CRETIVE WRITING

by Elfrida Silalahi

Creative
Writing Descriptive Mapping

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ACKNOWLEDGMENT

Thank you for praise to God who has blessed me and given a wish to complete this book as a spirited to create something. Even the writers have many activities in her life. In process to complete this book with titled "Creative Writing Descriptive mapping". This book related to English Material that is Writing Skill. The writes tries to write this book to students that needs an ability as prewrites especially in descriptive text writing. As lecturer and teacher in teaching English Material especially in writing skill, may this book could be information. The writer tries to explain one technique to reader that is Mapping and how to be creative writer especially

in Descriptive Text using this technique. As a book in Monograph categories writer realizes that this book is not accomplished without many suggest from adviser Dr. Muhsyanur, M. Pd. and other committee and friends to complete this book and thank you for supporting family and many people. This Monograph book is far from the perfect,for that the writers expect criticism and suggestions from the reader to complete and better this book. For all blessed the writer said thank you.

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Writer,
Elfrida BR. Silalahi

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CHAPTER 1

INTRODUCTION

1.1   The Background

Writing in English is one of four skills learned. In learning English, the students/ people have to be able to achieve the language skills, namely listening, reading, speaking, and writing. It means that the students are demanded to be able use English to fulfill their daily needs such as reading the newspaper, communicating both spoken and written for solving their life problems. In other word, the purpose of learning English to reach communication targets. It refers to discourse competence   including   comprehension   and   production

1 ●————————————————

competence both of written and spoken text realized into four language skills and it will be used respond and produce the discourse in their society.

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 people/students in writing do not learn that writing is a way to express their feeling or ideas. The difficult to think of what they are saying. 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 book because most of the students/people are unable to complete descriptive paragraph successfully. 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 teacher/people usually gave a little and told the students to write an easy about the title without guiding them to think creatively and to associate ideas more easily. Because of that, many students are not able to write well. They consider that writing is difficult.

The appropriate approach, method, technique or strategy can solve the difficulties of students in writing. One of way to resolve problems in writing process, the writers tries to gives solution to increasing motivation and ability in writing descriptive paragraph with mapping. The creatively and to associate ideas more easily. Technique is the system to

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. Here writer choose for mapping technique to resolve the problems in writing especially descriptive paragraph. Troyoka (1996:29) Mapping is also called clustering or webbing. Many writers find that mapping free them to think more creatively by associating ideas more easily. Maid 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.

The writer found some researchers that give explanation about the use of mind mapping technique in process learning to students and many things, and to support book. 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. 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. 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. Thus, this study reviews related researches to figure out whether mind mapping can be applied by young children to develop their creative thinking.

The the research will be conducted to see how to application of mind mapping technique can improve the students' ability in writing, particularly writing Descriptive Paragraph.

1.2 The Problem

Based on the background and problems writer make this book solution to the people needs to solve their problems in writing.

1.3 The Objective and The Significances Book

The objectives are to describe mapping and writing find out the improvement in writing process.

This book studies are expected to be useful: for professional English teacher/lecturer, this book an alternative technique to help quality of teaching process especially in writing skill and comprehension on English writing with spesific and acurance writing process.

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Discussing

The concepts which are use must be clarified in order to have the same perspective of implementation in the field. In order word, the following is considered important to discuss for clarifying the concept used or being discussed so that the reader will get the point clearly.

2.2   Writing

Writing is a creative process-an intellectual exercise that results in a symbolic product, be it a book, story, play report, essay, memo, letter, or paragraph Mccuen/Winkler (1987: 10).

From the definition we know that writing is one of creative action to writer itself. Then Wren and Martin (1973: 315), writing is specially geared towards students who need to improve their spoken English. Unity, order and clarify: these are main characteristic of good writing in general. Students can learn to write by writing. And the purpose of the writing is to express yourself and to create a literary work contribute importantly to human thought and culture.

2.2.1   Writing Process

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.

