time (Murray, 1982). The teacher asked the students to think and determine what the topic they choose. After that, the students are engaged in brainstorming their ideas and how to develop the topic in their writing.

2) Drafting

After planning, the students should start to write their first draft of the composition. The goal of the first draft is to put
their ideas on paper. The students are taught to focus on their expression of ideas and present them in a coherence and cohesive text. In addition, they are also told not to mind spelling and mechanics at this step because it would be revised in the next step.

3) Editing

Once the students have produced their draft, they usually read it first to ensure the correctness of their draft result which part they should discard and which part they should add and replace with other appropriate words or sentences. In this step, they should rearrange words or sentences they have made. The teacher should give a help in terms of correcting students’ grammar to achieve a good and correct writing result in line with grammatical orders.

4) Final Draft

When writers have edited their draft, considering about what they have made should be necessary because they would produce their final version or final draft. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process but it is just in terms of grammatical use in ensuring students’ correctness to achieve a good writing. The students share their final draft after they have edited and completed the previous
step assisted by the teacher. There should be less or none errors in the final draft as they have corrected during editing.

Dealing with the writing process in a classroom, Gower, Philips and Walters (2008: 115) divide guidelines for a process writing activity into six. The first is introduction. In this process, the teacher needs to stimulate interest through listening or reading a text and creates a situation where a piece of writing is required. It is also important to discuss the text type and the goal of writing itself. The second is working with ideas. The teacher gets ideas from the students through brainstorming, mind maps, note down ideas, develop ideas, and order the ideas. The third is planning. The teacher reminds the students of the typical features and structures of the text type they are writing and helps the students to use this knowledge to make a plan. The fourth is drafting. In this stage, the students write a second draft from their note or plan. Here, the students correct and improve their second draft with considering at the content, language accuracy, organization, style, and mechanics. The teacher can also make comments. The last is re-writing. The students write a final version. Then, they can give it to the intended reader or teacher. The teacher has to decide what form feedback is going to take by the students based on their writing results.

In short, writing is not only writing something on paper. Many messages are involved in writing which determined the success of writing itself. It can be guidance to be a good writer.
c. Micro and Macro Skills of Writing

Brown (2004: 220) proposes micro and macro skills of writing which are essential for the successful mastery of writing.

1) Micro skills for writing
   a) Producing graphemes and orthographic patterns of English.
   b) Producing writing at an efficient rate of speed to suit the purpose.
   c) Producing an acceptable core of words and use appropriate word order patterns.
   d) Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
   e) Expressing a particular meaning in different grammatical forms.
   f) Using cohesive devices in written discourse.

2) Macro skills for writing
   a) Using the rhetorical forms and conventions of written discourse.
   b) Appropriately accomplishing the communicative functions of written texts according to form and purpose.
   c) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
d) Distinguishing between literal and implied meanings when writing.

e) Correctly conveying culturally specific references in the context of the written text.

f) Developing and using a battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Teaching Writing

1) Principles of Teaching Writing

There are a number of specific principles for designing writing techniques according to Brown (2001:346). They are explained as follows:

a) Incorporating practice of good writers.

Being a good writer also should consider several things. He or she should be focusing on the main idea in writing, gauging perceptively their audience, spending some time (it should be not too much) planning to write, letting their first ideas flow onto the paper, following a general organizational plan as they write, utilizing feedback on their writing, not wedding to certain surface structure, revising their work willingly and efficiently, patiently making as many revisions as needed.
b) Balance processing and producting.

The teacher should make sure the students are carefully led through appropriate stages in the process of composing because writing is a composing process and usually requires multiple drafts before an effective product is created. Careful attention to the teacher’s role as a guide and responder is also important in this stage. The students should not only focus on the goal only but they must pay attention to their own process including clearness, articulate, well-organized to be an effective piece of writing.

c) Accounting for cultural/literary backgrounds.

A cultural or literary background is likely something difficult to solve because a writer especially students must have their own background because of their mother tongue. However, the teacher should guide them onto the right way of writing. It means that the students should not always consider their native habit of writing. The students should be assisted to be able to use an acceptable English rhetoric and to be accustomed with it.

d) Connecting reading and writing.

Connecting reading and writing is also an essential thing that should be considered because students usually
learn to write in part by carefully observing what is already written. By reading and studying a variety of relevant types of text, the students gain important sight both about how they should write well and about the subject matter that become their topic of writing.

e) Providing as much authentic writing as possible.

Providing authentic writing is really needed to make students accustomed with the characteristics of it. It will give a big influence for the students in their ways of writing then. Publishing a class news letter, writing letters to people outside of the class, writing a script for a skit, writing a resume, writing advertisement, all of these can be seen as authentic writing.

f) Framing the technique in terms of prewriting, drafting and revising stages.

