

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In studying language, especially English, there are four skills that you should be developed in learning the language. Those four skills are writing, reading, listening, and speaking. Writing is an important skill that must be mastered by students. By writing skills, students can present their ideas and also express their feelings. Basically, writing skill is considered a difficult skill because writing the students should master the components of writing skill. Like the other skills, writing can be mastered if you are ready to work and learn what you they need to know. Writing is part of communication that uses the written form. There are so many written forms in this world that should be known.

Writing is one of the productive skills beside speaking. Pollard (2008:49) states that writing is a productive skill and, as such, the way the teacher treats 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 on attention to some aspects such as: appropriate vocabulary, correct grammar, its unity and coherence. The students have to understand what writing involves and know how to handle words, sentences, and paragraphs. The benefit of mastering those elements will come indirectly as long as the students' paragraph writing ability is developed.

Writing skill becomes really significant nowadays. Through writing, the students will improve their knowledge that develops so quickly in this global era. Brown (2004:218) states that today the ability to write has become an indispensable skill in global literate community. It shows that writing ability holds important

functions in the community and its parts, such as business and education. To support the statement, Brindley (2005:151) states written language serves many purposes both for individuals and society as a whole and is not limited to the communication of information. For the individual author, writing can have cognitive functions in clarifying and supporting thought during the learning.

However, mastering writing skill is recognized as the hardest thing to do by students nowadays. It is because the students need to produce a written form through some activities such as combining and arranging their ideas; in addition, the students are required to make it unified and coherent. For most students, writing is an extremely difficult task if they try to grapple in their language with new ideas and new ways of looking at them Taylor, (2009:4). Therefore, learning writing is important for students to improve their writing skill. The students often recall their experience on what they have ever read, listen to, and seen, or done to create a good descriptive paragraph which is interesting for readers.

Based on the interview with the English teacher in SMP PGRI 8 Denpasar. It was found that the students were difficult when they started to write something; furthermore, in learning writing, the students had to study many genres of paragraphs namely descriptive, narrative, procedure, recount, report, and so on. Therefore, the teaching of writing should be given more attention since the students should find ideas and know the genres of the paragraph and its generic structure. Thus, in the classroom learning process, teaching writing is expected to make students improve because their vocabularies were still limited.

The teacher mostly used a conventional technique in the teaching-learning process, preferring memorizing rather than understanding and prioritizing teacher-centered process and teaching. The teachers only explained the material and just

gave the exercises only. In addition, the teacher asked the students to write a descriptive paragraph without guiding them. At the end of the learning material, the teacher did not review again about the material that the teacher explained and this made the students not know what they should do to start writing something. Thus, the students felt hard to construct a good descriptive paragraph.

The conventional technique that the teacher used has made the students difficult to express their ideas. In the teaching-learning process, especially in writing, the teachers did not tell the students about writing steps. They explained little bit the material without discussing and reviewing the students' paragraph until they had low writing ability, making them not participate actively in the teaching-learning process. Consequently, the teaching was boring for the students because they could not apply this technique very well. Therefore, it made the students lazy to write a good descriptive paragraph and did not give feedback to the students.

To make a descriptive paragraph, a proper technique that could improve the students' writing descriptive paragraph needed to be applied by the teacher. Thus, the teacher proposed an alternative technique, Mind Mapping. Mind mapping is one technique used to facilitate the students when they write a paragraph. Mind mapping offers the teacher an opportunity to help students more active. It is started by writing down the topic written in the center connected by the line. By focusing on the keywords and looking for a connection between them, the students could map their ideas to get better information from their minds. It would be interesting and challenging for students to start writing and to get information from their minds.

The mind mapping technique could motivate the students to brainstorm and write their ideas. Furthermore, it could help the students to organize their thoughts before they develop them into a paragraph. In addition, this technique could help

the teacher in teaching; the teacher gives the topic and guides the students to write a descriptive paragraph by using the mind mapping technique. By using mind mapping, the students would be more motivated and interested in learning writing. It could also reduce boredom since the students do not only involve in writing process but also draw their own words that could be used to support the ideas. Furthermore, the implementation of mind mapping can make students more creative and easy to write a descriptive paragraph in learning.

In line with the fact above, the researcher is interested to know the use of mind mapping in improving writing. It is really important to conduct research to improve students' writing skill. Mind mapping is believed to be an appropriate and effective technique to improve the students' writing skill to express their ideas. Therefore, the researcher is highly motivated and interested in conducting a research entitled "Improving Writing Skill of the Eighth Grade of SMP PGRI 8 Denpasar in Academic Year 2017/2018 through Mind Mapping."