2.3 Paragraph

The sentences grouped together consist of one topic that devolpes . Wren and Martin (1973: 315). The part we can call a paragraph with single point in paragraph itself. There paragraph call to is a piece of written text. It contains several sentences. Those sentences can be classified into three parts. They are the beginning, the body and the ending, Siahaan (2010: 4)

The three parts of the paragraph are:

1. Topic sentence (The beginning)

   The fist body and as a point in paragrpah.

2. Supporting paragraph (The body)

   Each of them elaborates the topic sentence.

3. The Conclude of sentence (Ending)

   It is a complete sentence. it concludes the development. It closes the paragraph. As the ending it is always at the end of the paragraph.

   According to Wren and Martin (2013: 387) Paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point. Oshima and Hogue (1988: 4) paragraph is a group of related statements that a writer develops about subject.

2.3.1 Principles of the Paragraph Structure

Wren and Martin (2012: 387-388) they divine the three principles of the Paragraph they are:

1. Unity

The first and the most importance principle to be observed constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea- and with no more than one. The paragraph and every part of it must be the expression of one theme or topic.

2. Order

The second principle of paragraph construction is order – that is, logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should according their importance or order.

3. Variety

A third principle of paragraph construction is variety. By which each is meant that, to avoid monotony, the paragraph of the composition should be of different lengths, and not always the same sentence construction.

2.4   Genres of Text

The genre-based approach to writing is based a functional model of language. The topic of genre based writing has become more than a technical academic writing to drill students in some areas of producing a good composition. Instruction genre is a type of procedure genre on which commonly used daily.

1. Spoof

In the English culture, people often use a series of events in a certain process to tell a spoof. They do it by twisting some of the events in the process. The purpose of twisting the event is to create a humour. Accordingly, people twist a series of event in a process to create a text.

2. Recount

Recount is also a narrative text. Basically, it is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written.

3.   Narrative

A written as a form of story that amuse of people.

4.   Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step.

5. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should or should not be the case.

6. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

7.   Report

A report is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific detail of the object being described. A report is a text containing two components. The first is the general classification of the object being described. The technique which is commonly used is a definition. This way commonly introduces the class of the object. It can also be about the species or the origin or the type, or the function the age, or the size, or the color, etc of the object. The common techniques used to describe the object accords with the orientation given in the general classification. The description is to tell a phenomenon under the discussion.

8. Analytical Exposition

Analytical exposition's function is to persuade the reader or listener that something is the case.

9. Explanation

Explanation text's function is to explain the process involved in the formation or workings of natural or socio cultural phenomena.

10. Discussion

Discussion's function is to present the issue.

11. News

News' function is to inform the readers about an event of the day considered newsworthy or important.

12. Description

It can be about any topic. It tells people how to do something through a sequence of action and stages.

2.5   Description Writing

Oshima and Hogue (1988: 40) Description is a study how to organize a composition using the spatial order. Spatial order is arrangement of items in order by space. The purpose of proposing the genre-based model writing is to give a solution in the social process of describing explaining, arguing, narrating meanings. Thus, we should have the same perception that genre is seen as a set of generic processes in the first instance (describing, explaining, instructing, narrating, and arguing), which subsequently result in the production of meaning text Sinar Silvana (2012: 1-2)

Description genre is a genre that describes a person, an animal a place or a thing that has distinctive features. The writing activity needs to focus on the classification of the object under study that may be part of a report genre, which represents factual writing. Factual writing is typically static and it describes the world around us and it pays attention to how something

occurs and how a person, an animal, a place or a thing looks like in terms of physical features, or function.

2.5.1 Generic Structure

Siahaan (2011: 44) description is a text containing two components:

1. Identification: Phenomena

2. Description: object

2.5.2 Significant Lexicogrammatical Features

a. Specific think

b. Attributive and identifying processes,

c. Frequent use of epithets and classifiers in nominal groups,

d. Present tense.

Sinar Silvana (2012: 8) Example of Schematic Structure of Description genre:

The Moon

The moon is a lump of rock that goes around the earth .It is a grey and brown. It is bumps and has crates .It has dust and

mountains. The moon does not shine, the sun does. It is 38.000 kilometers from earth.

