

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four basic language skills in English such as listening, speaking, reading, and writing. All of them cannot be separated because they are related to one another in learning English, especially in writing. In short, they can write something by listening, they can write something by speaking and they can write something by reading. Writing should be mastered by students because writing can develop their ideas so, they can apply their writing skill to find a job in the future. In addition, writing is very important to the students because writing can help the students for sharing some information.

Harmer (2004:8) states that type of writing that students will do depend on their age, level and interests. When the teachers set tasks for elementary students, they make sure that the students have or can get enough language to complete the task. The questions are prominently emphasized on what kind of language the students have at their command and what can be achieved with this language. In addition, writing is primarily a convention for recording speech and reinforcing grammatical and lexical features of language (Brown, 2004:218). Therefore it is important to know the level of students in order to measure their ability of mastering language. In result, the teacher knows what test should be conducted for students especially in improving students' writing skill.

Writing is not an easy skill to learn since the students should pay attention on writing's roles and start to express their feelings and ideas. Students then write it in sequence of meaningful and well-organized draft. It is highly important to

develop ideas in constructing a paragraph or a text. In order to create a well-organized paragraph, the students should master aspects of writing. The aspects of writing under scrutiny include spelling, punctuation, sentence structure and those of paragraphs. When the students write, they should pay attention to the steps of writing. According to Zemach and Rumisek (2003:3), in writing process, there are five steps to make sentences into a good paragraph, such as: pre-writing, drafting, reviewing and revising, and rewriting.

Fulwiler (2002:16) states that writing is never effortless thing because it is a messy, unpredictable and amazing process as the writers would be a little less hard on themselves when it does not come out just right on the first time. That means in expressing ideas on the written form is not easy thing to do. On the other hand, writing is considered as one of difficult skills to master for the students in the school. Writing is a difficult skill since the students must organize their ideas into an interesting content to read. It takes more time to think about what the students are going to write. Therefore, writing becomes a difficult skill to be mastered by the students.

Pollard (2008:49) states that writing is a productive skill, as such, the way they treat it in class has some similarities with the teaching and learning of speaking. It means that to write is to create something or form ideas into sentences then paragraph which should be done by focusing attention to some aspect such as: appropriate vocabularies, correct grammar, its unity and coherence. According to Wolf (2007:1), writing is a complex process which involves brain activity to control the flow of the ideas. Every writer has experienced to be stumped during connecting one idea to the other. It means

writing is needed to communicate our ideas to the readers in academic fields as well as in our daily life.

In junior school level, the teachers still found the difficulties to determine the most effective way in teaching writing. The teachers ~~used~~ traditional technique to teach even though the ability of the students was different. To make a good writing, they should pay more attention on the process of students' writing. There should be a program to develop writing skill which works all the way through the educational system. In addition, they should choose and used an appropriate technique which could improve the students' skill in writing especially descriptive paragraph. Descriptive paragraph refers to the paragraphs that describe particular person, place and thing. It has three main generic structures, such as: identification, description and conclusion. Eventually, the researcher should use the effective technique to improve students writing skill in descriptive paragraph.

Based on the interview with English teacher at VIII D class of SMPN 2 Kuta, the researcher found the technique used by the teacher was not appropriate with the students' skill. There was no specific technique that was used to improve the students' writing skill. During the teaching learning process in the class, the students were taught by lecturing method in which the teaching learning process concerned on the teacher centered learning. Besides, this technique was not appropriate with the material that the teacher taught about descriptive paragraph. Furthermore, the teacher asked the students to discuss the material about descriptive paragraph only based on their textbook. And at the same time, the teacher asked them to write a descriptive paragraph without any guidance and

vivid explanation about how to make and construct a good descriptive paragraph.

The teacher's technique that was used in the teaching learning process was not effective and it did not affect the students' improvement in constructing descriptive paragraph. The students seemed to be not interested in writing descriptive paragraph by only asking and answering activities. The students seemed to be difficult in making a paragraph after being taught by using the teacher's technique. The teacher could not explain the descriptive paragraph writing in vivid details by using the technique. Furthermore, this situation made the students write the paragraph incorrectly and got low achievement in making a descriptive paragraph. Then, the result of the students' descriptive paragraph were not as expected as the basic competency want which states expressing meaning rhetorical steps in simple short essays by using various written form accurately, smoothly and acceptable to interact within surroundings in the form of descriptive paragraph.