1.2 Research Problem

The present study was conducted to improve writing skill by using mind mapping. It was really important to research as the students were still difficult to express ideas into words and to construct sentences with correct grammar, and they were difficult in generating and organizing ideas. Therefore, the students' writing skill ability, especially in descriptive paragraph writing, should be improved through mind mapping technique. Based on the background of the study above, the research problem of the present research can be formulated in the form of question as follows: can writing skill of the eighth grade students of SMP PGRI 8 Denpasar in academic year 2017/2018 be improved through mind mapping?

1.3 Objective of the Study

The eighth grade students of SMP PGRI 8 Denpasar faced difficulty in writing. As what has been mentioned above the eighth grade students were difficult to develop their ideas in writing a paragraph. There were a lot of techniques that can be used to teach writing skill, but the researcher chose mind mapping technique to improve the students achievement in writing skill. Based on the research problem above, the present study was designed to figure out whether or not writing skill of the eighth grade students of SMP PGRI 8 Denpasar in academic year 2017/2018 can be improved through mind mapping technique.

1.4 Limitation of the Study

The features of writing are absolutely too broad and complex to study in a single research. Thus, the researcher would like to limit the present study generally on the use of mind mapping to improve writing skill of the eighth grade students of SMP PGRI 8 Denpasar in academic year 2017/2018. The present study used the 2013 Curriculum and based on the eighth grade syllabus in the first semester, and there would be four main competencies and basic competency in the teaching and learning process. However, since the present study is limited by the time, it was focused on the fourth main competency, basic competency and indicator of competency achievement in the first semester syllabus.

The basic of competency (4.12) is creating an oral and written in a short and simple descriptive paragraph about person and place based on social function, language features and generic structure of the paragraph. Besides, the indicator of competency achievement is writing a simple descriptive paragraph about person according to the social function, generic structure and language features that are

correct and contextual. Therefore, the researcher limited her investigation on improving students' writing skills, especially writing a descriptive paragraph; which describes person or place. In addition, the descriptive paragraph would be developed by following the complete generic structure, which should consist of identification, description, and conclusion respectively.

1.5 Significance of the Study

The present study was focused on implementing mind mapping technique to improve writing skill of the eighth grade students of SMP PGRI 8 Denpasar. This research was concerned on improving students' writing ability, especially on descriptive paragraph writing. The findings of the present study are expected to bear and contribute both theoretical and practical significance on the importance of implementing mind mapping in improving writing skill, especially descriptive paragraph, which can be described as follows:

Theoretically, the finding of the present study are expected to be used as empirical evidence that mind mapping is an effective technique that can be applied in improving students' writing ability. It would also be expected to support the existing theories of the working knowledge and principles of English language teaching. Therefore, the findings of the study are expected to be used as evidence that this strategy can improve students' writing skill. Furthermore, it is hoped to be additional references for next research. This study hopefully could be used as empirical review for the next researcher in the future.

Practically, the findings of the present study could give benefits for the teachers, students, and the other researchers. The English teacher could use the present study as bases to plan better strategies in teaching writing, especially a

descriptive paragraph. Mind mapping would guide them to write a descriptive paragraph based on their ideas. Using mind mapping technique, the teacher will be easy to teach the students in constructing a descriptive paragraph. For the students, the present research findings are expected to solve the students' problem, particularly in improving their writing ability and enriching their knowledge about writing through mind mapping technique. For the other researchers, this study is expected to become a reference. It can also be used as a material consideration for futher development to advance the next researcher of the same technique.

1.6 Definition of Key Term

To avoid misunderstanding or confusion about the study and provide clear information about what the present study concerns, the researcher needs to give clear definitions of the variables used. To better understand this study, the definition of key terms would describe the definition of writing and mind mapping. To make a better understanding concerning in this study, there are some operational definitions of the key terms used in this study as follows.

1. Writing Skill

Writing skill is operationally defined as the ability of eighth grade students of SMP PGRI 8 Denpasar in academic year 2017/2018 in writing especially descriptive paragraph which describes about person, and place and it has complete generic structure of descriptive paragraph such as: identification, description, and conclusion.