The analysis of the descriptive text

Identification: The Moon

Description: goes around the earth, it is grey and brown, it has dust and mountains, the moon does not shine the sun does, it is 38.000 kilometers.

Participant: focus on specific participant moon

Tense: Use simple present tense; e.g. the moon is a lump rock that goes around the earth, the moon does not shine, the sun does. It is bumps and has creates.

2.6   Technique

Technique is a method of doing something that needs skill, Hornby (1999: 1124).

There some technique can be used in teaching descriptive writing, (Troyka1996: 29-31)

1. **Using Incubation**

When you allow your ideas to incubation, you give students time to grow and develop the text.

2. **Shaping Ideas**

   Shaping activities are related to the idea that writing is often called composing, the putting together of ideas to create a composition, one of the synonyms for essay.

3. **Grouping Ideas**

When you group ideas, you make connection and find patterns. To do this, put each batch of related ideas into its own group.

4. **Brainstorming**

A conference technique of solving specific problems, amassing information, stimulating creative thinking, developing

new ideas, by unrestrained and spontaneous participation in discussion.

5. Word Webbing

A technique that has lines and webbing the word to makes a text with one idea.

6. Mind Mapping

To map, start with your topic, circled in the middle of a sheet of unlined paper.

2.7 Mind Mapping Technique

A mind mapping is a diagram used to represent words, ideas, task, or order items linked to and arranged radically around a central key word or idea. Buzan in Sujana (2012: 5)

Mind mapping (or idea mapping) has been defined as visual, non-linear representations of ideas and their relationships

Formal mind mapping techniques arguably began with these techniques involved using line thicknesses, colors pictures and

diagrams to aid knowledge recollection. States that mind map is easy and natural, Brictimove and Nilson in Devis (2010: 3-4).

There four "recipe *of mind map"* namely; blank paper, pen or color pencil brain, and imagination.

Further he also gives some guidelines for creating mind map as follows:Buzan and Buzan 2000 in Devis(2010:3-4)

1. Start in the center with an image of topic, using 3 colors.

2. Use images, symbol, codes, and dimension throughout your mind map.

3. Select key words and print using upper or lower case letters.

4. Each word/ image is best alone and sitting on its own line.

5. The lines should be connected, starting from central image. The central lines are thicker, organic, and thinner as they radiate out from center.

6. Make the lines the same length as the word/ image they support.

7. Use multiple colors throughout the mind map, for visual stimulation and also to encode or group.

8. Develop your own personal style of mind map.

9. Using emphasis and show association in your main map.

10. Keep the mind map clear by using radical hierarchy numerical order or outlines to embrace
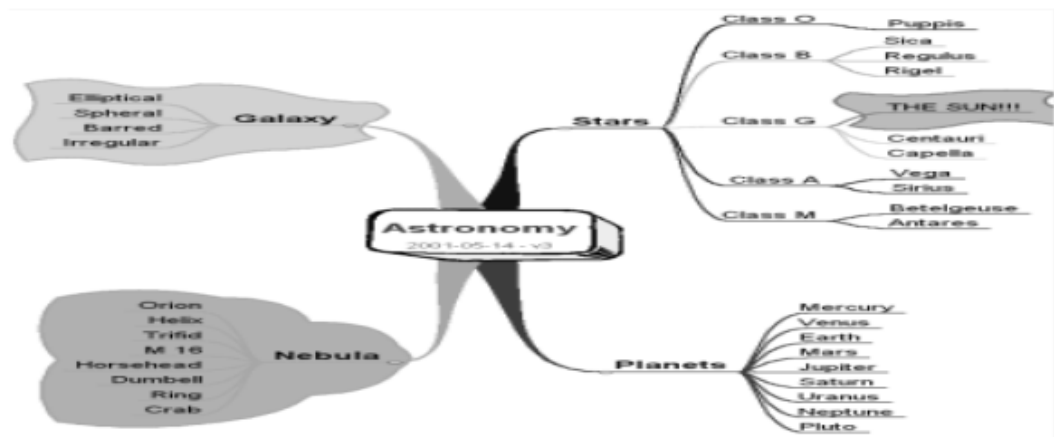
Figure2.1

Mind Map of Mind map Astronomy

(Quoted Buzan, 1964)

However, unlike mind mapping, concept mapping is more structured, and less pictorial in nature. The mind map learning

technique can be used in numerous ways by chiropractic school faculty in an attempt to provide diverse educational experiences.