In teaching learning process, different variations of techniques and strategies were expected to make it more interesting. One technique that the researcher would conduct in improving students' skill was by implementing mind mapping. Mind mapping is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helps to better analyze, comprehend, synthesize, recall, and generate new ideas. Moreover, in implementing the technique, the researcher used pictures as media to make students easier to develop their own paragraph which is modified with mind mapping technique to give visualization for students before creating descriptive paragraph. The pictures were related with descriptive paragraph about person and

things on students' daily life. In study, the teachers and students focused in learning a language point (grammar, vocabulary, pronunciation, or how a written text is organized).

By implementing mind mapping with picture, the students would be more active to create descriptive paragraph. The students were interested much more than just only write it without the visualization from picture or something that awakens students' interest. Furthermore, the students would be more active to ask questions about how to construct the descriptive paragraph since the students firstly see the visualization from the picture given than just only learned by generic structure. Moreover, by mind mapping with picture technique it would be more enjoyable to create descriptive paragraph since the students allowed to make it in their ownword.

By considering the benefit of mind mapping with picture as an appropriate technique to generate and arrange students' ideas in composing a good written text, the researcher chose mind mapping with picture that was applied in this study in order to improve writing skill of eighth grade students of SMPN 2 Kuta. Mind mapping with picture could be one technique to help students who still had difficulty in developing their ideas into a good descriptive paragraph. Therefore, in the present study, the researcher would be motivated and interested in doing a scientific research entitled "The Use of Mind Mapping with Picture to Improve Writing Skill of The Eighth Grade Students of SMPN 2 Kuta in Academic Year 2019/2020.

1.2 Research Problem

Based on the background of the study, the students seemed to be not interested in writing descriptive paragraph by only asking and answering activities and it influenced their language skill in writing. This condition must be urgently handled by applying an innovative technique; hence, it could help the students solve their problem in writing especially descriptive paragraph. Therefore, an appropriate and enjoyable technique should be applied. In the present study, the researcher chose a technique which has simple steps in writing, mind mapping with picture. Thus, the research problem could be formulated as follows: can writing skill of the eighth grade students of SMPN 2 Kuta in academic year 2019/2020 be improved through mind mapping with picture?

1.3 Objective of the Study

The writing skill of SMPN 2 Kuta needed to be improved in some way. A simple way to overcome the problem is by using mind mapping with picture in teaching learning process. The scientific study is conducted to answer and solve the research problem which has been previously declared. Remembering that the problem is that the eighth grade students of SMPN 2 Kuta in academic year 2019/2020 had low score in writing proficiency and could not reach the minimum passing grade. Mind mapping with picture is one of the appropriate teaching learning techniques that could be applied. In line with this rationale, the research was developed with the main purpose to know whether or not writing skill of the eighth grade students of SMPN 2 Kuta in academic year 2019/2020 could be improved through mind mapping with picture.

1.4 Limitation of the Study

In the present study, the researcher limited his research on the use of mind mapping with picture to improve writing skill of the eighth grade students of SMPN 2 Kuta in academic year 2019/2020. The 2013 curriculum was applied at the school which was focused on the fourth main competency and fourth basic competency. The fourth main competency was focused on processing, reasoning, and presenting in the form of concrete and abstract domain related with the development of the material which has been learned in the school independently and being able to apply the appropriate method in line with the scientific rules.

Furthermore, the fourth basic competency (4.6) was expressing meaning and rhetorical steps in simple short essays by using various written form accurately, smoothly and acceptable to interact within the surroundings in the form of descriptive or recount text. Meanwhile, the present study was limited on constructing a descriptive paragraph about person and things on student's daily life. Moreover, it consisted of generic structure of descriptive paragraph: identification, description, and conclusion. In addition, descriptive paragraph should consist of 6-12 sentences.

1.5 Significance of the Study

In this research was concerned with improving writing skill through mind mapping with picture to the eighth grade students of SMPN 2 Kuta especially in constructing a descriptive paragraph about person and things with the generic structure: identification, description, and conclusion. Furthermore, the result of the study is mainly expected to be useful in teaching descriptive paragraph through mind mapping with picture as a part of teaching technique. Besides, the

significance of study is intended to obtain theoretical and practical significance as it was very important to be mentioned. The significance of the study theoretically and practically is explained as follow.

Theoretically, the finding could be beneficial as theoretical evidence about the implementation of theory based on the problem that faced. Then, the result of this study were expected to enrich theories and could be used as a reference for future studies related to mind mapping with picture in teaching writing skill. It also could be used to enrich the study of mind mapping with picture as an effective technique to develop students' thinking process in arranging ideas into well- structured descriptive paragraph. Besides, it could contribute new research findings about the implementation of mind mapping with picture in teaching writing skill. In addition, the finding of study is expected to find an appropriate technique of writing.

