IMPROVING STUDENTS' WRITING ON DESCRIPTIVE TEXTS THROUGH MIND MAPPING TECHNIQUE

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ABSTRACT:

The research type was an action research method. This research in subject consisted of 25 students of the eighth grade students of SMP Negeri 3 Kalijati in Subang. The total of this research is 25 students. The problems of this research were student often difficulty in develop their main idea paragraph especially on descriptive texts. The researcher has strategies that find out how to improve writing using mind mapping technique. It is goal of the research not only to know ability student in writing, but also to develop about in improving students' writing on descriptive texts and also to easier students and teachers of teaching learning process in English lesson through mind mapping technique. Based on the researcher and analysis data collected that differences improved the research data were collected using test (test after first treatment and test after the second treatment), observation for collecting data on the students' motivation in improving writing texts ability using mind mapping technique. Data on writing on descriptive texts through mind mapping technique were analyzed using the descriptive and statistic analysis, to know the improvement in mean students after the first cycle and the second cycle. Based on the first cycle, the students' average was 62,2 then, on the second treatment the students' average was 69,6, the cycle III students' average increase to be 81,6. Based on the data, that will be concluded that students can improve students' writing on descriptive texts through mind mapping technique.

Keyword: writing, descriptive texts, mind mapping technique.

INTRODUCTION

English language is one international language. It is a tool for communication, interaction and socializes to another people in the world. English in Indonesia has important role. It exists in National Curriculum. In English lesson there are skills, such as reading, writing, listening and speaking skills. All of the four activities obligation students must to understand the material. The teacher should develop material with many kinds of method and technique. So the students mastering the material easily. The students guide by teacher from the basic skills to understand starts from word, sentence, paragraph, and essay. The aims of the activities are to find out students' understanding in English lesson.

Writing is one activities to explore and develop an idea. It is started from the brain and then to show in write on a paper or another creative product. It is to shows that English lesson has important meaning like others subject.

The teacher find out that there is students' difficulties in arrange a good paragraph. Writing not only develops a main idea, but also the writer can get information and knowledge through writing process. Sometimes, in the writing process the students cannot make a good paragraph to show their idea. So, the researcher find out that mind mapping technique could help students to 'guide' make a good paragraph to show their idea in writing process.

Mind mapping technique can improve students' speaking, listening and reading skills to make interaction with their environment. It also can help student in developing and explore an idea to write. The aim of mind mapping is to help the students understand about descriptive text easily.

The use of mind mapping technique also will to help the students planing activities and arrange life for the sucess efficiently. It can help students to getting out their hidden idea. So,it can improve students' writing on descriptive texts through mind mapping technique will be effective and efficient in study English language.

Therefore, the use of mind mapping techniques in study English lesson improves students writing on descriptive texts at eighth grade student of SMP Negeri 3 Kalijati Subang hope will be created explore and main idea to developing student concentration in activities writing.

The formulations of the problems are stated as follows:
1. How to improve students' writing descriptive texts?
2. How to use of mind mapping technique in writing descriptive texts?
3. How to improve students' motivation in writing descriptive texts by using mind mapping technique?
4. What does mind mapping technique effective to improve students's writing on descriptive texts in SMP Negeri 3 Kalijati Subang?

THEORITICAL FRAMEWORK
1. The Nature of Writing

According to Oxford Learner's pocket (2008) writing is activity of writing books, articles, etc in general (writings) written works of an author, person's handwriting. According to Bobby Deporter & Mike Heracky (2002) that writing is a whole brain activity, which uses right brain side (emotion) and left-brain side (logic). Although right and left-brain sides are used in writing, right brain side has a big position because it is a place, which appears new ideas and emotion. They said that: "...... Cleft right brain side is the place new an idea, imagination, enthusiasm, spirit, color and happiness. While cleft left-brain side find knowledge formal related writing itself, such as technique of writing, planning, outline, grammar, editing, rewriting researcher and grammar.