2.7.1 Steps of Mind Mapping Technique

Using a *Mind Mapping technique,* Buzan in Sujana (2012:5)

1. In write the title of the passage/article

2. Write the key words of subdivisions/subheadings which show parallel ideas.

3. Write the key words

4. Draw lines to see the relationship among the ideas.

2.7.2 The Characteristic of a Mind Map

Wals, (2014: 8) there are some characteristics of *mind map* that are: first, the main idea subject or focus in crystallized in central image, second the main idea themes radiate form the central images as branches, third the branches comprise a key image or key word drawn or printed on its associated line, fourth, the topics of lesson importance are represented as twigs

of the relevant branch, and the five, the branch form a connected nodal structur

2.7.3 The Advantages of Mind Mapping

Mind mapping is very useful to improve student's ability in studying because it has so many advantages, Olivia (2008: 8)

First, can helping students concentrate in memorizing information, second improves student's visual intelligence and observation ability, third improves student's ability, fourth summarizes the lesson briefly, five limits the time in making appropriate six, makes students enjoy in learning process, seven make enjoy in learning process and eight, guides the right and left brain work synergistically.

2.8 The Effect of Mind Mapping Technique on Descriptive Writing Skill

Almost students feel difficult in learning descriptive writing skill. They get confuse with the parts of descriptive

writing itself, such as genre, generic structure, grammatical features. This is explanations the students know writing is very useful for them to expressing their idea, opinions, or thoughts. Thus, it is very importance to choose learning technique which can make them more enjoyable and more comfortable in teaching writing.

Mind mapping is a way teaching descriptive writing skill. Students will feel enjoy in making their descriptive writing because mind mapping technique uses multiple colors, image, branches, and lines to lead students in mastering the descriptive writing skill. Mind mapping technique make easy to improve writing skill to students. In learning process, teacher will gives some topics to students. The students should choose one topic to for their descriptive writing, for example plants. After that, teacher asks students to write the topic by using capital letter in the middle of paper and also draw picture/ image that represent the topic. Then, they draw branches from the topic. Each line

consists of one word and one picture that related to "plants" such as colors, care, pest, or identification. From the explanation above mind mapping technique give effect to descriptive writing skill.
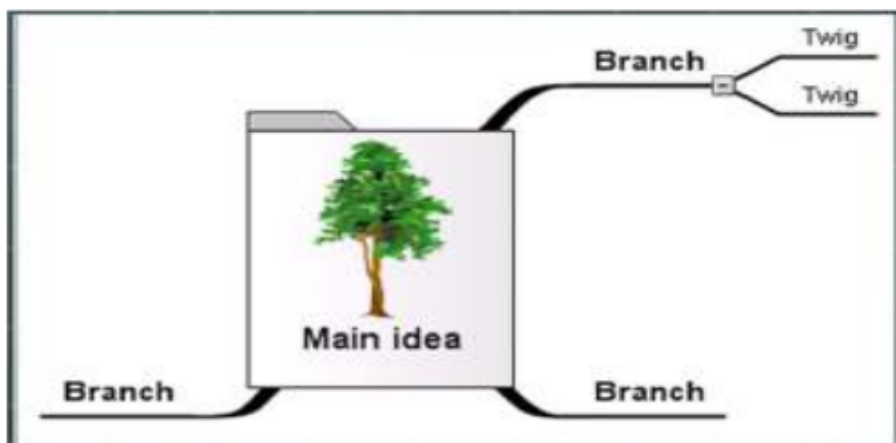
Figure 2.2