2. Mind Mapping

Mind mapping is technique which used to improve writing skill of the eighth students of SMP PGRI 8 Denpasar in academic year 2017/2018 is technique

which leads writers to map their ideas from general into specific details. To implement this technique, the teacher gives the main topic, and the students write it down in the middle of the paper and circle it. Students draw the line to connect sub-topic to the main topic before writing a descriptive paragraph. After drawing the line, students then constructed a descriptive paragraph that describes about person and place in such vivid detail based on the maps.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of related theories that shape the study. Every scientific study is conducted on the basis of some related theories that provide information or knowledge of the variables used. In the present research, many theoretical reviews were believed as basis of the research. In this section, the researcher described some important points from some related kinds of literature to support this study. The theoretical reviews consist of the theoretical framework, which allows the researcher to present the study in light of the summary of the literature. The theoretical reviews of this study included: writing skill, descriptive paragraph, mind mapping, and assessing writing.

2.1.1 Writing Skill

Writing is one of the four basic skills that is really important to be taught in learning English to make the readers understand. Furthermore, writing skill is also considered a form of communication in day-to-day life, especially for the students in high school and college. Hyland (2003:3) states writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. There are theories of writing that are provided here to clarify what writing is to enrich the readers understanding.

Writing skill also becomes hard to be mastered by the students since many aspects should be noted in writing. Patel and Jain (2008:125) state that writing is an essential feature of learning a language because it provides a very good means of

foxing the vocabulary, spelling, and sentence structure. It shows that by mastering writing skill, someone cannot only write, but he will also have the ability to determine the structure of the paragraph. In addition, learning to write seriously will support a learner in other skills such as: listening, speaking, and reading. It is the most important part that affects the process and the beginner students' final work, especially when they have low abilities in language skill.

Hogue (2008:2) states that the kind of writing in the classroom is called academic writing because it is done in collages classes. Writing as one of the productive skills is a complex skill since the students need to pass some paces that are really significant such as pre-writing, drafting, revising, editing, and publishing. Those five interconnected processes are important processes that need to be undertaken in mastering writing. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The teacher loops backward and moves forwards between these various stages. The writers should make the readers easy to understand their descriptive paragraph and the generic structure.

According to Taylor (2009:4), writing is an extremely difficult task for the students if they are trying to grapple in their language with new ideas and new ways of looking at them. To support those statements, Murray and Moore (2006:6) argue that writing involves starting, progressing and finishing a complicated, challenging combination of tasks. It requires the teacher to activate a lot of different skills and orientations, sometimes at different stages and phases in the process, sometimes all at the same time. In addition, Urquhart and McIver (2005:6) mention that writing is a complex process, and most of the research literature recognizes the difficulty it poses for students. It seems reasonable to expect, then, that the teaching of writing

is complex as well in the teaching-learning process which is the most important for their studies to start writing in their learning process.

Furthermore, Richards and Schmidt (2002:592) argue that writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising some approaches to foreign language writing. It means that writing is a process that should be done through some processes which are quite complex to create a well written form such as a paragraph. Writing is a productive skill and it needs time to create or produce written form. Related to time needed, the process is included here. In writing skill, they have to know all of the aspects of writing and understand to organize their ideas into a well-constructed paragraph.

Oshima and Hogue (2007:15) argue that the process of writing has roughly four steps. The first step is called pre-writing. In this step, the writers choose a topic and gather their ideas to explain the topic. The second step is called organizing. In this step, the writers organize their ideas into a simple outline. The third step is writing. In this step, the writers write a rough draft as guidance from start to finish. The last step is polishing. In this step, the writers polish what they have written in a rough draft by editing it until the writers are satisfied and it is easy to read. Checking and correcting the mistakes that have been found are important to make sure the writing is clear before publishing the writing.

A good writing is about expressing ideas on a piece of paper and knowing how the ideas would be arranged into sentences and paragraphs that have its unity and coherence so that the readers can get the main ideas. Raimes and Jerskey (2011:8) state that a good writer keeps readers in mind at all times as if in face-to-face communication. Achieving this connection, however, often proves challenging because not all readers have the same characteristics. Furthermore, Graham and

Perin (2007:3) state that writing well is not just an option but also necessary. When those are conducted in writing, the readers can understand the ideas which are developed by the writer during the teaching and learning process.

To summarize, writing is considered as the most difficult skill since the students should develop their ideas in writing and they should master some important English components such as: grammar, vocabulary, punctuation, spelling and the content of writing it self to make a good paragraph. In writing, the students have to follow in sequence the process of writing to produce a piece of writing. It is very useful for the students to communicate in written form in order to express their ideas. It is also to engage the students in writing.