Process writing approaches are framed in three stages of writing. In the prewriting, the students associate with numerous ways; reading (extensively) a passage, skimming and/or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor in itiated questions and free writing. Then dealing with drafting, the students are given a class composition time to write from start until
finish or they will be given an extra time for a homework writing assignment. After finishing their draft, the students then start to revise their own writing in line with correct grammatical rules.

G) Striving to offer techniques that are as interactive as possible.

Interactive techniques are truly required in the process of teaching and learning. It will be helpful for the students to be paying more attention to the lesson. Therefore, the teacher should be creative and provide as many interactive activities as possible to get attracted by the students.

H) Sensitively applying methods of responding to and correcting the student’s writing.

Treating errors done by the students must be in some different manners because writing is different from speaking or other skills. It can begin in the drafting and revising stages which includes self-correction, peer-correction, and instructor-initiated comments. The teacher also plays a role as a guide and a facilitator. However, after the students finish their work, the teacher is assumed in the position as an evaluator to correct students’ work and give them feedback.
i) Clearly instructing students on the rhetorical, formal convection of writing.

The teacher should give the instruction as clearly as possible and it should be explicit not implicit. It would help students to understand what the task should be. A clear instruction not only would help students in doing the task faster but also they would do it correctly.

2) Types of Classroom Writing Performance

There are five major categories of classroom writing performances proposed by Brown (2004: 343). They are further explained below.

a) Imitative

This type of writing performance usually can be implemented at the beginning level of learning to write. Students are asked to write down the English letters, words, and sentences in order to learn the conventions of the orthographic code through dictation. The teacher reads a short paragraph while students write it down what they hear. They imitate the written product as a form of task to go over their basic skills in writing. Usually spelling and punctuation errors are not considered as severe as grammatical errors.
b) Intensive, or controlled

The students should be able to use an appropriate vocabulary in a certain context, collocation and idioms, and correct grammatical features in the sentences. Next is guided writing. It loosens the teacher’s control in the class. However, it still offers some stimulators. Another form of controlled writing is a dicto-comp. It allows the students to rewrite the paragraph to the best of their recollection of the reading. The teacher can put key words from the paragraph in sequence as hints for the students.

c) Self-writing

The most familiar instance of this category in classrooms is note-taking, where the students take notes during the lesson for the purpose of later recall. There are also other activities that promote self-writing such as diary, and journal writing. Self-writing allows the students to write using their own words. It also stimulates students to put their own ideas and develop it by themselves. It can encourage them to use their creativity and put it into the writing result.

d) Display writing

For all language students, display writing is beneficial for writing that focuses on academic purposes.
Written exercises, short answer essays and other forms of writing in test situations are kinds of activities in display writing. It is carried out by the students for the sake of their teacher’s assignment or fulfilling their duty in the class. In addition, one of the teacher’s assessing ways is through this performance of the students. It also teach them mentality and to be more confidence with their works.

e) Real writing

In the real writing, the students perform their writing as the genuine communication of messages to an audience in need of those messages. There are three subcategories. In Academic, it will give opportunities for the students to convey genuine information to each other through The Language Experience Approach. Students can also exchange information with each other and with the instructor in certain ESP and EAP courses. In Vocational, English will take a place for advancement in their specific occupation. The students would be taught to be good at specific skills of English. In Personal such as any ESL class, diaries, letters, personal messages and other informal writing can take place within the context of an interactive classroom. The students would be given more chance for it.
3) The Role of the Teacher

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007: 261), there are three roles of English teachers in teaching writing. It will be explained further as follows:

a) Motivator

As a motivator, an English teacher should be able to motivate the students in writing class including paying attention to teacher’s explanation and doing the given tasks as well by creating the right situation to make the students enjoy in the writing process. Thus, it will make the students feel easy for generating the ideas and use their creativity in writing texts. The teacher should also encourage them to be active in the class.

b) Resource

The teacher needs to be ready to provide information and language which is necessary for the students in writing their texts. For instance, when there are some students who cannot find an appropriate word to put on their writing, the teacher should assist them. He or she must be available and well prepared to pay attention to
the students’ progresses, offers advice and suggestions in a constructive and tactful way.

c) Feedback provider

The English teacher as a feedback provider should give encouraging responses to the students’ writing. When offering correction, the teacher should consider how much to focus on the students depend on the problems they still do not understand. There is no need for the teacher in always guiding in order to make the students be confident on their own ability in writing.