Mind Mapping

2.9   Conceptual Framework

This variable illustrate as below:

Using	┈┈┈▶
Shaping ideas	┈┈┈▶
Mind mapping	━━━▶
Grouping ideas	┈┈┈▶
Brainstorming	┈┈┈▶
Word webbing	┈┈┈▶

Descriptive Writing Skill
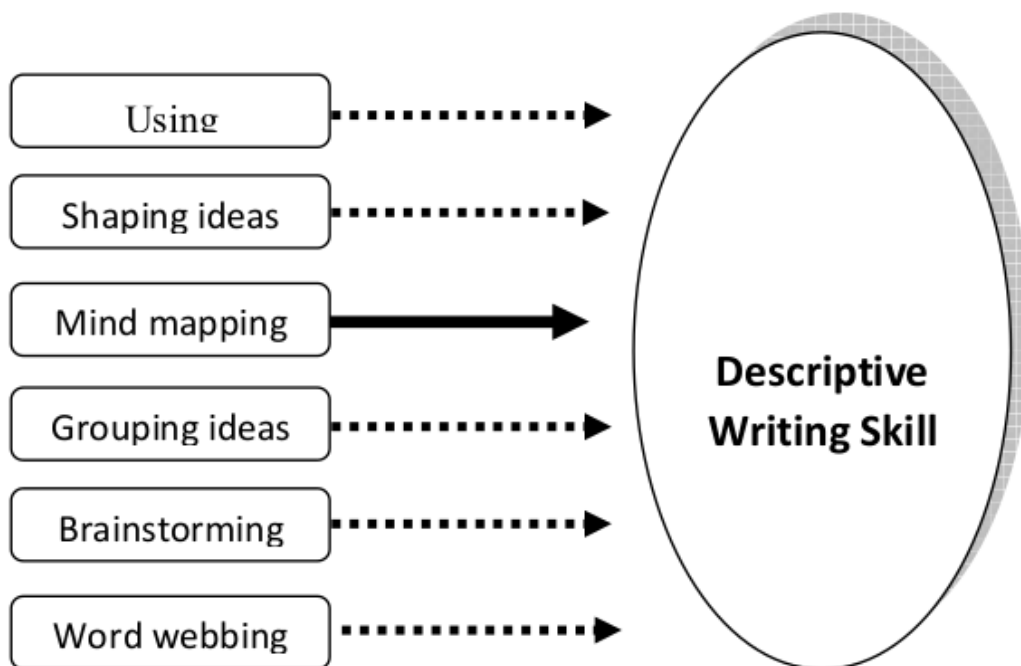
Figure 2.3

Conceptual Framework

From the figure 2.3 above we can know there are some of techniques, they are; grouping ideas, word webbing, shaping ideas, mind mapping, brainstorming and using incubation that

can in writing skill. Thus, there figure concerned to mind mapping technique that using in descriptive writing skill.

This technique helps students enjoy the writing itself. By using this technique in teaching writing, the students are expected to be able to find out the related features, ideas, concept, and questions as many as possible to the topic given. It is applied by asking the students to make their own mind maps first. Then, they have to organize the words in their mind maps a paragraph. It is not important to bounder the ideas of the words of the students.

Mind mapping technique gives all students the opportunity to express their ideas. From the explanation above, it can be predicted that the use of mind mapping technique in writing descriptive paragraph can be more enjoyable, so students' ability in descriptive writing skill will be improved.