According to Jones in R. Cooper and Odell (1977:33) writing is synonymous with discourse, and discourse is discussed in terms of its aims, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language. On the other hand, Reinking, Hard and Osten (1993:188) state that writing is a

way of communication and of course communicates all the time. And then Deporter and Heracki (2002:179) explain that writing is a whole brain activity, which use bright brain side (emotion) and left-brain side (logic). Although right and left-brain sides are used in writing, right brain side has a big position because it is a place, which appears new ideas and emotion. To state that, writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

According to Flower (1989) that writing can be said as one of the ways to produce language in a particular situation when we want to share our ideas or anything and we can put it into words on a paper and we can still revise them before we show or publish them to people. Practice in writing helps students build their reading skills, in the sense that practice in the process of writing their own texts helps them analyze the pieces that they read. As a result, they can apply their knowledge about the ways to use particular language (word choice, combining words into logical and grammatical sentence structures, appropriate registers, etc.) Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Based on the explanation above that writing is activities explore and develop idea our brain with technique writing. Not only it, especially writing also will be know the way our brain whom unique in thinking learning process.

2. Descriptive Texts

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader (http://www.ehow.com). Additionally, descriptive text is a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

Jolly (1984:470) asserts there are five types of descriptive writing paragraph. They are:

a. Describing Process Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

b. Describing and event to describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that is happened in Japan. In this case, he / she have to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality in describing a person, the first thing that we do is recognizing individual characteristic. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm,

nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place presenting something concrete is the way to describe place, for example: a home, a hospital, and school. Describing an object to describe an object accurately is done by providing the physical characteristic of the object such as the color, form, shape, and so on.

Based on the explanation above that descriptive texts is explain about anything an object detail, began of identify and description about the materials in form paragraph by the writer.

3. Mind Mapping Technique.

According to Iwan Sugiarto (2009) mind mapping is a technique to materials summary will be learned and project the problem that faced in form mind map or graphic technique still more understanding.

According to Bobby Deporter dan Mike Hernarcki (2009) mind mapping is lines of least resistance to place information into brain and take information go out from brain. This way is not creative, effective, and in literally will be check of our mind. Mapping Mind also represent map of super route to memory, conducive of us compile and fact of mind in such a manner so that the way of natural activities to brain entangled by since early. This means considering information will be easier to and more able to be pledged than using traditional record-keeping technique. All of mind mapping have equality. The use color; have divergent natural structure of center. Altogether use bent line, word symbol and picture matching with a series of simple order, base, natural, and as according to way of brain activity. Mind mapping, long information list can be transferred to become colorful diagram, very regular, and laboring catchy in harmony with the way of natural activities of brain in doing matters. Mind map that depository system, withdrawal of data, and access external can for the library of giant, what in fact there is amazing in your brain.

Mind mapping use ability of recognition brain will be visual to get maximum result. With color combination, picture, and tortuous branch. Mind mapping more stimulate visually from traditional record-keeping method, tending to monochrome and linear. This will very is facilitating us remember information of mind mapping.

In this below is example in use of mapping mind by Tony Buzany:

Writing who made student an idea related to the topic especial in the middle and sub topic and detail to become branches, the technique famous with name Thinking Radian.

Based on the explanation above that mind mapping is one of the way remember and develop about our brain. This is use the method graph, line; diagrams, picture and color as combination in make summary in develop.

1. The Aims of Mind Mapping Technique

According to Tony Buzan (2007:113-124) Mind Mapping is use ability of recognition brain will be visual get maximum result. The color combination, picture, and branch. Mind mapping is stimulated visually than traditional record-keeping, tending to linear and monochrome. This is real that the concept of mind mapping techniques to help students' to improving students' writing, because when students make a picture a powerful graphic technique which provides a universal key to unlock the potential of him brain. This they are:

1) The Support Creativities

The freedom power potential your creative, needed thinking to brain. Be creative think need skills, mental left and right brain side. Education system tended to foccus left brain side skills and less press to right brain side, affected to increaded our thinking creativity. The background of your academic develop to increased skill verbal, mathematical, adn analytical but ignore skill like as drawing, musical.

So that, mind maaping involved in each aspect of cortex left and right, and because this is tool or system tobe thinking especiall whom involved all of part brain. Mind mapping is a tools to the ways brain. This is possible brain use all picture and association in role radical and network as it is brain designed, like these internal used brain.

