

THE USE OF MIND MAPPING TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT

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ABSTRACT

The research is entitled “The Use of Mind Mapping Technique in Teaching Writing Descriptive Text.” The aims of the research are to figure out how is mind mapping applied in teaching writing descriptive text and what are the students’ responses in teaching writing descriptive text using mind mapping technique. This research uses descriptive qualitative method. The respondent of this study are one teacher and five students in one of a Vocational High School 4 Padalarang. The instruments used to collect data are classroom observation and interviews. The result of data analysis showed that the teacher implemented all the steps of mind mapping technique in teaching writing descriptive text systematically during classroom activities and interview and the result of mind mapping makes by the students including (1) students uses central idea with picture. (2) Students uses keywords (3) Students uses branch. (4) Students uses curved line. (5) Students uses images or symbol (6) students uses colors. The research findings also showed the students’ responses in teaching writing descriptive text using mind mapping technique including helpful, meaningful, motivate learning, and provide learning satisfaction. Finally, the results of interviews suggest that the students loved this technique because it successfully motivated them to write descriptive texts in an enjoyable way, to improve their writing descriptive texts, to increase vocabulary and creativity, to arrange sentences and organize ideas. It is then recommended that mind mapping technique be used in teaching writing in different text types.

Keywords: *Descriptive text, mind mapping, writing*

INTRODUCTION

Writing is the way to express ideas in writing from using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009). Writing skill is very complex activity because it needs many aspects to be mastered, for example vocabulary, grammar and idea. In writing process, the writer should explore their minds to find the good ideas to make the meaningful written. It also considered as the most complicated language skill to be learned, compared to other language skills. Since the complex aspects in writing, it is difficult for students to learn English. It supported by Richards and Renandya (2002: 303). They state that writing is the most difficult skill for second language learner.

Many kinds of writing are applied as a subject matter at schools in Indonesia. Such as writing about narration or story on the last time called as narrative text, writing about opinion or argument called as argumentative text, writing about past event called as

recount text, writing about discussion between two sides of people called as discussion text, and one of them is writing about description called as descriptive text.

Descriptive text is a text which has social purpose to give an account of imagined or factual events (Hyland, 2004:214). Descriptive writing is used to teach writing more specific than the complex writing to be taught, because as a general strategy, describing is used in many forms of writing. In writing descriptive text, students are expected to be able to write simple descriptive text correctly. In descriptive text, writers describe particular person, place, or things.

In fact, many students are poor in writing skill, they have problems in using the language especially in writing descriptive text. It is supported by Sulasti (2003), The problems that they mostly face are about how to write, what to be written, and lack of words as well as incompetence in structure. They think that writing is boring and not important in their life. Meanwhile, writing is the most difficult skill for second or foreign language learners to master (Renandya, 2002: 303). The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

There are many kinds of techniques to solve students' problems that can make them find it easy to express and organize their ideas into writing descriptive text. Those techniques are outlining technique, brainstorming technique, clustering technique, and one of them is mind mapping technique strategy, it is supported by (Buzan, 1993) he said, "to solve the students' problem in writing descriptive text, in the literature one technique that can be used to help the student's write is mind mapping technique." Teachers must be able to organize learning teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing text matters in practice, one of which is using a mind mapping technique strategy.

Buzan (2010) states that "mind mapping is an easy way to get to places information to the brain and retrieve information from the brain. It can be said that mind mapping technique focuses in the pre writing which allows students to write down the ideas on the blank paper freely and also mind mapping gives learners freedom to explore everything from their mind and express it freely, also Buzan (2009) states that making Mind Mapping requires imagination or thinking, such as how Mind Mapping is made: (1) Starting from the middle of blank paper, (2) Use the image (symbol) for the main idea, (3) Use different colors, (4) The main branch relationship with the central image, (5) Create a curved line, (6) Use one keyword for each row and use the picture. This technique can improve students' creativity and make them happy in learning, because it consists of colours, picture, and some key words that can also make them find it easy to learn English especially in writing skill.

In addition, there are some benefits that are offered by the mind mapping technique in English teaching and learning process, especially in writing skill such as, allowing the essence of matter to become clear, visually the order, information is relatively clearer, and improve memory to be long term memory (Edward, 2011). So far using mind mapping can give them an experience to plan the writing and to make more familiar in using it. In this way, it can help the quality of learning itself.

Concerning the reasons above, the researcher wants to figure out how is mind mapping technique applied in teaching writing descriptive text also the research tries to know the students' responses using mind mapping technique in teaching writing descriptive text using mind mapping technique. Therefore, the writer tries to conduct the

research entitled “The Use of Mind Mapping Technique in Teaching Writing Descriptive Text”.