CHAPTER III

WRITING METHOD

3.1 Writing Design

Design of this written was classroom action research (CAR), was aimed at improving the quality of English teachers' performance in instruction as well as students' ability in learning English in classroom. Doing classroom action research, the educator can improve the learning practices to be more effective, Arikonto (201: 102). It gives the educators new

opportunities to reflect on and assess their teaching; to explore and test new ideas, method, and material; or to assess how effective the new approaches were. Action research was taken place in the teachers' own classroom and involved a cycles of activities centering on planning, action, observation, and reflection.
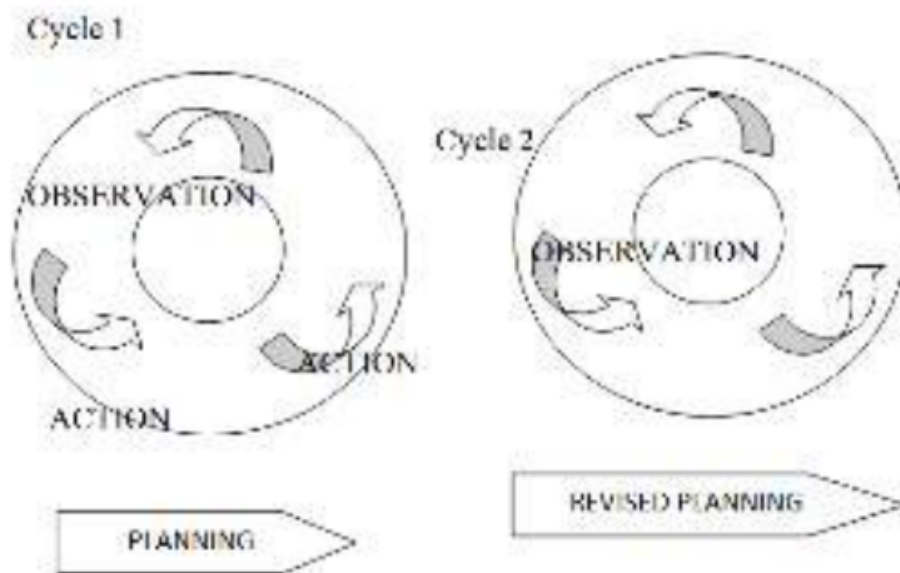
Figure 3.1
Model Cycle

3.2 Population and Sampling Discussing

Populations were students on 2ed Semester of Universitas Merdeka Malang in Adinistrasi Publik Course. The students at 2ed Semester there were 4 classes. The total numbers of students were 168 students. Propose sample technique was taken C class 2ed Semester of this book the students were 42 students were chosen as sample. The writers interested to conduct this curse.

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3.3 Instrument of Data

The data collected by using test. Where process of collect by collecting writing test (quantitative) in mind maaping technique and qualitative questioner and diary notes were used on process of teacing learning in class

3.4 The Procedure

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 book, the steps were as followed:

1) Planning 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.

2) Action In this phase, mind mapping as a technique of teaching descriptive paragraph was used. But, before it was used, test I (orientation test) was conducted fist to find the basic students' skill in writing descriptive paragraph.

3) Observation was done together with action in the same time. It want 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.

4) 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.

3.5 Scoring and Analysis Data Procedure

Based on generic structures and grammatical features of descriptive writing, scoring of descriptive writing test as 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 parapgraph. To know the mean of the students' score in each cycle, the following formulates were applied, Best and Khan (2002: 279)

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

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:

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

Where P : Percentage of students getting score 75

R   : Number of students getting score 75

T: The total number of students taking the test.

Procedures of analyzing data are:

1. Collecting the data from the scoring of the experiment class.

2. Tabulating the score from the lowest to the highest.

3. Finding the average and standard deviation calculation or the standard deviation and then test for normality

4. Analyzing the data

5. Drawing the conclusion and answering the hypothesis

6. Writing some findings.

CHAPTER IV

DATA ANALYSIS

4.1 The Data

This study discussing was applied using the quantitative and qualitative. Writers get the Quantitative data from students test in writing and qualitative did some data from questionnaire, and observation. The data were taken from group A which consisted of 42 students in class Administrasi Publik. Writres was accomplished in two cycles. In every cycles that are four steps and meetings so there were eight meetings together.

4.2 Quantitative

The Resercher get the data quantitative from students test; for test 1 and 2 (in cycle 1) and test III (in cycle 2)

The result of the students test is run well and showed by continuously increasing. The spesific provement writing descriptive paragraph through mind mapping technique can be seen in table:

Table 4.1

Students writing's 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 study 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.