2.1.2 Descriptive Paragraph

When the students start to write, they should know some basic parts such as: words, phrases, sentences, and the main thing where the readers could get the main idea called a descriptive paragraph. Fowler (2006:32) states paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. Creating a good paragraph is not an easy task to do. There are some kinds of paragraph writing. In addition, one of the paragraphs is a descriptive paragraph, which usually presents something more about the characteristic of a thing, person, or place and a specific and detailed explanation to make a good paragraph.

Furthermore, Bailey (2003:23) states that paragraphs are the basic building blocks of texts. Well organized paragraphs do not only help readers understand the argument but they also help the writers to structure their ideas effectively. Besides, a good paragraph should give a clear point, supports the main idea, and focuses on

one topic (Raimes and Jerskey, 2011:27). Zemach and Islam (2005:9) state that a paragraph is a group of about six to twelve sentences about one topic. A descriptive paragraph is using the attribute, identifying process, using adjective and classifier in a nominal group, and using present tense to write.

In learning writing, the students do not only have to know how to create a good paragraph but the students are also encouraged to recognize the various types of paragraphs with different genres. Descriptive is one of the paragraphs that should be learnt by students who like to master writing skill. This paragraph demands students to explore the ideas written about person, place, or thing into a written form. Fiderer (2002:17) states that a descriptive paragraph gives a clear picture of a person, place, object, event, or idea. Details for descriptive paragraphs come from the writer's imagine. These are known as sensory details. Mostly it is about visual experience, but description also deals with other kinds of perception.

To support the statement above, Zemach and Rumisek (2005:25) argue that a descriptive paragraph explains how someone or something looks or feels. In addition, When students describe, they can create vivid images by using specific words and details, many of which appeal to their five senses. Most writers tend to rely heavily on sight and sound but may overlook touch, smell and taste (Brannan, 2010:310). The descriptive paragraph has generic structure that builds up the paragraph itself which contains characteristics, usage or function.

Folse et al. (2010:136) argue statement that good writers use words that appeal to some or all of the five senses: sight, taste, touch, hearing, and smell to describe a topic. It means that to write a descriptive paragraph, a writer should be able to take advantage of imagination, senses, as well as the ability to organize ideas so that when the readers read the paragraph created by the writer, they could use

their senses to feel how something looks like. A good description is where the readers can imagine the object. It is usually written evidently and logically so that they can feel what is written by the writer to be vivid details.

To be a good writer, especially in writing a descriptive paragraph, it is really needed to consider the descriptive paragraph's generic structures. There are three generic structures that have to be considered by the writers in writing a descriptive paragraph. Those are identification, description, and conclusion. Oshima and Hogue (2007:61) express that descriptive writing appeals to the senses (looks, feels, smells, tastes and sounds). A good description is where the readers can imagine the object. It is usually written evidently and logically to feel what is written by the writer with supporting sentences of the paragraph.

According to Evans (2000:7), the generic structure of a descriptive paragraph is an introduction, main body and conclusion. The first, introduction or identification, is a part that the writers give general information about a person, place or thing. In this part the writer identifies the person, place, or thing that will be described. The second is the main body or description where the writer describes a place, person, or thing and explains vivid details. The description can be physical appearance, personal qualities of the object or other characteristics of the object. The last is conclusion in which the writer concludes or restates the identification. A conclusion is not absolutely necessary; however, it is often very helpful to understand what the paragraph describes clearly.

2.1.3 Mind Mapping

There are various kinds of techniques that could be used to teach writing skill and one of them is mind mapping. 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 mapping is considered as a very useful technique since it can encourage the students to write creatively. Buzan (2005:33) states mind maps will help the readers understand things better, remember them well, take note more easily and come up with a lot of brilliant ideas. Using this technique, mind mapping technique will help the students be more creative in arranging and developing their ideas into written form. A mind map is rather like a spider diagram or a flow chart. The key word or the topic of the map is written in the middle, supported by a symbol or diagram if it is required (Call, 2010:108).

Asking students to create a mind map enables them to identify clearly and creatively what they have learned or planning. Furthermore, mind mapping is not only a technique that can make the students to be more creative. It can be used as a way to help the writers string their ideas up so that they will get faster in writing during the learning process. Zemach and Rumisek (2005:8) elaborate that mind mapping is done by making a map on the paper, writing the topic in the middle of writing will occur since all the ideas have been wrapped up before composing sentences, paragraphs or texts to write something. Besides, it is also the best way to get information and develop new ideas before composing a paragraph.