Practically, the result of the study could be useful for English teachers, students and other researchers. For the English teacher, the findings of this study could be used as guidance to solve the problem arose in the teaching learning process. In addition, this study is expected to encourage the teachers to select an appropriate technique in teaching writing. For students, this study is expected to be useful to get the opportunities to their understanding in writing skill. It is expected to motivate the students to express their ideas into a written form to make a good descriptive paragraph. Moreover, it is also expected to increase their motivation, interest, and desire in learning English especially writing skill. Then, this study is expected to help other researchers that might be used for reference in conducting that research related to teaching writing skill.

1.6 Definition of Key Term

The title of the present study is “The Use of Mind Mapping with Picture to Improve Writing Skill of the Eighth Grade Students of SMPN 2 Kuta in Academic Year 2019/2020”. The key term refers to descriptive paragraph definition of variable that includes in the study which plays significance role in the present study. The definition of key terms is intended to give clear direction of the study. Terms in scientific research are too broad and complicated to the readers. Furthermore, it is also aimed to avoid misunderstanding on the part of reader, the researcher states two operational definitions of key terms used including writing skill and mind mapping with picture. In conducting this classroom action research, there were some terms used in this study. The definition of the key terms would describe about the definition of writing skill and mind mapping with picture. Two of the terms used in this study were clearly defined as follows:

1. Writing Skill

Writing skill is operationally defined as the ability of the eighth grade students of SMPN 2 Kuta in year 2019/2020 in constructing descriptive paragraph about person and thing on students ‘daily life with generic structure such as: identification, description, and conclusion.

2. Mind Mapping with Picture

Mind mapping with picture is defined as a teaching technique which is combined with picture that is used in the present study. The technique that would be applied consists of some steps, as follow: Firstly, the teacher would show picture which is related about person and things in students’

daily life and. Secondly; the students needed to think the picture as a topic or main branch and related it with ideas about the picture. Thirdly, then the mapping ideas were composed into a descriptive paragraph based the topic given related about person and things in students' daily life.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review was about related theories which were used in this research. Therefore, the researcher used relevant theories to give more evidence in this research. This was expected to contribute practical significance and should be conducted on the bases of some relevant theoretical constructs and empirical evidence. Besides, the relevant theories which were taken from some sources to support the underlying theories were concisely conducted on the ground of theoretical bases. In the present research, there were four components of theoretical reviews which were believed as bases of the research. Moreover, the components were based on the problem of the research. The theoretical reviews those were related and necessary with this research, such as (1) writing skill, (2) descriptive paragraph, (3) mind mapping with picture, and (4) assessing writing.

2.1.1 Writing Skill

Writing skill is one of language skills that is used for communication by transferring ideas or messages into written form.- Hap Lyson and Kroll in Weigle(2002:19) argue that writing is an act that has particular purpose constructed for indented readers. It means that the way to transfer ideas in written form depends on the purpose of the writing itself which will determine the formality of writing. In other words, writing has different rules and steps which are based on the purpose of writing itself. Every written form has different purpose for example descriptive paragraph has purpose to give description for

reader in order to the reader can know what described. Certainly, the reader should understand whole the paragraph to know its purpose. Therefore good writing result is not scored from how formal a writer can write but it is a matter of context and situation.

Meanwhile, Langan (2010:11) tends to define that writing skill is a skill that anyone can learn with practice. Writing is a skill it is a recursive process that students can master with hard work. Students need to realize that if they want to become a good writer they have to practice and practice. Through practicing they attempt to write as hardly, they added many words or vocabularies to arrange sentence to paragraph and eventually it will be a good writing. It can be said that process of writing practice can be used as next experiences to be better writer. Writing is also said as a process of discovery it is done in a series of steps and cannot all at once. Sometimes students cannot discover just what they want to write about until they explore their thought in writing. It means that, to get a good writing with well practice they just need to put their ideas, thought and feelings written down on a paper.

Moreover, the ability to write is also connected to the writer's reading behavior. According to Turtle (2005:44), if writers write about something that they know, whether from personal experience or from reading, they will be able to bring more conviction to the writing. Therefore, someone who loves reading has a big chance to be a good writer. By reading, people will gain knowledge through their experience. It is also beneficial for them to comprehend whole the text or paragraph to get the way in writing in which they will be experienced to have better writing later. Furthermore, it will be easier for them to organize the

interesting ideas into unified writing. In addition, in organizing the ideas, it can be drafted as well as they are familiar with the content, topic and format of the writing. Eventually, as a writer should have good reading to be a good in writing

According to Nunan (2003:88), writing is the process of thinking to invent ideas. The writers think about how to express ideas into good writing and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into a good paragraph. In addition, Hyland (2003:9) states that writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct the view on a topic. Teachers see their role as simply to provide the students with the space to make their meanings within a positive and a cooperative environment. Furthermore, writing is defined as a complex process that requires a range of skills and tasks. In writing process, the writers have to know how to construct a well-organized writing. In other words, writing is the way in keeping the ideas for the purpose when they are writing and addressing to a large community.