Table 4.2
Range of Score Improvement

No.	Range of Score Improvement	Student's Initial Name	Total
1	1-5	LB, YS, WM	3
2	6-10	AS, JD, BM, RH, JS, TS	6
3	11-15	AS, CS, HS, AA, HS, TT, NG, DH, DS, W, KS	11
		Number of student	20

Table 4.3
The Comparison of Students' Writing Score

Types of Score	T- I (Pre-Test)	T- II (Post-Test I)	T- III (Post-Test II)
Lowest Score	50	55	63
Highest Score	88	91	93

The data above, given some informations or result that students' score kept improving. In test I (before treatment), 50 is the lowest score and 88 for the higest score. In test II (cycle I),

the lowest score is 55 and the highest score is 91. In test III (cycle II), the lowest score is 63 and the highest score is 93. Those scores showed the significant improvement of students' achievement in writing descriptive paragraph. The improvement of students' writing score in writing descriptive paragraph through mind mapping technique also can be seen from the mean of student's score in writing test through this following formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

Where:

a. $\overline{X}$: the mean of student's score

Σx   : total score

N   : the total number of student

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

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

$$\overline{X} = \frac{\Sigma x}{N}$$

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

$$\overline{X} = 69.65$$

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

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

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

$$\overline{X} = 69.65$$

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

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

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

$$\overline{X} = 80.55$$

The date above, have mean from students' score in T- 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 applying the formula:

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

Where:

P = Percentage score

R = Number of student

T = The total number of student

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

In test I (pre-test),

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

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

$$P = 40\%$$

In test II (cycle I)

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

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

$$P = 55\%$$

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 student's achievement.

4.3 Qualitative

The qualitative consist of observation and questionnaire. For the observation, shown the students' activities and behavior and students were active during teaching learning process. For the last, sstudents could expand their ideas in writing after applying Mind Mapping and more familiar in writing descriptive paragrapah data were taken from diary notes, observation sheet, and questionnaire sheet.

4.3.1 Observation Sheet

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.

4.3.2 Questionnaire Sheet

Questionnaire sheet was used to know students opinions, perception and responds about application of poetry as learning material in teaching-learning of descriptive writing. The questionnaire was made up based on scales. They were strongly agreed (score 3) agrees (2) and disagree (1). There were 15 statements which the maximum score was 45.

Based on the result of questionnaire scores, the percentage students who disagreed was 0% (0 students), agree was75% (8 students) and strongly agreed was 56% (12 students). Based on

the data, it can be concluded that most of students were strongly agreed that the application of mind mapping technique was very strongly agreed that the application of mind mapping technique was very helpful to improve their descriptive writing.

4.4 Study Phase

Cycle I

The cycle I was done in four meetings. A writing test was administered at the end of teaching-learning process. But the score was taken only in the first meeting (Test I) and in the fourth meeting (the last meeting of cycle I). The detail procedures of cycle I were described as follows:

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

1. Planning

Before running cycle I all instrument such as observation sheet, questionnaire sheet, and diary notes had been well prepared. In the first meeting, test I was conducted. Then, researcher prepared the teaching material such as a descriptive paragraph and would introduce mind mapping technique to improve students' ability in writing descriptive paragraph. Then the lesson plans were prepared. In this research, the writer would be as the teacher and the English teacher would be collaborator.

2. Action

The students were though how to write descriptive paragraph based on the lesson plan made. I the second meeting, they were taught about the characteristic of descriptive paragraph by explaining and showing them the example of descriptive paragraph. Then, in the third meeting, the researcher explained about mind mapping technique and how to make mind map. In the fourth meeting, the students were divided into five

groups where each group consisted of six up to seven students. Each group was asked to have a discussion to deliver their ideas into mind map and then create it into a descriptive paragraph based on the generic structures and linguistic features of descriptive writing. After that, they were asked to write a descriptive paragraph as test II based on their own mind map on a piece of paper individually.