The next discussion will be about the literature review of this paper. First is about the definition of writing.

Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009). According to Harmer (2004: 4), writing is used for a wide variety of purpose it is produced in many different forms. Through writing, the student can express their idea and opinion. Writing has become a basic competency should be mastered in English subject. They can use the right grammar, punctuation, organization, and spelling.

Based on the explanation above, it can be concluded that the definition of writing is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with the other people indirectly, student gets effort to express mind through language in writing.

Next, the focus of the discussion is about the process of writing.

The writing process is an approach to writing that entails the recursive. Phases of pre-writing, drafting, revising, editing and publishing. In writing process, the reader must have techniques in teaching, because it is important to stress consistency in writing process.

The last stage is follow-up task. It conducted to conclude the weaknesses of writing. Writing process is the stages a writer goes through to produce something in the final written form. As maintained by Harmer (2004), there are four main elements in the writing process. Those can be as follows: (a) Planning. When planning, the writers have to think about the three main issues. First, they have to consider the purpose of their writing since this will influence amongst other things not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Second, the experienced writer thinks of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language –whether, for example, it is formal or informal in tone. Third, the writers have to consider the content structure of the piece – that is, how to sequence the facts, ideas, or argument which they have decided to include, (b) Drafting. We can refer to the first version of a piece of writing as a draft. This first goal of writing a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, some drafts may be produced on the way to the final version, (c) Editing (reflecting and revising). Once writers have produced a draft, then they usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move around or write a new introduction. They may use a different form of words for a particular sentence. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. The writer is now ready to send the written text to its intended audience.

The next literature review focuses on the purpose of writing as defined by Grenville (2001, pp. 1-2), as follows: (a) writing to entertain. Writing to entertain is a writing that

may engage the readers' feeling through its plot or the emotion provided in the writing. Some examples of the writing of which purpose is to entertain are novels, stories, poems, song lyrics, plays, and screenplays, (b) writing to inform. Writing to inform is intended to tell readers about something. For example, newspaper, articles, scientific or business reports, instructions or procedures, and essay for school and university, (c) writing to persuade. Writing to persuade means that the writing is aimed to convince the readers of something through providing evidence, for example advertisements, articles, and newspaper.

In conclusion, the purpose of compiling a descriptive text using mind mapping is more to inform the planning of the text arrangement creatively by expressing ideas, feelings or thoughts in written symbols but also having a special purpose such as entertaining. Because of the importance of writing, teacher needs to teach writing based on below explanation.

Writing is one of skills among reading, speaking, and listening. Like the other skills, writing is an important part of communication. People frequently have to communicate in writing. There are many activities and occupation which need writing activities. People need writing to write personal letters, reports, applications, articles and other. Teaching writing does not mean simply having students do grammar exercise in writing. It is no longer means having students manipulate unfamiliar texts that have no special meaning for them. Intend, students are writing about, and most especially. Brown (2001: 343) states five major categories of classroom writing performance such as imitative writing, intensive writing, self-writing, display writing, and real writing. They are explained as follows: (1) imitative or writing down which leads students to simply write down English letters, words, or sentences in order to learn the conventions of the orthographic code. (2) intensive or controlled writing which loosens the teacher's control but still offers a series of stimulators, (3) self-writing which leads students to write with only himself as the audience, (4) display writing which leads students to write in an element of display writing, and (5) real writing which aims to communicate a message to an audience. This type of writing performance can occur in the academic, vocational or technical, and personal scope.

There are some types of writing text as discussed below.

According to Jordan (2007), there are five types of writing such as expository, narrative, persuasive, descriptive, and recount text. First, expository text that is usually used to inform, clarify, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding. The second is narrative text. The narrative text accounts for personal or fictional experience, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time. The third is persuasive text that convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer takes a position for against an issue, using statistics, analogies, irony, antithesis, specific, examples, and expert evidence to create a convincing line of argument that will move a reader to action. The fourth is descriptive text that sketches a portrait of a person, place,

or thing by using concrete and specific details that appeal to one more to the sense. The fifth is recount text. It is a piece of text that retells, past events, usually in the order in which they happened. The purpose of a recount text is to give the audience description of what happened and when it happened.

This paper focuses on descriptive text and because of that there will be discussion about the definition, the generic structure, the language feature, and the kinds of descriptive text.