Additionally, Graham and Perin (2007:7) claims that writing sometimes seen as the flip of reading. However, although writing and reading are complementary skills whose development runs roughly parallel courses, both do not necessarily go hand in hand writing and reading are different because writing classified as a skill productive skill that could generate product in written words. On the other hand, reading is one of receptive skills which can use writing as its final product. Indeed, Taylor (2009:22) defines that in writing the writers bring knowledge into being, record and preserve it. In writing, the writers can turn an illegible except into the easier one by paraphrasing it to be more legible.

From four language skill, writing is considered as a complex and difficult skill to be mastered by students in academic purpose. In composing a good writing, it required linguistic knowledge, vocabulary choice, syntactic pattern, cohesive devices that are part of the building a unity and coherent text (Hyland, 2003:3). In other words, being able to write well is more than just putting words together into some sentences and it is important to have high interest in language and extensive knowledge on a certain subject. Thus, it is necessary for the writers to learn more about that requirement in order to produce a well writing.

Specifically, the kind of writing which is done in the classroom is called academic writing. The academic writing requires certain skill including sentence structure, organization, grammar, and punctuation. Sentence structures in academic writing are related to how to arrange words in a sentence while organization related to arrange ideas in a paragraph. Supporting the statement, Murray (2011:10) argues that academic writing is a set of conventions that can be seen in published papers in our disciplines, definitions that become more precise when scrutinizing examples of published writing in the target journals and trusted written source.

Zemach and Rumizek (2005 :v) also states that to the students, academic writing in English may be different not only from academic writing in native language, but even from others writings in English. According to Ramet (2007: ix), writing is an act of ~~on~~who writes and finish a written form in a literary production of composition. Writing needs not only how to generate ideas but also how to arrange the ideas become unity and coherent. Diction as a part of literacy of which is needed to make a paragraph ~~hcbmes~~ more comprehensible to the

addressees. Bailey (2003:1) also assumes that although it is essential to understand the basic writing process, at the same time it is essential to understand the basic writing process, at the same time it is useful to be aware of the elements of making a good academic writing which are important for the readers.

In addition, Harmer (2004:4) states that the process of writing has four main elements, such as: planning, drafting, editing (reflecting and revising), and final version. In planning, the writers have to think about three main issues. *Firstly*, the writers have to consider the “purpose” of their writing. *Secondly*, experienced writers think of the “audience” the writers writing for, since this will influence not only on how it is laid out, how the paragraphs are structured, but also the choice of language. *Thirdly*, writers have to consider the “content structure”, sequence the facts, ideas, or arguments. In drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand about the meaning of these ideas. In editing (reflecting and revising), the writers often helped by other readers or editors who comment and make suggestions or appropriate revision. In final version, the writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Furthermore, Kane (2000:34) states the writer should follow the following steps to make a good writing, such as: pre-writing, planning, drafting, revising, and writing. Pre-writing is the first stage in the writing process, in this step the writer chooses a topic to start to write a paragraph. In addition, planning (outlining) is to organize the ideas that the writers generated by brainstorming in an outline. Then, there are two steps in planning: they are constructing outlining and writing the topic sentence. The next stage is drafting, this is the basic step in

writing good paragraphs. Writing and revising the draft are done by the writers by doing three steps such as: writing the first rough draft, revising content and organization, and proofreading the second draft. Writing the final copy to hand is the last stage in writing. As the final step in writing process, the writers have to rework the written drafts and polish them for the publication and presentation.

Brown (2004:220) states that writing has four categories that capture the range of written production that should be considered. Each category resembles the categories defined for the other three skills, but these categories as always reflect the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. In intensive, the writers focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the writers learn how to connect sentences into paragraph and create a logical connected sequence of two or three paragraphs. In extensive, the writers focus on achieving a purpose, organizing and developing ideas logically; as a result, the final product is engaging in the process of multiple drafts.

Regarding on those theories, in this present study, the focus was on the theory from Harmer. It is about the process of writing which has four main elements. The elements are planning, drafting, editing (reflecting and revising), and final version. All those elements were required to make a good writing and it was relevant for the present study since it was concerning in improving writing skill.

2.1.2 Descriptive paragraph

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea of the topic and the rest of the sentences in the paragraph support that point (Oshima & Hogue, 2007:3). In addition, in constructing descriptive paragraph writing, the writer should write the organization of the descriptive paragraph. The organization of the descriptive paragraph such as: identification, description and also conclusion. The writer should follow those steps in writing. Therefore, the descriptive paragraph that the writer constructs becomes a well-organized paragraph.