3. Observation

Sstudents were interested in studying, but there were still shy when they gave chances to ask questions about unclear points. In the third up to fourth meeting, the students showed their enthusiasm in studying descriptive paragraph through mind mapping technique.

4. Reflection

Reflection was the evaluation to the action that had been done before. It was used to find difficulties, problems and the situation faced during teaching learning process in order to make

improvement in the cycle II. Based on the result of test II, it was found that students' writing score was better than test I (in cycle 1). From the results of the analysis, the students' score did not improve significantly. But, there were some of students who got the standard score 75.

Based on the result of observation and diary notes, the students' skill had difficulties in doing their writing. Most of the students are unable to complete descriptive paragraph successfully. It was happened because they did not have enough vocabulary, and they did not fully understand the use of mind mapping technique in writing descriptive paragraph yet. Besides, the interaction between the teacher and the students was not affective enough. From the data, the researcher decided to continue cycle II to get better result.

Cycle II

The result of cycle I indicated that there was ability an improving in the students' ability in writing descriptive

paragraph. But it did not improve significantly in order to get the more improvement and to solve done in four meetings with the same steps. The detail procedure of second cycle can be seen as follows.

1) Planning

b.   The researcher still concentrated to the same ideas and goals are the cycle I but it would be higher level to students. In this phase, the researcher planned to explain the mind map technique by giving more examples of descriptive paragraph and the mind map. In the cycle II, the researcher as teacher would be active in monitoring all students and in helping them if they seen same problems. To improve the interaction between the teacher and the students the teacher would be more active in asking questions, responding students' questions and giving explanations. Time would be managed effectively and efficiency.

2) Action

In the fifth meeting, the students were given more detail explanation about the elements of descriptive paragraph and mind mapping technique. Then the researcher gave a text to students about "season in Europe". The researcher asked students to read one by one. After that, she asked students to describe about "Season in Europe" from the text given by their own orally. In the sixth meetings, the students were asked to write a descriptive paragraph without applying mind mapping technique. They were asked to describe about "season in Indonesia". In the seventh meeting, the researcher felt that the students had done the mind mapping technique well. So, the researcher explained more about mind mapping technique. Then she asked one students to draw a picture of shoes on a white board. After that the students were asked to write a descriptive paragraph based on mind map given. In the eight meeting, the students were asked to choose one topic from five topics given.

After that they made a mind of topic chosen. Then, they created a descriptive paragraph based on their own mind map (test III).

3) Observation

In this phase, the students become more active and serious during the lesson. The situation of the class during teaching learning process was better than the first cycle. Not only they responded every question asked by the teacher well, but also they were active in asking questions. Moreover, they felt interesting to write a descriptive paragraph though mind mapping technique since it helped them to guide their ideas in creating a good descriptive paragraph.

4) Reflection

Based on the writing test scores and the observation result in cycle II, it was conclude that the students made improvements in their ability in writing descriptive paragraph during teaching-learning process. Most students had been able to produce descriptive paragraph well. Besides, the situation during

teaching-learning process was very effective, enjoyable and ran well. Because in cycle II, the percentage of students who had already ability the standard score was ≥ 70% (17) students or 84,37%), it meant that the goal of this researcher had been completed. So, it was needed to conduct the next cycle. Mind mapping technique had been successfully helped the students in writing descriptive paragraph.

4.5 Findings and Discussion

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. After that, 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 4.4

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%

Improving of Students' Descriptive Writing

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 gathered from the observation sheet, questionnaire sheet diary 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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 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 paragraph through *Mapping.* It states that the score improve from the first test to the last test continuously.

Therefore, it is concludes that *Mapping* potentially improve the students ability in writing descriptive paragraph.

5.2 Suggestion

The clue of this research find out that mind mapping increase the students in writing process the some points that suggested relation are: English teacher them in monitoring the students' Improvement in descriptive writing. For the students, it helps the students to gather details through a creative draft and makes the writing process become easier and enjoyable. The readers, its may some of choice for get understanding how to improve our ability in writing.

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