

Writing Descriptive Mapping on Students D3 English Programs

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ABSTRACT

This study focused on students Writing Descriptive Mapping on TA (Tugas Akhir). The theory's supported by Buzan. It's conducted in applying Classroom Action Research which in II cycles and 4 meetings. The subject of this study was the students on 6 semesters during writing TA (Tugas Akhir) on D3. English Programs Universitas Merdeka Malang which 20 students. The data will take in quantitative and qualitative. Where quantitative collected by giving descriptive writing tests and calculating the mean of students' scores. The quantities data were collected by the students' score in (80.55) which was higher than the first cycle (74.95) and orientation test (69.65). The qualitative data are observation and questionnaire sheet during cycle I and II. It was found that students also made improvement creativity in writing descriptive paragraph by using mapping on their TA (tugas akhir) while guidance and teaching learning proses. They could handle their difficulties and more enjoy their task. By the process students become active and creative. Qualitative data showed students strongly agreed by mapping had solved student's problems in writing descriptive paragraph on students TA (tugas akhir). The Point showed mapping significantly improved writing descriptive paragraph on TA (tugas akhir) students on D3 English Programs.

Keywords: *writing, descriptive, mapping,*

Introduction

To mastering the writing skill is not easy. They gives some that writing is complicated to study. It makes the assumption that writing may be considered as the most difficult of the language skill. As Oshima and Hogue (1991: 5) state that writing has always had problems which put students into trouble as shown by errors made in both of organizing of the composition and the language so that the students' writing topic cannot be started correctly. The problems which are faced by students in writing namely many students do not learn that writing is a way to express their feeling or ideas. They difficult to think of what they are saying and they have to also look at their use of grammatical structures. In conclusion, organizing ideas or information is not easy.

In this study, the writer deals that writing as her topic because based on observation in Universitas Merdeka Malang it is discovered that learning writing is still a problem especially in the descriptive paragraph. Most of the students are unable to complete descriptive paragraph successfully and difficult to students that related

to writing TA (tugas akhir) on last semester. They are no confident to use their own language. Some problems such as they do not have many ideas to write, their grammar is not good, they do not have enough vocabulary, and their diction in writing is not satisfied. The lecturer's notes about the original scores of her students show that only 40% of students in class are able to write a descriptive paragraph well. Moreover, the students feel that teaching learning process is monotonous and uninteresting.

The appropriate approach, method, technique or strategy can solve the difficulties of students in writing. To solve students' problem in writing, the writer tries to improve student's ability in writing descriptive paragraph through mind mapping technique. In teaching writing descriptive paragraph through mind mapping technique, the students are expected to be able to find out the related words, ides, concepts or questions as many as possible to the topic given. It can guide students to think more creatively and to associate ideas more easily. Technique is the systematic procedure by which a complex or scientific task is accomplished.

There are some techniques of writing descriptive paragraph with using incubation, brainstorming, shaping ideas, and grouping ideas. But writer choose the mind mapping technique to solve the problem in writing descriptive paragraph. According to Troyoka (1996:29) Mapping is also called clustering or webbing, similar to brainstorming is more visual and less linear. Many writers find that mapping free them to think more creatively by associating ideas more easily. Mind mapping not only an effective strategy to use for helping teachers to teach because it is not difficult to apply but also this technique creates the class more enjoyable in teaching writing descriptive paragraph.

As Mccuen/Winkler (1987: 11-12) the writing process is also a recursive one.

Revising → Editing → Proofreading

1. Revising means making gross changes mainly to the content but also to the form of a work. This means you change not only what you say, but also how you say it.
2. Editing means making alterations mainly in form rather than content. Changes are made to smooth out a sentence, sharpen an expression, tone down a passage, all with the general aim of improving readability and style.
3. Proofreading here is the final your read your work for literal correctness. You pore over the page looking for the misspelled word, grammatical slip, the misplaced comma, the cat's paw print, and when you come across these venial flaws, you make the correction either by erasure or retyping.

Sinar silvana, (2012: session 3) there are several stages in writing process:

1. Stage 1:prewriting
Step 1: choosing and narrowing a topic
Step 2: generating content
Step3: determine purpose and audience
2. Stage 2: planning
Step 1: organizing ideas
Step2: outlining
3. Stage 3: writing and revising
Step 1: writing the first draft
Step 2: revising content and organization
Step 3: writing the final draft.