2) Thingking Creativities

To become creative should be able to freedom your imagination, and like as looked that mind mapping helped to do. Mind mapping is a tools specials to strengeth abilities made association and created pictures mind mapping in your brain. Mind mapping will be supported if you appeared an ideas whom brighted, find solution whom an inspiration to problem solving or find new the ways to motivation itself and another. So, you need freedom imagination with mind mapping.

3) Creativities and Memories

To become people cretive, you needed freedom imagination and support brain made new associations and strongest between an idea new explored. But, when you developed you creative skills, not only you repaired ability cretive skills but also explored an idea inovative and the ways out. Creative skills strong will be level in remembered. In this case, because cretivities and memoried is two processes mental the same to through dot the best when you use imagination and association.

4) The Power of Imagination

The involved imagination will be guaaranted that you also used right brain side when usually used left brain side. Let is imagination

helped you memorian. You can entangle imagination with the ways when you try memories something, they are:

The over: more and more dramacitir inform you whom memories, easier inform mentioned adhered in your memories. This is cause that you made interested to your brain whom life.

Humorous: like these ways over, more humorous and joked information whom want to memories, it is more interesting to your imagination. Humorous is a signal of mind creatived

Indera: you life in environment helped five indera: eyesight, touch, hearded, gustation. It is all of strength refer to memories. The entangle indera when you memories somtheing will be helped created remember three dimention of what you save in mind.

Colour: try added colour to anything you want to do, the freedom of method traditional writing whom blace-white and used your imagination. The use colour brighted to helped entangle imagination.

Rhythm: motion and rhythm also tools strength of imagination because them helped created mentals pictures more real of you what want to learn.

Positive thinking: in general it will be easier to remember especially easier remember information whom think postively and like, compared infomation not interesting or negative thinking. Sometimes, you govered that yourself forget something, better that you says that you should be able to memories. If you begin with feeling concerned about forget, so you will be happened.

Mind mapping: mind mapping is ways tools easier to awakened imagination and help you memories. This is cause that mind mapping entangle left brain side and right brain side naturally through colour and pictures.

Picture: the big role in your memories, this is say in words "a picture contained thousnad meaning". Mind mapping not only a picture, but also pictures contained pictures itself.

5) **The Power of Assosiation**

The search association between ideas and information will be helped brain made fastened upon between ideas mentions and support thingking sinergis. With the mean, that if you remember something what you want to learned with something you have been knewn, you not only memories but also large undertanding about first of an idea or arrived to new understanding.

Mind mapping helped brain made association and jumps biggest in coprehension. They are relied center activities brain to made correlations. When you want to something, helped brain to made association with search or used:

The role: always search role in information whom want to you knewn remember. Example: you will be gone to the market and need remember goods what to do bought. The arrange materials foods in groups vegetables (fruit, vegetables, meats, etc). The role another can

you search in level size, events, and colour groups. The ways you made mind mapping otomatically helped you knewn roles in information.

Number: arrangement information in sequence numbers can very helped remember contain of fact.

Symbol: the used of symbol and pictures that the ways is specially to created tringed to memories brain. Examples, when you explored an ides goods, you can drawing the ball of lamp in the side.

Mind mapping: the art of drew mind mapping support brain to made association. Every branch correlation one mind to another. Mind mapping also one ways clever to arranged information to groups in the page and used picture as symbols.

RESEARCH METHODOLOGY

The method of the research used is qualitative descriptive with classroom action research method approach to find out description towards the using of Mind mapping as a technique in improving students' writing ability of descriptive texts. Action research is a research technique that can be employed by teachers to improve upon the education environment in the classroom. Usually informal, action research can take the form of teachers analyzing behavior and various classroom situations to better understand their classroom environment. Action research is essentially a series of cycles of Reflecting, Planning and Action. Coghlan, David & Teresa Brannick (2001) developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflecting.

Classroom Action Research according to Model Coghlan, David & Teresa Brannick.