4) Types of Writing Activity

There are some types of writing activities which can be used for the students. These are two types of writing activities according to Harmer (2004:61);

a) Collaborative

Successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to others’ mind and knowledge, and it imbues the task with a sense of shared goals which can be very motivating. In the end, although the collaborators may have to share whatever glory is going (rather than keep it for them individually), still, any less-than-successful outcomes are also shared so that individuals are not held solely
responsible for any shortcomings in what they produce. For these reasons, collaborative writing has the power to foster the writing habit in a unique way.

b) Writing Each other

A further way of provoking student engagement with writing is to get students to write to each other in class time. They can also correspond with people outside the class. Some writing, when done in this way, becomes genuinely communicative and has a real purpose – even if it only gets going when a teacher sets the process in motion. At its most basic level such as writing involves students writing notes to each other. The teacher can ask individual students to write a question to another student in the class. The teachers have been using this kind of note-writing for years as a way of encouraging lower-level students to put words down on paper.

5) Teaching Writing in Junior High School

Some experts argue that teaching English to young learners or teenagers can be considered the most challenging task as the students tend to have limited knowledge of the target language (Brown, 2001: 91). Students still lack of vocabularies, grammar and expressions to produce meaningful utterances.

According to Peraturan Menteri Pendidikan Nasional number 23 year of 2006 (Permendiknas), KTSP (Kurikulum
Tingkat Satuan Pendidikan) is the curriculum used in the school. It is also stated that there are three goals in the teaching and the learning process in junior high school. First, the students are expected to develop their communication competencies in the spoken and written form to reach the functional literacy. Second, they are expected to have the awareness about the importance of English in improving the competitiveness of the nation in the global community. Third, they are expected to develop the comprehension about the relation between language and culture.

In addition, there is a regulation to specify each skill of English which has been taught in each level of schools. It is expected that the students in each of those levels are able to master English skills continuously. In the end, they would be able to use spoken or written English correctly. In this research, it was specified for the students to be able to write descriptive text accurately and correctly. Therefore, there is an expected writing competence of the first grade students of junior high schools in the second semester which has been decided in the national regulation. It is displayed in the table follows:
Table 1: The Standard of Competence and Basic Competencies

<table>
<thead>
<tr>
<th>Standard of Competence</th>
<th>Basic Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Expressing meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.</td>
<td>12.2 Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the first grade students in the second semester of junior high schools need to be able to write descriptive texts accurately. Thus, the teacher should give the students more exposures and more chance in practicing their skills of writing.

2. Descriptive Text

a. Definition of Text

According to Feez and Joyce (1998:4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as an unified whole.

The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning a descriptive text, we have to know the definition of a text first.
Anderson and Anderson (1997:1) state that texts are divided into two main categories in which each text has different meaning and function. So, we can use the texts above based on our need. They are:

1) Literary Texts

   It is constructed to appeal the emotion and imagination.

   There are three main text types in this category such as narrative, poetic and dramatic.

2) Factual Texts

   It presents information or ideas. It aims to show and tell or persuade the audience. Factual texts include recount, explanation, discussion, information report, exposition and procedure.

b. Descriptive Text

   According to Gerot and Wignell (1994), “Descriptive text is a kind of texts with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or other, the social function of descriptive text is to describe a particular person, place, or things. According to Jenny Hammond (1992), the characteristics of descriptive text are:

   1) Communicative text. It is to describe characteristics of persons, places, or things specifically.

   2) Structuring the text
a) Identification. It is about the topic that is going to describe, for example, I have many hobbies, but my favorite one is football.

b) Description. It contains the descriptions about the parts, for examples, about the physical appearances, attitudes, or characteristics.

3) Features of languages

It is using nouns, simple present tense, detailed noun phrases, many kinds of adjectives, relating verbs, thinking verbs and feeling verbs, action verbs, adverbials, and figurative languages.

Descriptive texts are usually also used to help the writers develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create pictures of characters, places and other objects. As a feature explained above, a description is a kind of texts which can be useful for other variety of purposes as:

a) To engage a reader’s attention

b) To create characters

c) To set a mood or create an atmosphere

d) To being writing to life

In language function, descriptive writing has some purposes. They are:
a) Aiming to show rather than tell the reader about something/someone.

b) Relying on precisely chosen vocabulary with carefully chosen adjectives and adverbs.

c) Focusing and concentrating only on the aspects that add something to the main purpose of the description.

d) Describing about what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.

e) Strong development of the experience that “put the reader there” focuses on key details, powerful verbs and precise nouns.