Descriptive paragraph is a paragraph which describes about person, place, or thing which aims to give a clear picture of the object to the readers. Savage and Mayer (2005: 28) state that descriptive writing uses words to build images for the readers which may come from five senses: sights, sounds, smells, tastes or even feelings. In describing something, the writers should describe the characteristics or features of the object from those senses. In order to give a clear picture, adjective and adverb are two types of words that can be used to describe an object. These words also have vital role to modify sentences. Therefore, readers can feel and imagine the object which is clearly visualized from its description in a written a paragraph.

According to Kane (2000:351), description is about sensory experience, how thing, place, or person looks, sounds or tastes. Mostly it is about visual experience; however, description also deals with other kinds of perception. Description can give imagine and feel about something. Therefore, using kinds of sensory are important in describing something. In addition, the readers could get

more vivid information based on the descriptions. The readers also try to save and imagine the descriptions that have been read. Thus, they can easily imagine how the thing, place or person looks in their mind.

Zemach and Rumisek (2003:25) state that a descriptive paragraph explains how thing, place, or person looks or feels by using adjective. In addition, adjectives are words which tell how thing, place, or person looks, feels, tastes, sounds, smell and also describes how person feels. Most of descriptive paragraph's words are adjective words which are very helpful to explain something in vivid details. In line with that, Savage and Shafiei (2007:30) state that in the descriptive paragraph the writer uses words that create an image and helps the readers to see, feel, touch, smell, or taste the topic that is describing.

In supporting statements above, Folse et al. (2010:135) state that descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. Moreover, good writers use words that appeal to some or all of the five senses, such as: sight, taste, touch, hearing and smell to help describe a topic. Those statements are also supported by Oshima and Hogue (2007:61) who state that descriptive writing appeals to the senses, therefore it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the readers can imagine the object, place, or person in their mind. It can give a clear picture and tell the readers about the writer's idea in details; therefore, the readers can understand well the point of the paragraph.

According to Branen (2010:309), in developing skill in describing, there are five following skills that will help students to create more vivid descriptions, such as: (1) using specific language: words can be either ~~either~~ general or

relatively specific, belonging to a larger or a smaller grouping; (2) using five senses: most writers tend to rely heavily on sight and sound but may overlook touch, smell, and taste; (3) creating dominant impression: to focus a descriptive paragraph, writers bring specific words, sensory details, thoughts, and feelings together to form a dominant impression, or overall feeling; (4) organizing details spatially: an effective way to arrange the details of a descriptive paragraph is spatially, or from one point in space to another; and (5) using space and time transitions: linking sentences with connectors, such as repeated words, synonyms, and transitions, is essential if readers are to follow the flow of the ideas. Descriptions especially benefit from space and time transitions.

In addition, Savage and Mayer (2005:28) state that descriptive writing uses words to build images for the readers. Writing a descriptive paragraph should consist of generic structures, which are identification, description, and conclusion. Identification is the general information or statement about the topic. It can give the audience brief details about what is described. Description is the explanation of the topic in vivid detail. The descriptions can be physical appearance, personality of the subject, or other characteristics of the subject which is like the unique of the special aspects that the subject has. Conclusion is the last part of descriptive paragraph in which the writer concludes or restates the identification. A conclusion is not absolutely necessary; however, it is often very helpful to the readers because it is usually the end signal.

Meanwhile, Evan (2000:42) adds that the generic structure of descriptive paragraph is introduction, body, and conclusion. Introduction or identification is telling about general structure of paragraph, such as the writers write the name,

age, or when or where they meet them. The main body is talking about the description about the object, for instance, the physical appearance, hobby, characteristics, and so on in such vivid detail. It can be called description. In addition, the last part is conclusion which concludes the paragraph. It can be a re-statement or summary. In writing descriptive paragraph, the description usually uses present tense for object that is seen often; on the other hand, simple past tense is used if the object does not exist or the does not see the object for a long time. In conclusion, in this present study the researcher limited the topic of descriptive paragraph which was only related about person and things on students' daily life with that generic structure.

2.1.3 Mind Mapping with Picture

There are various kinds of techniques that could be used to teach writing skill and one of them is mind map. It is one of the techniques which can be used for teaching, both receptive and productive skill, such as reading and writing. In learning writing, mind map is considered as a very useful technique since it can encourage the students to write creatively. Buzan (2006:15) states mind mapping is the easiest way to put information into your brain and to take information out of your brain. With mind mapping the writer can optimize their brain to imagine and put some ideas into center, mind mapping can identify and visually record current understanding and can help summaries key information, clarify relationships or associations between information and ideas and draw conclusion.