Figure
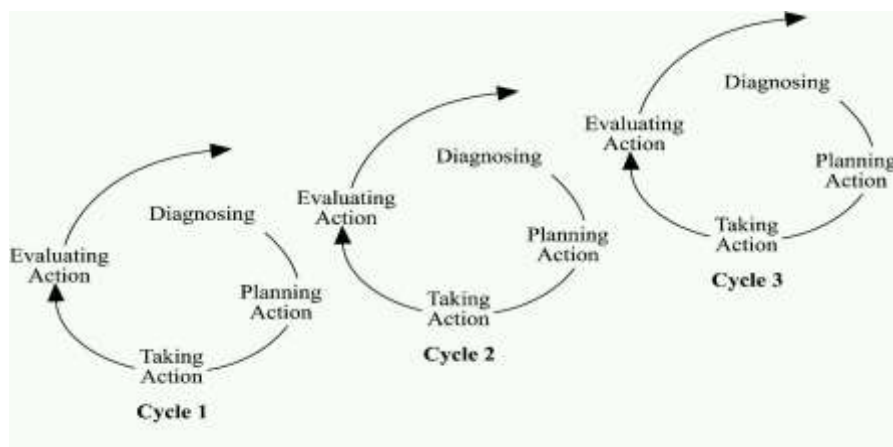
The instrument is used to measured ability, quality, performance of the researcher and students in the classroom and the result of learning process using mind mapping technique at eighth grade students of SMPN 3 Kalijati Subang. Instrument for Learning Process

Table Aspect for Teacher Performance

No.	Observed Aspects	Quality Scale				
		5	4	3	2	1
1.	Preparation for Teaching					
2.	Apperception, Elaborating, Confirming					
3.	Motivating the students					
4.	Giving the goal of the learning					
5.	Using the method of teaching					
6.	Media for Teaching					
7.	Monitoring, and guiding group of work					
8.	Evaluating the students					
9.	Giving assignment and homework					
10.	Confirming the subjects					
	Total					
	Score					
	Criteria					
	Category					

Score Interval	Category	Qualification
81 – 100	A	Excellent
61 – 80	B	Very good
41 – 60	C	Good
21 – 40	D	Fair
0 – 20	E	poor

Instrument for Observing the Students' Activities
Table
Aspect for Students' Attitudes

No.	Aspect	Indicators	Score
1.	Motivation	Excellent	5
		Very Good	4
		Good	3
		Fairly Good	2
		Poor	1
2.	Students' Response	Excellent	5
		Very Good	4
		Good	3
		Fairly Good	2
		Poor	1
3.	Group Cooperation	Excellent	5
		Very Good	4
		Good	3
		Fairly Good	2
		Poor	1

No.	Aspect	Indicators	Score
4.	Students' Attention	Excellent	5
		Very Good	4
		Good	3
		Fairly Good	2
		Poor	1
5.	Student Interest	Excellent	5
		Very Good	4
		Good	3
		Fairly Good	2
		Poor	1

Instrument for Test

Table
Aspect for Assesment

Basic Competency (KD)	Indicators	Soal	Score	Cycle
6.2 The open meaning in text writie functional and short essay modestly in from of descriptive texts to have interaction with environment	1. Writing short functional text in form of descriptive texts about Travelling (Travelling covering like as kinds, Place, benefits and description about Travelling)	Essay	100	Cycle I
	2. Writing short functional text in form of descriptive texts about Health (Healty Food covering like as kinds, contain, benefits and description about healty food)		100	Cycle II
	3. Writing short functional text in form of descriptive texts about Sports (Sports covering like as kinds, benefits and description about Sports)		100	Cycle III

RESULT OF THE RESEARCH

The method used in this research was classroom action research (CAR) focused on improving writing on descriptive text through mind mapping

technique. The subject of the research consisted of 26 students of the eighth students'.

Table
The Comparison of Students' Scores in Each Cycles.

| No.	Students	Pre Cycle	Cycle 1	Cycle 2	Cycle 3
1	Student 1	40	60	65	75
2	Student 2	45	70	75	80
3	Student 3	50	55	60	70
4	Student 4	40	50	60	85
5	Student 5	40	50	60	75
6	Student 6	40	55	60	75
7	Student 7	65	70	80	90
8	Student 8	65	70	75	85
9	Student 9	40	55	60	85
10	Student 10	40	55	65	75
11	Student 11	40	55	70	75
12	Student 12	50	60	70	75
13	Student 13	40	55	75	85
14	Student 14	40	55	60	85
15	Student 15	70	75	80	90
16	Student 16	40	70	75	80
17	Student 17	50	60	65	80
18	Student 18	40	60	75	85
19	Student 19	50	65	70	85
20	Student 20	40	70	75	85
21	Student 21	40	70	75	85
22	Student 22	40	60	65	85
23	Student 23	60	70	75	85
24	Student 24	60	70	75	80
25	Student 24	60	70	75	85
	Average score	47,40	62,20	69,60	81,60
	Maximal Score	70	75	80	90
	Minimal Score	40	50	60	70
	Total	1.185	1.555	1.740	2.040