2.2.2 The Assessment of Writing

Heaton (1988: 138) says that the skills of writing include five general components or main areas such as the following:

1. Content, the score of content depends of the students' ability to write ideas, information in the form of logical sentences.
2. Organization the organization refers to the students' ability to write the ideas, information in good logical order. The topic and supporting sentences are clearly stated.
3. Vocabulary, the ability to write word effectively and appropriate sentences.
4. Language use, the ability to write correct and appropriate sentences.
5. Mechanism, the ability to use correctly those conventions peculiar to written language e.g. punctuation.

The appropriate approach, method, technique or strategy can solve the difficulties of students in writing. One of way to resolve problems in writing process, and researcher tries to gives solution to increasing student's motivation and ability in writing TA (tugas akhir) on descriptive paragraph by using mind mapping. The students are expected to be able to find out the related words, ides, concepts or questions as many as possible to the topic given. It can guide students to think more creatively and to associate ideas more easily. Technique is the systematic procedure by which a complex or scientific task is accomplished.

To support this research from previous researcher. Arina, (2012: 1) states in her research that this paper aims at presenting some alternative methods of teaching Business English stressing the fact that freedom, creativity, confidence walk hand in hand and are valuable tools in teaching with use mind mapping technique that can improve creative thinking and building. Devis, (2010: 1) states in his research that In recent years, academics and educators have begun to use software mapping tools for a number of education-related purposes. Typically, the tools are used to help impart critical and analytical skills to students, to enable students to see relationships between concepts, and also as a method of assessment. The common feature of all

these tools is the use of diagrammatic relationships of various kinds in preference to written or verbal descriptions. Cheng, (2010: 1) states in his research that Mind mapping is a presentation form of radiant thinking, utilizing lines, colors, characters, numbers, symbols, image, pictures or keywords, etc. to associate, integrate and visualize the learned concept and evoke brain potential. Through mind maps, one's attention, coordination ability, logic, reasoning, thinking, analyzing, creativity, imagination, memory, ability of planning and integration, speed reading, character, number, visual hearing, kinesthetic sense, sensation, etc. are significantly enhanced. "Picture" is not limited by nationality and language and is the best tool for young children to explore new things and learning. Because pictorial representation is one of the most primal human traits and drawing ability is better than writing ability in young children, learning and expressing through mind mapping prevents difficulties of writing, grammar and long description in children. Thus, this study reviews related researches to figure out whether mind mapping can be applied by young children to develop their creative thinking.

From the explanation above, the writer will be conducted to see how to application of mapping technique can improve the students' ability in writing, particularly writing Descriptive Paragraph on students TA (Tugas Akhir).

Method

Method using of this research is Classroom action research (CAR). This study was aimed at improving the quality of English teachers' performance in instruction as well as students' ability in learning English in classroom Arikonto (201: 102). For Students population and sample taken from 6 semesters on D3 English Programs Universitas Merdeka Malang and sample consist of 20 students when doing guidance at process in writing TA (Tugas Akhir).

The researcher interested to conduct this research because students force some problems in their proses writing TA (Tugas Akhir) that related to descriptive text and students still have less ability in writing skill. Other reasons are Researcher as a lecturer and advisor for some students in proses of writing TA (Tugas Akhir) in this University too. The data of this research was collected by using test for students on process

guidance in writing TA (tugas akhir) where the process of collect by collecting writing test (quantitative) mapping technique. Then in qualitative data; take from observation, and questioners were used on process of teaching learning in guidance process. The observation identifies the Condition, interview to know the feeling of students and writer personal evaluation about the running guidance processing.

The Activities in Cycle I

Cycle I

Steps Activities

Input Output

Planning

1. Preparing lesson plan.
2. Preparing the instruments for collecting data; diary notes, observation sheet, and questionnaire sheet.
3. Preparing test I and post test sheet.
4. Preparing the material of teaching and the technique used.

Lesson plan

Instrument sheet

Test I and test II sheet

Action 1.

1. The teacher told the students about the goal of the activity.
2. The teacher gave test I for the students.
3. The teacher explained about descriptive text including its social function, generic structure and grammatical features.
4. The teacher explained about descriptive paragraph and mind mapping technique then gave examples of descriptive text also students the technique of mind mapping in descriptive writing.
5. The students were divided in to 4 or 5 groups and each group was given a topic. Then, they were asked to make their own mind map and create descriptive paragraph based on their mind map.
6. The teacher gave a topic to students. They were asked to make a mind map based on the topic given then they made a descriptive paragraph based on their own mind map individually as test II.
 1. The students understood the goal of the activity.
 2. The basic student's skill in writing descriptive paragraph found.