3. Mind Mapping

a. The Definition of Mind Mapping

Mind mapping is a creative note taking technique in a visualization and a graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan, 2006 ;6:Buzan 2008 :10). A creative note taking technique requires writer’s skill to be creative in comprehending the text. They would also feel easy keeping and memorizing the information in their brain and
afterwards putting them into a note which has been changed into visualization or graphic that is attractive enough for the students to pay more attention to the lesson.

Mind mapping has a work principle that is suitable with the natural work of the brain (Windura, 2008: 17). It means that both of them can work together. If the students can control their brain either left or right brain, they can create a good mind mapping to make them easy to learn and save information in their brain and then recall it easily. Particularly, children tend to feel easy to remember and to memorize anything related to pictures, symbols and colors rather than any verbal or spoken language. So, this is benefits for both the teacher and students with using mind mapping in the teaching and learning process.

The recording of information through symbols, pictures, emotional meaning, and colors is exactly the same as how the human brain processes information. In nature, the brain tends to process information more easily in a picture form or image than in a verbal or spoken language.

b. The Characteristics of Mind Mapping

Mind mapping has its own characteristics that have been considered as a creative way to be applied for the students especially children. The characteristics of mind mapping are explained below:

1) Using many pictures
Pictures are interesting things for students to attract their intention to study. If pictures are used together with letters, both sides of brain will work in balance and it can create the best condition for learners to study and concentrate (Buzan, 2006:22-23; Windura, 2008:17, 21, 85). It also will make students easy to learn and to receive the information they get and save it in their brain. Through pictures, it will be effective enough to attract students’ attention because children kind of like to look at the pictures rather than written texts.

2) Using many colors

With color, it would be easy for the students to distinguish and to remember about what things they learn before because of the characteristic of each color. It makes easier to comprehend and to remember lesson materials because it makes the learning activity more fun for the learners (Windura, 2008:21, 84, 85; Buzan, 2006:22).

3) Using key words to present ideas

The use of one key word per line also stimulates learners to spark new ideas easily and helps the learners recall their memory (Windura, 2008: 23; 80-81). The students will find difficulties to remember long sentences or paragraphs but it will be different if they just memorize the key word and then develop
it in their own way. Therefore, with using key words, it will be easier for the students to present their ideas.

4) Applying the classification of information

Classifying the information is important for students to categorize the information into some parts in order to learn more easily. Mind mapping presents information in clear classification forms. In mind mapping, information is classified based on its category (Windura, 2008: 21) as follows:

a) Showing whole and detail information in the same time

The format of mind mapping using imagination, association, and presenting them in a diagram form makes mind mapping easy to embrace materials from general information to detailed information (Windura, 2008: 23-27). Students can learn the whole information through the diagram containing a brief and clear explanation because each branch represents the detail information.

b) Using association

Association is the way to connect new concepts with other known concepts having a tight relationship (Buzan, 2008: 16). In this case, students can relate the concept that they have in the past between their new concept in order to create a new comprehension and then associate it into new knowledge. An association is also needed to correlate any
ideas which the writer has in minds with other ideas which are got from others to be combined into a new good idea which is better for him/her.

c) Presenting the central image in the middle part

In this case, mind mapping gives freedom for the work of the brain to radiate ideas in all directions and express learner’s thoughts creatively and naturally (Windura, 2008:23; Buzan, 2006 :21). Focusing on the central image, it will make students more creative to develop their ideas into small branches.

d) Making learners more creative

It happens because every learner has his or her own ideas to use their imagination (Windura, 2008: 24-25; Buzan, 2006:56-57). Through mind mapping, students will be creative on their own way because they have been taught to develop ideas and brainstorm what they think into words when drawing mind mapping.

e) Helping learners to review materials in a short time

Relaxing during the learning process is needed by students to prevent their boredom. By using mind mapping, learners feel more relaxed in learning materials because their brains are not forced to only use one side, the left brain, to
read words but also use the right brain to learn something
(Windura, 2008: 14).

c. How to Make Mind Mapping

These are some steps to make a mind mapping (Buzan, 2011: 10);

1) Use a blank sheet of unlined paper and some colored pens.
   Make sure the paper is placed sideways.
2) Draw a picture in the middle of the page that sums up your main
   subject. The picture represents your main topic.
3) Draw some thick curved. Connected lines coming away from
   the picture in the middle of the page. One for each of the main
   ideas you have about your subject. The central branches
   represent your main sub-topic.
4) Name each of these ideas and, if you want, draw a little picture
   of each branch. This uses both sides of the brain. Words are
   underlined through out a mind map, because they are key words,
   and the underlying, as in normal notes, shows their importance.
5) From each of these ideas, you can draw others connected lines,
   spreading like the branches of a tree. Add your thoughts on each
   of these ideas. These additional branches represent the details.