Result of Cycle I, Cycle IIand Cycle III

The improve student writing showed by the score of students in each cycle. There are improvements of students' writing on descriptive texts. Based on table

4.11, it was found that there was increasing score from the cycle I is 1.555, 1.740 in cycle II, and 2.040 in cycle III. The average score increased from 62,2 in cycle I, 69,6 in cycle II, and 81,6 in cycle III. The minimum score in cycle I was 50 and it was increasing into 60 minimum score in cycle II, and scored with 70 in cycle III. The maximum score in cycle I was 75 but it was increasing and improved in cycle II with 80, and significantly scored with 90 in cycle III. The following was the visualization of the research in average comparison in three cycles.

Chart 4.1
The Average Score Comparison in Cycle I, Cycle II and Cycle III
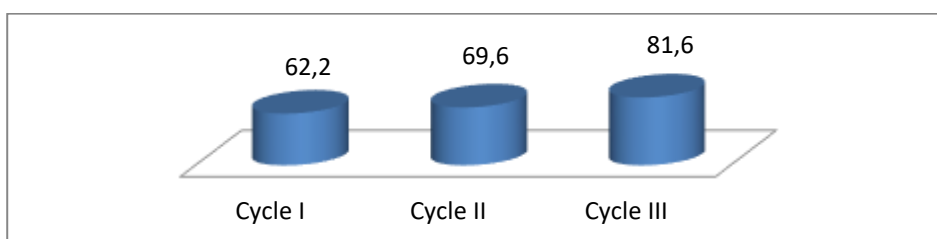
The chart showed the average comparison between cycle I and cycle II in English lesson for description texts. It was found that there was score average 62,2 in cycle I and 69,6 score in cycle II, and 81,6 in cycle III.

The result of cycle 3 that there is 25 student. The highest score is 90 and the lowest score is 70. The score of the students' writing in this cycle is 81,4. It means that the teaching learning process improving students' writing through mind mapping technique is significant. This is showhed that score of students improved in teaching learning processes. Therefore, It means that the score of all students above of score minimum (70).

1. **The Comparison Data of Minimum Score Standard, Average, Minimum and Maximum Score of the eighth garde Students of SMPN 3 Kalijati Subang**
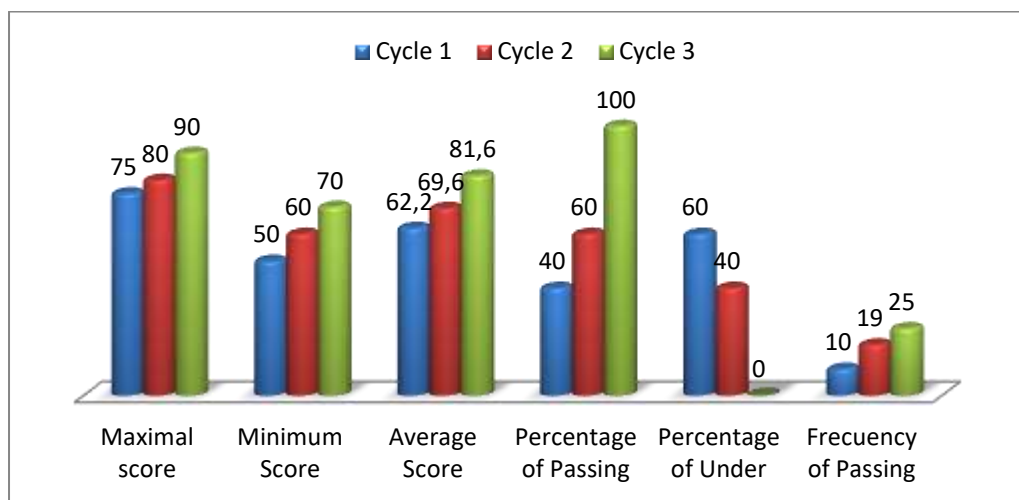
Table
The Comparison of Minimum Score Standard, Average Score, Minimum Score and Maximum Score of the Eighth Grade Students of SMPN 3 Kalijati Subang