Hyland (2003:15) states that mind mapping technique is used to stimulate ideas for an account of a personal experience. This kind of activity is useful for building a list of issues, and also for identifying relationship between them and

prioritizing what it will be important to write about. Clearly content oriented courses can be tailored to students at different proficiency levels by varying the amount of information provided. At lower levels, much of content can be supplied to reduce students' difficulties in generating and organizing material, while at more advanced levels students are often required to collaborate in collecting and sharing information as a basis for composing a writing product. Therefore, by information provided through mind maps the students will be helped to generate the ideas to be a good paragraph.

Northern Ireland Curriculum (2007:48) asserts that; mind map is like brain store in which the ideas are structured tree-like branches. This help the writers plan what they are going to write as well as simultaneously can revise it. Buzan (2003:4) claims mind maps help the writer remember better, come up with brilliant ideas, save time and make the most of time, and organize thinking. Furthermore, remembering that to compose ideas into a well- structured idea is the hardest thing; mind maps can be an appropriate technique to solve this matter. In organizing a mind map, there are some steps that should be consider by the teacher to teach the students to create a good mind map so that can produce a good descriptive paragraph that could be clearly present the ideas.

Mapman(2013:8) states mind mapping can increase the students' memory, help them study; let them retain books better, and really just star to improve every single area of their life. Manktelow (2007:44) argues that, mind map is important technique that improves the way to take notes and supports and enhance the creative problem solving. It is a powerful tool for recording and organizing information. By using mind maps someone can quickly identify and understand

the structure of subject and the way that pieces information fit together, as well as recording the raw facts contained in normal notes. Moreover, mind maps provide a structure which encourages creative problem solving and they hold information in a format that the mind will find easy to remember and quick review.

Taylor (2009: 52) emphasizes that in making maps, the words must be connected by lines to show that all of the words are related. Likewise, the writers can arrange the ideas from the general one into some specific details. Mind maps show the relative importance of each point of the subject and the way facts or information relate to one another. To create a mind maps, the topic should be in the middle of paper with a circle around it and the details put next to the topic; furthermore, lines are put which indicate the two or more related ideas (Zemach and Rumizek, 2005:8). Therefore, by mapping the ideas, it will be easier for the writer to construct a well- arranged written text which is coherent and unified.

According to Hillar (2012:10), the writers need color to enhance the mind map, in making a mind maps, students can modify their map with color in order to make the ideas visually attractive. The writers can communicate what they want to say not only by mapping the ideas, but also by adding elements such as colors as visual interest. Therefore, the writer will be easier to emphasize the different of the ideas by adding color. Those combinations will also encourage students' creativity in developing their ideas into different color. For example, one curved line has red color meanwhile the others curved lines have blue or black color. This aims to differentiate among curved lines and make the students' interest to pay attention of maps. Thus, it will give a good influence in increasing their interest in writing descriptive paragraph.

Based on the theories above mostly states that mind mapping would be appropriate technique to use in composing descriptive paragraph. By mind mapping technique, the students would be easier to construct descriptive paragraph because there was visual ideas showed related about the topic before writing process started. Besides, the researcher here added picture to give subject visualization and made them interested to the learning material. This is in line with statement of Wright (2004:2) who states that pictures are not just an aspect of method but through their representation of place, objects and people they are an essential part of the overall experiences we must help our students to cope with. Specifically, pictures contribute to interest and motivation, a sense of context of the language, a specific reference point or stimulus. In organizing a mind map with picture, there are some steps that should be considered by the teacher to teach students in creating a good mind maps before arranging paragraphs.

Technically, mind mapping with picture is a technique that has sequences steps used in teaching learning process. These steps explained clearly what the students should do to support and guide them in constructing descriptive paragraph. The steps of that technique should be showed vividly and easy to understand for students. Certainly, the teacher as well as a researcher should have an ability to explain the technique in simple way to transfer the main steps of the technique brightly. Therefore, in order to help students in writing a descriptive paragraph, there are some steps of mind mapping with picture which were adapted from Buzan (2005:10). In addition, the steps were adjusted with the teaching learning of writing in the present of study in which they are described as follows:

1. Showing the picture about the topic of descriptive paragraph.

2. Writing a title as the main topic in the center of the paper.
3. Drawing some line to related main topic and sub- topic.
4. Naming each of these ideas and, if students want, writing a little of each but this uses both sides of the brain by using colored pens. Make the branches curved rather than straight- line.
5. Making a paragraph based on the mind map.