When talking about the definition, descriptive text has the social function to describe particular person, place, or things. Descriptive text is a kind of text which described in details. Based on the generic structure. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007). The generic structure consists of (a) Identification. Identifying the phenomenon to be described. In another word, reading the introduction of the text, the readers will understand before what in wants to describe in the text issue, (b) Description. Describing the phenomenon in part, qualities or and characteristics. The description my begin from the general description of an object being described and then move to the specific one. In addition, description is a part of paragraph which describes the character. So, the writer describes all information related to topic, (c) Describe parts. For example, to explain the part of body from the object, for example: head, body, foot, (d) Qualities. To explain the quality of the object, for example: beautiful, ugly, handsome, sharp, (e) Characteristics. To explain the characteristics of the object, for example: tall, long, short, small, white skin, black hair, curly hair (Hammond, 1992, as cited in Wahyuwidiati (2015, p. 20).

Descriptive text has the following linguistic features or language features: (a) Using simple present tense. Because its function is to describe something where the characteristics or characteristics of the object or thing will not change. Descriptive Text uses Simple Present Tense. Example: This car is a Kombi one. This car has a sunroof cloth and two doors at its one side. (b) Using adjective. Describing or describing something will be easier to understand if you use an adjective (Adjective) so that the things we describe can be imagined more real, (c) Using conjunctions. The conjunctions are words that connect the subject with the word explanation. The conjunctions can be to be (is, am, are) or others, such as seem, look, appear, sound, etc. Example: This car is red and cream, the chairs are good.

When discussing the type of descriptive text, Zemack (2005) mentions that there are three types of descriptive text, as follows: (1) Describing a person. In describing person, the first thing we want to recognize his or her individual characteristics. Describing a person in his/her physical attribute (hair, eyes, nose, etc.) moral attitude (kind, greedy, trustworthy, etc) and intellectual (smart, clever), emotional (nervous, calm, warm), (2) Describing a place. Describing a place can be said presenting something such as: home and school, a garden, and (3) Describing a process. Describing a process in descriptive text is writing, it is important for the students to know and understand how something is happened and done.

The next discussion is about mind mapping, including the definition, the procedure, and the strategy.

In terms of definition, Buzan (2010) states that “mind mapping is an easy way to get to places information to the brain and retrieve information from the brain Mind mapping

can also be called as planning in making a writing there is an early planning to be written, this thought mapping method is one of the methods to facilitate making a writing. In conclusion, in the preparation of writing text, the focus is more on using mind mapping techniques to organize, plan, and inform ideas in detail.

When focusing on the procedure, Buzan (2005) states that there are seven steps in making mind mapping. The seven steps are as follows: start in the center of a blank page turned sideways, use an image or picture for your central idea, use colors throughout. connect your main branch, make your branches curved rather than straight-line, use one key word per line, use image throughout.

In using mind mapping strategy, we try to apply mind mapping method in the process of teaching learning writing a text in the classroom activity. Before doing writing activity, students should have good understanding about the characteristics of the text that will be written (procedure text), otherwise they will face some difficulties to reach the purposes of writing activity or in producing a text. For that reason, teacher and students should cooperate while the process of writing activity was in progress.

METHOD

This research uses a qualitative descriptive design. Some instruments are used in collecting the data in order to answer the research questions. In this research, the classroom observation and interview were used to collect the data. The observation was used to find out how is mind mapping applied in teaching writing descriptive text and the interview was to figure out the students' responses in teaching writing descriptive text using mind mapping technique.

To analyse the data, the researcher used a descriptive method in this research. Analysis in this research can be broken down into four stages, there are coding, data reduction, data display, and drawing conclusion (Ary, Donald, 2010; 283). The data analyses when all data has been collected. The researcher analyses and transcribes the result of two instruments are observation, interview.

FINDINGS AND DISCUSSION

After conducting the research focusing on using mind mapping technique in teaching writing descriptive text, it can be found that the teacher uses certain steps, as follows:

No	Steps in Teaching Descriptive Text Using Mind Mapping
1	Giving the questions about the descriptive text material
2	Brainstorming the students' knowledge about descriptive text.
3	Introducing the definition, purpose, generic structure, and example of descriptive text with mind mapping.
4	Asking the students to read a text (in this time, it is about tourism).
5	Explaining about mind mapping.
6	Asking the students to make a mind map using: Central idea, pictures, colourful branches, curve line, keywords
7	Asking the students to make a descriptive text based on mind mapping.