No	Data Description	Score Cycle I	Score Cycle II	Score Cycle III
1.	Maximum Score	75	80	90
2.	Minimum score	50	60	70
3.	Average score	62,2	69,6	81,6
4.	%> KKM	60%	60%	100%
5.	%< KKM	40%	40%	0%
6.	Students' Frequency passing KKM	10 students	15 students	25 students

Chart
The Comparison of Minimum Score Standard, Average Score, Minimum Score and Maximum Score of the Eighth Grade Students

Based on the chart and the table above it was found that the minimum score in cycle I was 50 and it was increasing into 60 in cycle II. In cycle III the minimum score was 70. The average score in cycle I was 62,2 and it was increasing into 69,6in cycle II, and 81,6 in cycle III. The percentage of the students' passing was changing from 10 students or 40% students into 15 students or it was 60% students passing over the KKM available 70. In cycle III the percentage of the students was 100%, it meant that there were no students with score under KKM 70.

2. The Comparison of Observing the Students Performance in the classroom

Table 4.3
The Researcher Performance in the Classroom
in Cycle I, Cycle II and Cycle III

No	Observed Aspects	Cycle I	Cycle II	Cycle III
1	Students' Motivation	2	3	4
2	Students' Response	2	3	4
3	Participation	2	4	4
4	Collaboration with others	3	4	4
5	Interest	2	4	5
	Total	11	18	21

Based on the above observation sheet filled out by the observer, it indicated that the average motivation of the class was categorized C or *good* with score 44, at the beginning of the cycle I. In the cycle II, the observing the students performens in the classroom given by reseacher was categorized B or very *good* with score 72, better than in Cycle I.

In the cycle III, the observing the students performens in the classroom given by reseacher was categorized A or *excellent* with score 84, it better than cycle I and cycle II.

The result of interview at eighth grade students' of SMPN 3 Kalijati Subang with Indonesia Language as a method collecting data in learning process in the class. The result of interviews cycle I, the students' prefer that less understand to writing through mind mapping technique. The result of interview in cycle II, prefer that students almost understand to writing through mind mapping technique. In the cycle III, interviewprefer that students understand in develop writing through mind mapping technique.

The summary description above could be concluded that students' response of mind mapping technique is excellent. It showed by interviews, students tests and observation sheets in teaching learning process. The students writing by mind mapping technique to assisted developed idea and improved writing exist in their students mind.It was concluded that there was improvement of learning English especially in mind mapping technique conducted in SMPN 3 Kalijati Subang. Therefore, that cycle have been the result of the studying showed that it passed over the minimum standard criteria (KKM) 70.

CONCLUSION

Based on the data of this research, it could be concluded that the use of mind mapping technique in improve students' writing on descriptive texts have improved. This is seen from score data analysis which consisted in learning process by student started the began interviews, observations and tests with cycle I, cycle II and cycle III in teaching learning process English lesson. In the teaching learning process all of the students' very enthusiastic in doing studies. They are tried gives a found to ways how remember inovation through mind mapping technique, so that study even also more effective and efficient.

The result of students' writing on descriptive texts through mind mapping technique at the eighth grade at SMP Negeri 3 Kalijati Subang in teaching learning English of the score in cycle I was 50 and it was increasing into 60 in cycle II. In cycle III the minimum score was 70. The average score in cycle I was 62,2and it was increasing into 69,6 in cycle II, and 81,6 in cycle III. The minimum score was 70 in cycle I, it was 75 in cycle II and 90 in cycle III. The percentage of the students' passing was changing from 10 students or 40% students' into 15 students or it was 60% students passing over the KKM available 70. In cycle III the percentage of the students was 100%. This is summary that mean that students who passed the minimum score standard (KKM) was 70.

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