Meanwhile, in the present study, the steps of mind mapping with picture were adapted from Buzan (2005:10) because those steps could help students who were beginner in writing. Those steps would be the map of their visual imagination. Even though the students have tons' ideas, the students could put the ideas in a paper and choose the best ideas without wasting much time. Moreover, this mind mapping with picture can be the savior in any lessons for remembering easily.

2.1.4 Assessing Writing

Assessment is done to measure the process of collecting information about a given object of interest according to procedure that is systematic substantively ground. A product or an outcome of this process such as test score or a verbal description also refers to as an assessment (Bachman, 2004:7). Moreover, every subject in teaching learning process needs to be assessed including English subject to know the students' achievement in writing especially in descriptive paragraph. In addition, assessment is important and it must be done to know the subjects' ability during the teaching learning process.

Furthermore, assessment is general term that include the full range of procedures used to gain information about students learning (observation, rating of

performance or project paper and pencil test) and the formation of value judgment concerning learning process (Miller et al., 2009:28). Thus, the assessment measures students' improvement in comprehending the material and shows the efficacy of the learning process. The assessment also helps teacher to collect the data of students' progressing achievement and motivation in learning and to overcome their problem in the learning process. Thus, the teacher will know the effectiveness of the teaching technique that is implemented.

Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strength. In addition, analytic scoring of the assessment clearly assesses several aspects of writing or criteria rather than a single score. Directly giving a single score makes an assessor tend not to give attention to each aspect of the writing. However, there is a tendency to see the writing as a whole so that the score given is a way from objective. It is better to give a score separately to each aspect. After each aspect is given a score separately, then score of all aspects are accumulated to gain a single score of the writing.

According to Arends and Kilcher (2010:132), there are two types of assessment: formative and summative. Formative is the assessment carried out by teachers during the learning process. This aims at making instructional decision; at the same time it can be the reference for students to determine learning strategies. Summative is the assessment conducted after the instruction given which purpose to know the result of the learning process. Furthermore, it is often conducted as a

unit, a semester, or a years' work. Therefore, it can be noted that assessment can be differentiated based on the time it is undertaken.

Commonly, the assessment of the students writing ability is done only based on the topic or material. The teacher is suggested to assess parts and skills entailed in writing, especially about descriptive paragraph. Barkaoui (2007:104) argues that designing and implementing a writing assessment in an interactive process should include considerations about scoring procedures from very beginning. In the present study, the researcher uses paragraph construction test to measure the students 'achievement in writing descriptive paragraph. In paragraph construction task, the students were asked to make a descriptive paragraph based on the topic that had already been given by the teacher which consists of 6-12 sentences.

According to McCulloch (2007:2), assessment is one of the most significant areas of an educational system. It defines what students take to be important, how they spend much of their academic time and in many ways how they value themselves. It means, students can assess themselves from what they have got and what positive things that significantly changes themselves after they learnt. The focus is on the students' learning and the outcomes of teaching. Here, assessment may become one part of an evaluation. Assessment has purpose to make learning process and instruction process better for the next learning process.

In constructing a good writing assessment, teacher should know types of writing which are appropriate to students 'capability. Furthermore, there are four types of writing performance that can be used to assess the students' writing imitative, intensive, responsive, and extensive (Brown, 2004:220). Imitative

writing is the types of the task in which the learners must attain fundamental basic task of writing. Intensive writing requires the learners to produce the appropriate dictions within the context, collocation, and idioms and correct grammatical features of a sentence. Responsive writing involves the learners to make up connected sentences until composing paragraphs. Furthermore, extensive writing aims to compose such as essay, a report, term paper or even skripsi. Thus, those types of writing performance are really essential to be mastered by the teachers.

One of important areas of writing assessment focused on trying to find the best way to score students' writing skill. Assessment of writing remains a problematic practice for teachers and deserves some discussion in a resource about effective practice in teaching writing. In many countries, the debate around the assessment centers on the two keys ideas of reliability and validity. Especially the ideas of reliability refer to the reproducibility of a test's result (Hawthorne and Glenn, 2011:39). In addition, Arends and Kilcher (2010:134) state that assessment is the process of gathering information, both formally and informally, about students' understanding and skill and about teachers' instructional process. In this case, assessment can be used for improving teaching learning methods, motivating and guiding students to be actively in classroom.

In assessing writing skill, an appropriate scoring procedure is needed. Thus, to determine language learners' writing, teachers need to prepare a scoring rubric. Nunan (2003: 335) adds that rubric is a written form or checklist to assist in the evaluation of a writing assignment. Moreover, Brookhart in Rudner and Schafer (2002:70) states that scoring rubric is descriptive scheme that is developed by teacher to guide the analysis of the product or process of students' writing by

considering the criteria as the maximum score. The criteria of the scoring rubric should be adapted to the ability of the students. Therefore, the result of the test could really represent the ability of the students.