3. The students understood what the teacher explained
4. The students understood what the teacher explained
5. The students ran what the teacher asked Test II sheet.

Observation The teacher and researcher observed students activities. Student's activities gotten from the observation.

Reflection Doing evaluation on teaching learning descriptive paragraph mind mapping technique and analyze the weakness in cycle I in order to improve it in cycle II.

The Activities in Cycle II

Cycle II

Steps Activities

Input Out put

Planning

1. He teacher and researcher analyzed the weakness in cycle I to be reflection in cycle.
2. Preparing lesson plan
3. Preparing the instruments for teacher and students.
4. Preparing test III sheet.
5. Preparing the material of teaching and the technique used.
6. The weakness data in cycle.

Lesson plan.

Instrument sheet.

Test III sheet.

1. Material and technique of teaching.
Action 1.
2. The teacher told the students about the goal of activity.
Like in cycle I the students have been grouped before. Then, the teacher asked each group to choose a topic by themselves and shared their opinion about the topic to others.
3. The teacher asked the students to make a mind map based on the topic chosen the they made a descriptive paragraph based on their own mind map (test III)
 1. Students understood the goal of the activity.
 2. The students ran what the teacher asked.
 3. Test III sheet.

Observation The teacher and researcher observed students activities. Student's activities got from the observation.

Reflection Doing evaluation and making conclusion on teaching-learning descriptive paragraph through mind mapping technique in cycle II A conclusion of teaching –learning descriptive through mind mapping technique in cycle II.

Based on generic structures and grammatical features of descriptive writing, scoring of descriptive writing test as follows

Table 1 Scoring of Descriptive Writing Test

Component	Criteria	Score
Generic Structure	Having identification	15
	Having description	15
Grammatical Features	Using the right tense (simple present tense)	20
	Using relation verbs	20
	Using adjective	20
	Content	10
	Total	100

The data of this research was collected by using test. Where process of collect by computing students writing score. In collecting the quantitative data, the writer conducted written test. The students asked to write a descriptive paragraph through mind mapping technique. In collecting qualitative data; observation sheet,

questioner sheet and diary notes were used. Observation sheet was used to identify all condition that happed during the teaching and learning. Interview sheet was used to know feeling, problem, and other condition of the students. Diary note was used to analyze in order

to know all things that contained the writer personal evaluation about the running class.

The procedure of data collection of this study was conducted by administrating two cycles; where in each cycle applied four steps: 1) planning, (2) action, (3) observation, (4) reflecting. Then each cycle out in four meetings. So, there were eight meeting all together. In conducting this research, the steps were as followed:

Planning

Planning was an arrangement for doing something. It means the program of actions that was done. In planning, it is considered everything that was related to the action that was done and it is prepared everything that was needed in teaching and learning process. The activity of this phase included: prepared lesson plans, materials, media, (things or tools/ some poetries needed in teaching learning process), observation sheet, questioner sheet and writing test.

Action

Action was the implementation of planning the entire plan was run based on the planning before. In this phase, mind mapping as a technique of teaching descriptive paragraph was used in teaching –learning process. But, before it was used, test I (orientation test) was conducted fist to find the basic students' skill in writing descriptive paragraph.

Observation

Observation was done together with action in the same time. It was intended to discover the information about behavior, attitude, performance, activities and even obstacles during teaching- learning writing descriptive paragraph through mind mapping technique ran in the classroom. In doing observation and evaluation, the researcher was helped by English teacher as the collaborator. The data were taken from questioner sheet, observation sheet and diary notes which used as the basic reflection.

Reflection

Reflection was the evaluation of the action that was done. In this phase, the writer took the feedback of teaching and learning process from the result of observation. All the weakness and the strength while teaching learning process were written on the diary and the data taken from questionnaire sheet, observation sheet, and the tests conducted was used to

improve the weakness and keep the strength for the next cycle.

Quantitative by applying data, it was expected to get the satisfying result. The data analyzed in computing the score. To collect the data, writer also observed the activities in using technique in descriptive paragraph. To know the mean of the students' score in each cycle, the following formulates were applied, Best and Khan (2002: 279)

$$\bar{X} = (\sum x) / N$$

Where: \bar{X} : The mean of the students'

$\sum x$: Total score

N : The total number of students

Next, to categorize the number of master student, the following formula was applied:

$$P = R/T \times 100\%$$

Where P : Percentage of students getting score 75

R : Number of students getting score 75

T : The total number of students taking the test.