After we know how to make a mind map, then we can apply
and implement it in teaching writing of descriptive texts. This is
steps to make mind mapping in teaching writing according to Steele (2005);

1) Choosing a topic. The strategy of mind mapping can be used to explore almost any topic.

2) Making note. After getting the topic, the students may start to take any note based on their ideas.

3) Feedback. The next step, mind map can be changed; by replacing its part with new ideas or add it and eventually arranged to show the main topics and subtopics that a number of its parts.

4) Developing and organizing the mind map. We should develop the mind map into a linear for presenting the points and focus on the structure and relationship of each paragraph.

5) Writing. Subsequently we start to write a composition. Once completed then the result are exchanged with the other posts, so there is feedback and the possibility of re-writing to become a better writing.

6) Continuation. After knowing how to bring ideas to create a mind map, this method can be used in the writing. This is useful to improve the organization of writing.

As many theories stated by experts above, using mind mapping is one of the best alternatives to improve writing ability especially to make a descriptive text. Ask now that in writing there
are several steps that must be done in order to create good writing. At the planning stage, there is "clustering". Clustering is a way to place a topic that the students have and then develop it into branches or lines related to the topic. This is similar to mind mapping, where they put a specific topic, and develop it freely according to the present in mind.

More specifically, the students can classify the topics through mind mapping and branch it into creative diagram, or unique lines. It would be more helpful for right and left brain to work faster and they can receive their formation and then save it into their memory. Through mind mapping, it will be more helpful because commonly children tend to like a creative and unique way to study rather than just using a verbal way.

d. The Benefits of Using Mind Mapping

According DePorter & Hernacki (2008:172) the benefits of mind maps are;

1) Flexible. If readers suddenly want to explain something about the thought, they can add it into right place without confusing.

2) Focusing on the point. It means the students should concentrate on the ideas without catching every word spoken.

3) Improving understanding. Mind mapping will increase understanding and provide a record of a significant review in the future.
4) Fun with imagination and creativity in mind mapping, the learning process will be fun.

B. Review of Previous Studies

There are some studies done by previous researchers related to mind mapping as a device to find out whether effective the teacher’s skill in writing. The study related to the use of mind mapping in writing was conducted by Hidayatul Hikmah (2011). According to her thesis, the implementation of mind mapping in teaching writing in descriptive texts was so helpful to effective the teacher’s skills in generating ideas, enriching their vocabularies and also varying the technique of teaching English to get students’ attentions.

Then the other study conducted by Jasvir Kaur D (2004) also proved that teaching writing through mind mapping was effective to improve the students’ ability to write in English correctly according to grammatical structure. The students also were able to enhance their skills in writing other genres of text. In addition, they enjoyed the learning process with using mind mapping because they can put their imagination and creativity into a written result. It would make them more satisfied because it belongs to their own work.

The previous study conducted by Dewi Tri Astuty (2012) also showed that the mind mapping technique has developed the students’ ability of writing descriptive texts. It was effective way to improve students’ skill in
terms of mastering vocabularies faster and make them more focused on the lesson with the creative and unique way of mind mapping.

C. Conceptual Framework

Writing is one of the productive skills that should be acquired by students. They should be given more opportunity to practice producing texts to make them accustomed to that activity especially writing descriptive texts in line with this study. However, according to the early observation SMP Muhammadiyah 1, the researcher discovered some problems in the process of teaching writing. One of the problems is related to students’ low proficiency in English. They still lack vocabularies. Many students still could not find correct and appropriate words during writing descriptive texts. They also have difficulties in finding ideas and developing the topics. Furthermore, they just have a bit awareness of grammar so that they find it hard to write a good piece of writing. As a result, their work was still not good at all and there were many errors they made.

Dealing with the students’ behaviors in the class the students showed that they were not paying attention to the lesson during the process of teaching. Then, many of them chose not to do the given tasks. They also tend to play around rather than focusing on the teacher’s explanations. Looking at the facts faced by the students that they looking at the facts faced by the students that they are not motivated to write, the researcher decide to apply mind mapping in the writing activities to improve students’ writing
performance. Using mind mapping in improving writing descriptive texts has many benefits. It will help students to make them easy to generate ideas and find topics. It also helps them to enrich and master vocabularies. Using mind mapping also make the students improve their awareness in writing descriptive texts according to grammatical orders.

Mind mapping also would prevent any bad behavior of the students in the class. Using colors and pictures which are the characteristics of mind mapping would make the students more focused on the teacher’s explanation. Besides, the students would be motivated to write because they could use their imagination and their creativity during writing descriptive texts. Eventually, they will be able to write an accurate and creative piece of writing.