Manktelow (2007:44) argues that mind mapping is an important technique that improves the way to take notes, supports and enhances 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 a subject and how pieces of information fit together, as well as record the raw facts contained in normal notes. Moreover, mind maps provide a structure that encourages creative problem solving, and they hold information in a format that the mind will find easy.

Rao et al. (2007:63) add that mind maps can also be a great way to take notes in lectures, from reading, and oral presentation or revision. They get a lot of material into a small space, with the relations between the parts clearly visible. Mind maps are great tools to organize and to make the writers easier to take in information when studying or presenting a new topic. It is a great tool for summarizing information and group events that are related to each other. Therefore, if the researchers provide the relevant data, students can write a wonderful article without actually writing it, especially in descriptive paragraphs during the teaching and learning process, making them less bored.

On the other hand, educators consider mind mapping as a good approach for supporting students with organizing ideas; they also find it a great asset for teaching (Hillar, 2012:6). She also argues that it is a great tool to organize their students' thought processes when writing because the teacher only presents the basic content and it is the student who writes it in an organized way. However, the mind maps should be comprehensive, well designed, and readable in order to achieve their goal so that the students can focus on learning. This helps writers plan what they are going to write in the form of a paragraph as well in the class.

In addition, Buzan (2005:4) claims mind maps help writers: remember better, come up with brilliant ideas, save time and make the most of the time, and organize thinking. The benefits of mind mapping are flexible. It means that brain can organize the ideas details of general ideas. In writing descriptive paragraph, there are generic structure which have to be considered. They are identification, description and conclusion. The students can focus on learning. They also can understand the material and mind mapping is attractive in learning. Mind mapping can be an appropriate and effective technique to solve this matter.

In organizing a mind maps, the teacher should consider some steps to teach the students to create a good mind map so that the teacher can produce a good descriptive paragraph that could be clearly present the ideas. This technique works as the visual their ideas. Zemach and Rumisek (2005:8) concede that some writers prefer mapping since it can help them see the relationship between ideas. It will be useful for students. There are steps from Buzan (2005:10) and the steps could be briefly and concisely described as follows:

- 1) Writing a title as the main topic in the center of the paper;
- 2) Drawing some lines to the related main topic and sub-topic;
- 3) Naming each of these ideas and if students want, writing a little title of each but uses both sides of the brain by using colored pens; and
- 4) Making a paragraph based on the mind map.

In the present study, the steps of mind mapping were adapted from Buzan (2005:10). It is because those steps can help students who are a beginner in writing. The researcher should give the students supports and give clear instructions so that they understand to start writing a descriptive paragraph about person or place. Those steps would be the map of their visual imagination. They can choose the best ideas to start writing a descriptive paragraph based on the instructions that that researcher gave, and the students can choose the best ideas.

2.1.3 Assessing Writing

The teacher needs to find out students' ability in writing itself in teaching writing. It can be done by giving a writing test to assess the students' ability in writing. The assessment itself is a process of collecting and analyzing the data to measure students' achievement results. Assessment is a popular and sometimes

misunderstood term in current educational practice. The assessment activities in writing are applied to achieve, to analyze, and to interpret data about the result of students' progress in the teaching-learning process systematically and continuously. Assessment is important and must be done by teachers during the learning process to know the students' ability.

Nunan (2001:137) states that assessment refers to a variety of ways of collecting information on a learner's language ability. It means like a way that the teacher uses to collect information about the students' ability or how to obtain the students' achievement. Linse (2005:138) adds that assessment is gathering information for a specific purpose. Hyland (2003:212) finds that assessment is not simply a matter of setting exams and giving grades. Besides, for the students, the assessment is used to inform the achievement of their ability. In addition, Coffin et al. (2003:2) express that in assessing writing, teachers focus on both the content and the form of the writing, which are the language use, the text structure, the construction of the argument, grammar and punctuation.

The learning outcomes are promoted by schools that involve helping pupils develop knowledge, understanding, skills, and attitudes. Students learn more in classes where assessment is a regular part of classroom routines, particularly when assessments are frequent and provide feedback to learners. Thus, it can be concluded that assessing is a really important part to do by the teacher since by assessing the students' ability in certain knowledge, it can help the teacher to measure the students' ability in writing. Hyland (2003:212) states that assessment is not simply a matter of setting an exam and giving grades to develop writing.