To sum up, assessment is very important to do by the teachers in order to collect the data of students' progressing achievement and to overcome their problem in the learning process. In the present classroom action research, the type of test used to assess the students' writing is construction task paragraph describing about person or things on students' daily life. It consisted of some titles that could be chosen by the students. Moreover, the descriptive paragraph should consist of 6-12 sentences in 35 minutes and also fulfill the criteria that would be scored. It was based on the syllabus of the eighth grade students of SMPN 2 Kuta. In addition, regarding on those theories, in this present study, the focus was on the theory from Oshima and Hogue, it is about the elements of rubric for assessing writing which over five elements, such as: format, punctuation, and mechanics, content, organization, grammar and sentence structures. Those five elements were adapted for the score of the study and it was relevant for this present classroom action research.

2.2 Empirical Review

The empirical review is the review of relevant research result which has function to review the previous researches that are relevant with the present study. It aims to find similar researches related to the present study as the references. Furthermore, it is also used to compare the previous researches with the present study by finding the strength and weakness of the previous researches. Therefore, it would be benefit for the improvement of the present study. It also supported the

present study by considering the result and as a consideration whether or not the present study would be as successful as the relevant studies used as the empirical reviews. There were two relevant researches with the present study as follows:

The first relevant research was conducted by Mahardika in 2017 entitled “Improving Writing Skill through Mind Mapping of the Eighth Grade Students of SMPN 5 Mengwi in Academic Year 2016/2017”. The objective of this study was to find out whether or not the students’ writing skill of the eighth grade students of SMPN 5 Mengwi can be improved through mind mapping technique. The result of the study showed that students’ writing skill was significantly improved after the students were given the treatment of mind mapping. Furthermore, it was successful in improving the writing skill of the eighth grade students of SMPN 5 Mengwi in Academic Year 2016/2017 by showing the significant achievement from cycle I until cycle II.

The second relevant research was done by Yuniari in 2016 entitled “Improving Writing Skill through Mind Mapping of the Eighth Grade Students of SMPN 3 Ubud in Academic Year 2015/2016”. The objective of this study was to find out the improvement of the students’ writing skill especially in writing descriptive paragraph by using mind mapping technique. Based on the result of the post-test in cycle I and cycle II, they showed the result that use of mind mapping technique could improve the students’ writing skill especially descriptive paragraph of the eighth grade students of SMPN 3 Ubud.

Regarding of those two researchers, the researcher found the strength of them. The strength was in terms of the paragraph scoring rubric that was used. The paragraph scoring rubric was adapted from Oshima and Houge (2007) which

has five elements, such as: format, punctuation and mechanic, content, organization, grammar and sentence structure. A clear paragraph scoring rubric made the researchers were easier to assess the descriptive paragraph that were made by the students. Moreover, providing of paragraph scoring rubric made the researcher had guidance in scoring the descriptive paragraph clearly and could assess all of criteria the paragraph.

However, the researcher also found the weaknesses of both previous researchers. The first from Mahardika's weaknesses. The weakness of his study was on the appendices. The researcher did not put the learning material that he taught for the students in classroom action research. Meanwhile, in the present study; the researcher put the learning material for making a clear direction for teaching descriptive paragraph especially person and things to the eighth grade students of VIII D of SMPN 2 Kuta. It was important because it allowed the teacher easier for teaching and learning process. In addition, the weakness of his study was media. The researcher only focused in applying mind mapping technique without using media in their teaching and learning process to support the technique. In the present study, the researcher combined mind mapping with picture. This combination was applied in order to provide students a more visualized and effective learning process.

Furthermore, the weakness of Yuniari's research was on the instruction of pre- test and post-test. The instruction did not coherence with the theory that she put. She put theory from Zemach and Islam (2005:9) which state that a paragraph is a group consists of 6-12 sentences about a topic. However, on the instruction of the pre-test and post-test, she asked for making- 5 10 sentences in a paragraph. A

coherence statement with the theory was important in doing classroom action research. Therefore, the present study did coherence statement with the theory from Zemach and Islam (2005:9). The researcher asked the students to make descriptive paragraph consist of 6-12 sentences in 35 minutes with a complete generic structure, such as: identification, description and conclusion. It allowed the students to be more active for making a descriptive paragraph if the limitation of the sentences was more than 10 sentences. In addition, the weaknesses of her study was media. The researcher only focused in applying mind mapping technique without using media in their teaching and learning process to support the technique. In the present study, the researcher combined mind mapping with picture. This combination was applied in order to provide students a more visualized and effective learning process.