Findings and Discussion

The improvement of students' writing score in writing descriptive paragraph through mapping technique also can be seen from the mean of student's score in writing test through this following formula

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} : the mean of student's score

$\sum x$: total score

N : the total number of student

The mean of students' score in every writing test were:

a. In pre-test, the total score is 1393, therefore

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1393}{20}$$

$$\bar{X} = 69.65$$

b. In post-test, the total score is 1499, therefore

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1499}{20}$$

$$\bar{X} = 69.65$$

c. In post-test II, the total score is 1611, therefore

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1611}{20}$$

$$\bar{X} = 80.55$$

From the data above, the mean of students' score in test I (pre-test) was the lowest of all the meetings. It was conducted before the treatment (the usage of mind mapping technique) applied. After conducting the treatment in cycle I and II, the mean of the students' score improved from 69.65 to 80.55. It means that students' descriptive writing is improved.

In this research, the indicator of successful achievement of students in writing descriptive paragraph is as the following; get score ≥ 75 as KKM in their writing test. The number of component students in writing descriptive text was calculated by applying the formula bellow:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of student getting score 75

R = Number of student getting score 75

T = The total number of student taking the test

The percentage of competent students in each writing test can be seen as follows:

a. In test I (pre-test),

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{20} \times 100\%$$

$$P = 40\%$$

b. In test II (cycle I)

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{11}{20} \times 100\%$$

$$P = 55\%$$

c. In test III (cycle II)

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{16}{20} \times 100\%$$

$$P = 80\%$$

In the test I (pre-test), there was 40% (8 students) who got points up to 75. The percentage of writing competence kept improving when mind mapping as a technique was applied. In the test II (cycle I), 55% (11 students) got points up to 75 whereas in the test III (the cycle II) 80% (16 students) go points up to 75. From test I (pre-test) to test III (in cycle II), there was significant improvement of students' writing competence (80%). It can be concluded that mind mapping as a technique could help students in improving their achievement in writing descriptive paragraph.

Table 2

Students writing are Scores in Test I, Test II, and Test III

No	Student's Initial Name	Test I Pre-Test	Test II Post-Test in Cycle I	Test III Post-Test in Cycle II
1.	YS	50	55	63
2.	HS	53	58	66
3.	TT	55	62	69
4.	HS	58	60	63
5.	NG	60	67	75
6.	AA	64	69	77
7.	KS	66	71	79
8.	DH	66	71	81
9.	DS	67	72	82
10.	W	68	78	83

11.	LB	68	78	83
12.	AS	72	80	83
13.	JD	75	80	83
14.	CS	76	81	86
15.	AS	79	84	86
16.	TS	79	84	89
17.	BM	82	85	90
18.	RH	82	85	90
19.	JS	85	88	90
20.	WM	88	91	93
Total		1393	1499	1611

This research was conducted in eight meetings. The writer gave test to the students in each meeting, but the students writing score were taken once at the end of each cycle. In test I the students got bad score. But from the beginning of the cycle I until the end of the cycle II, the students' score were improved. It can be concluded that's the students descriptive writing improve through mind mapping technique from meeting to meeting. The students' writing scores were analyzed by calculating the generic structures (identification and description) and linguistic features (the right tense, relational verb, adjective and content) of descriptive writing. The writers choose 3 students as sample to describe writing score by calculating. The first students is YS got score 50 in pre-test which the having description 12, using the right tense 8, using the relational verb 14, using adjective 6, content 10, and post –test I the score is 55 which having description 12, using the right tense 8, using the relational verb 14, using adjective 6, and content 15, and in post- test II is 63 which

having description 12, using the right tense 8, using the relational verb 14, using adjective 14, and content 15. The second students is LB got score 68 in pre-test which having description 11, using the right tense 17, using the relational verb 8, using adjectives 17, and content 16, and pre-test I the score is 78 which having description 11, using the right tense 17, using the relational verb 18, using adjective 17, and content 16, and in post – test II the score is 83, which having description 14, using the right tense 17, using the relational verb 18, using adjective 17, and content 16. The third students is WM got the score 88 in pre- test, which having description 20, using the right tense 20, using relational verb 18, using adjective 12, and content 18, in pre- test I the score is 91 which having description 20, using the right tense 20, using relational verb 18, using adjective 15 and content 18, and post- test II the score is 93 which having description 20, using the right tense 20, using relational verb 18, using adjective 17 and the content 18.