The term of assessing is really significant for the teacher and the students to figure out the ability to master the four basic skills of the language. English teachers

need to assess what they already preached to their students so that they will know to what extent the students have achieved the improvement of the skill. Chambers and Gregory (2006:162) state that students' assessment should be explicitly linked to the learning processes and outcomes of their degree programs, with should recognize that assessment significantly influences how and what students learn.

In reality, assessing students' ability in writing is the most difficult thing to do since the teacher should consider the type of assessment and how to evaluate it. Brown (2004:218) mentions logically the assessment of writing is not a simple task. Giving assessment needs to be done by English teachers because they will know the extent to which the students have achieved the materials. Before assessing the students' ability to master writing, the teacher should know some aspects that the teacher should know, which can help the teacher give an appropriate assessment for the students, especially an appropriate assessment for descriptive paragraph writing with the unsolved problems faced by students in language learning.

There are a lot of ways to measure the students' ability in writing itself and mostly, it depends on the teacher which kind of assessment would be given to the students. Weigle (2002:1) states that the best way to test people writing ability is to get them to write. It means that a writing test concerns two basic components: one or more writing tasks or instructions that tell the test takers what to write and a means of evaluating the writing samples that test-takers produce. Without the information gained from assessments, it would be difficult to identify the gap between students' current and target performances and help them progress in the classroom particularly in the teaching and learning process of writing.

In this case, a valid and reliable assessment can give a lot of information as a feedback to the English teachers. Coffin et al. (2003:2) express that in assessing

writing, teachers focus on both the content and the form of the writing, which is the language use, the text structure, argument, grammar, and punctuation. In this sense, they are well informed concerning their teaching's weaknesses and strengths to take more effective attempts and evaluation in dealing with the students' unsolved problems. One of the most significant aspects to teaching writing is to be able to test their students' writing skill. The purpose is to provide evidence of the students' knowledge and understanding of a particular study course. Every teaching and learning process is completed with an assessment to figure out each teaching and learning activity's success and to know the subjects' progressing writing skill during the learning process in the classroom.

The test used a descriptive paragraph about a person and place. In pre-test consisted of three about a person and three about a place. Assessment is very important to do by the teachers in the classroom in order to know the subjects' achievement toward the material during the teaching-learning process. Every teaching and learning process was completed with an assessment to figure out each teaching and learning activity's success and know the subjects' progress. In the present classroom action study, the researcher administers a paragraph construction test that allows the students to make their own paragraphs based on the topic.

2.2 Empirical Review

The empirical review is a review of previous research relevant to the present study and is required to provide empirical evidence that supports the present study. It is also intended to provide information and theories currently available concerning the topic and the historical background of the topic. The aim of an empirical review is to demonstrate through an understanding of the research. There

were some researches that had been conducted by other researchers by using the mind mapping technique. Those researches are as follows:

The first research was conducted by Purnama (2014) entitled “Improving Writing Skill through Mind Mapping Technique of the Eighth Grade Students of SMPN 3 Sukawati in Academic Year 2013/2014.” The fundamental purpose of the research was to figure out whether or not the writing skill of the eighth grade students of SMPN 3 Sukawati in academic year 2013/2014 can be improved by the application of mind mapping technique. The results of her study were the use of mind mapping technique could improve the students’ writing skill.

The second researcher was from Ratih (2016) in her research entitled “Improving Writing Skill through Mind Mapping Technique of the Eighth Grade Students of SMPN 2 Mengwi Academic Year 2016/2017”. She stated that the objective of the study was to improve the students’ achievement in descriptive paragraph writing by using mind maps. Her study results showed that the Eighth grade students' ability in a descriptive paragraph writing increased significantly after the implementation of mind mapping technique in this class.

The strength of both researchers can be seen from the technique that was appropriate for the students in junior high school. Considering the results, those two researchers were already good in presenting data and solving the problem through applying the technique. To support the study’s findings, they used many references as the supporting theory and gave a questionnaire for the students. However, in administering the test, they did not give clear topic about person or place of writing a descriptive paragraph that would be constructed by the students. They did not explain how many sentences should be written in a paragraph and its generic structure. In administering the test, they did not explain how many sentences and

did not give the students the time. In the present study, the researcher gave a clear topic about person and place when they constructed a descriptive paragraph. For example, when the researcher gave a topic about My Mother and My Teacher. Besides, the paragraph consisted of six to twelve sentences based on its generic structure, such as identification, description, and conclusion.