Table 3
The Improvement of Mean Score in Writing Test

No	Student's Initial Name	Test I Pre-Test	Test II Post-Test Cycle I	Test III Post-Test Cycle II
1.	YS	50	55	63
2.	HS	53	58	66
3.	TT	55	62	69
4.	HS	58	60	63
5.	NG	60	67	75
6.	AA	64	69	77

7.	KS	66	71	79
8.	DH	66	71	81
9.	DS	67	72	82
10.	W	68	78	83
11.	LB	68	78	83
12.	AS	72	80	83
13.	JD	75	80	83
14.	CS	76	81	86
15.	AS	79	84	86
16.	TS	79	84	89
17.	BM	82	85	90
18.	RH	82	85	90
19.	JS	85	88	90
20.	WM	88	91	93
Total		1393	1499	1611
Mean		69.65	74.95	80.55

From the result of test I, it was found that students' ability in writing descriptive paragraph was still low. They were confused in developing their ideas and got some difficulties in grammar, structure, and sentence construction. After conducting test II in cycle I, students writing scores was better than oriental test. On cycle II was conducted and they were

given more explanation how to write descriptive paragraph through mind map technique. The result of test III that conducted at the end of cycle II showed that students' writing scores significantly improved. Most students had already ability the standard score. The improvement of students' descriptive writing can be seen in the following table:

Table 4
Improving of Students' Descriptive Writing

No	Content	Test I(Cycle I)	Test II(Cycle II)	Test III(Cycle III)
1	Score	1393	1499	1611
2	Mean	69.65	74.95	80.55
3	NS	8	11	16
4	PNS	40%	55%	80%

Note:

NS : number of students who got point ≥ 75

PNS :percentage of students who got point ≥ 75

From the table above, the mean of student's score in the test I was 69.43, while in

test II increased to be 74.95 and in test III became 80.55. The improvement not only

occurred on the mean of students' score but also on the number of master students. The number of the master students in test I was only 40% (8 students), in test II was 55% (11 students and in test III became 80% (16 students). The data indicated that the application of mind mapping technique was effective to improve students' ability in writing descriptive paragraph.

The writer also analyzed qualitative data. Diary notes were written down in every meeting during conducting the research. They were used to describe the writer's thoughts and feelings about teaching learning process. It was found that the students still confused in writing descriptive paragraph in the beginning of the research. They seemed lazy and not interested to write descriptive paragraph. But when mind mapping technique was introduced and they were asked to make their own mind map before created a descriptive writing, they became enthusiastic to make descriptive writing. They were active, serious, and interested in writing. The mind map gave them form to write a draft for their descriptive writing in an enjoyable and creative way.

They could find idea easily if they made their own mind map. So in the end of this research they could produce a good descriptive writing and their school kept improving in every writing test.

The observation was focused on the situation of teaching-learning process in which mind mapping as a technique was used including students' activities and behavior, students' ability in writing descriptive paragraph and the interaction between the teachers as a collaborator of this research. Based on observation sheet, it can be concluded that the teaching-learning process by applying mind mapping technique ran well. The situation of teaching-learning process was comfort and enjoyable. Mind mapping technique created a good environment in teaching writing in which the students became active and enjoy in creating the descriptive writing. The students listened to the teacher's explanation and instructions. They also delivered questions while teacher asked them to give some question about the material. They gave good response to the activities in the classroom, although some of them were of them were lazy and something made noisy in the classroom.

The observation sheet, and diary note during cycle I and II, it was found that students also made improvement while teaching-learning process. Although they got problem at the first time, they could handle their difficulties and enjoyed their lesson by the process of time. They become more active and interested in writing descriptive paragraph. The questionnaire showed that students strongly agreed that the application of mind mapping technique had helped them in writing descriptive paragraph well. These all qualitative data supported the researcher findings which were based on the quantitative data. Based on the results of quantitative and qualitative data, it was found that the application of mind mapping technique had been successfully improved students' ability in writing descriptive paragraph.

Conclusion

After analyzing the data, it was found out that the students' writing scores increased (cycle 1- 2). It means that there was an improvement on the students' ability on writing descriptive through Mapping in students TA (Tugas Akhir). It states that the score improve from the first test to the last test continuously. Therefore, Mapping potentially improves in writing descriptive. Some suggestions from this research are to found that mapping increase the teaching learning process in class for English teacher, suggested and relation to guidance process for lecturer as advisor here as one of technique that can help in creative writing TA(tugas akhir) for students task. For the students, it helps to gather details through a creative draft and makes the writing process become easier and enjoyable and the last for readers, it may one of reference choose for getting understanding how to improve our ability in writing skill.

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