Based on the interview data to the teacher, the steps of teaching writing descriptive text used mind mapping technique are as follow: (a) Central idea. Based on the result of interview about the first topic, the teacher implemented Central idea. That the teacher asks the students to determine the topic of the picture that will be used as the main central for describing the topic, and the teacher said: "First, we ask the students to decide what or who are going to describe, then after that usually the students are asked to use a picture so that it will be more interesting, not only the words in the central but also using pictures so that a description of everything we are going to describe it as seen from the picture." In brief, the first step to take is to create a central idea or topic that will be described, (b) Branch/ Curved line. From interview about the second topic, the teacher implemented branch/curved line that the teacher when connecting the curved line branch that was taken first from the central idea to be combined with the curved branch into its sub keywords. And the teacher says, "To connect the branch taken from the central, then the central keyword is written into the curved branch for the sub keyword". In brief, the second step is to make branches or curved lines to be connected with keywords and other branches, (c) Keyword. Based on the result of interview about the third topic, the teacher implemented keyword. When the teacher applies the keywords in the mind mapping, it is adjusted to the topic or central idea that will be described, after that the keywords are connected to curved lines, and teacher said, "Well, earlier, from the central there was already a picture, now in that picture they can see what is in the central or the main topic that we will describe, from there we see the keywords and then make a branch from the central branch of the branch now. that's where the keywords are stored." In brief, the third step is to create keywords to show ideas/ideas for other sub topics, (d) Colour. From the interview about the fourth topic, the teacher implemented colour. When the teacher applies colour in the mind mapping, it is adjusted to keywords and other sub topics. Because the presence of colour can make mind mapping more beautiful which will later show colour to other branches, and the teacher said: "Yes, that colour is rich in attractants so that the mind mapping looks interesting by using colour, because the colour can show one branch of the other sub-branches that are the same colour, for other branches the colour is different but the other sub-topics are the same." In brief, the fourth step is to colour each branch or keyword so that the mind mapping looks interesting, (e) Images/symbol. From the interview about the fifth topic, the teacher implemented images/symbol. When the teacher applies a picture/symbol, that is to add imagination to the picture pasted around the keywords that are suitable to be pasted. The teacher said "The symbol/image is actually not mandatory in the mind mapping technique, but that's an interesting thing too, now that's how it looks for each keyword, looking for a suitable image that really represents the keyword, then pasted it around the keyword." In brief, the fifth step is to make a picture or symbol in each branch, keyword or other sub topic

Based on observation checklist sheet, adapted from Ohassta and Ertug Evrekli, et al (2010), in making mind mapping in learning descriptive text, the researcher found some results, as follows:

Student 1

Topic: Pangandaran Beach

Student 1 started from central idea, used picture or photograph, made colourful main branches, added curve line and wrote key word in each branch and curve line. It can be concluded that student 1 is able to draw mind map and serves some information. Student 1 described tourist attractions, namely Pangandaran beach through mind mapping. Based

on the results of the checklist observations in the mind mapping criteria category the researcher will present the result of mind mapping: in keyword selection, student 1 achieved level 4 because the idea is written in the form of keywords and sentences are effective. single keywords give a lot of power and flexibility to mind maps. In branch selection, students 1 achieved level 5 because he uses more than five branches, so that it can bring up other branches that are connected by curved lines in accordance with the keywords from the central idea and get more information. The brain works according to associations, the brain likes to associate two or more things at once. When we connect the branches, we will more easily understand and remember. In colours selection, students 1 achieved level 5 because he uses five colours, namely blue, yellow, black, red and green in making mind mapping, so that mind mapping looks interesting Colour makes mind maps come alive, adds energy to creative thinking, and is fun. In symbols/picture and curved lines selection, student 1 made it to level 3 because he uses pictures/symbols on the central idea and main branches but are not connected by curved lines. In completeness of the material, student 1 achieved level 5 because the map of his mind shows very complete material, so that all his ideas can be written well through mind mapping and more creative as well.

Student 2

Topic: Labuan Bajo

Student 2 started from central idea, used picture or photograph, made colourful main branches, added curve line and wrote key word in each branch and curve line. It can be concluded that student 2 was able to draw mind map and served some information. In his mind map student 2 has described tourist attraction, namely Labuan Bajo through mind mapping. Based on the results of the checklist observations in the mind mapping criteria category the researcher presents the result of mind mapping of student 2 as follows: In the keyword selection, student 2 achieved level 3 because the ideas in the form of keywords and sentences are quite effective and not too many keywords are issued in the mind mapping and all branches are connected by curved lines. In the branch selection, student 2 achieved level 5 because he uses more than five branches so that from the main branch can trigger other branches to show the sub topic of the keyword. In the colour selection, student 2 achieved level 4 because he only uses four colours namely two purple, one red and black in each branch. So, there are no more colours in the creation of mind mapping. In symbols/picture and curved lines selection, student 2 achieved level 3 because he uses pictures/symbols on the central idea and main branches but are not connected by curved lines. In completeness of the material, student 2 achieved level 3 because the mind map shows the material is quite complete, so there are no more ideas written in making mind mapping.

Students 3

Topic: Ancol Beach

The third finding are relevant with the theory propose by Buzan (2006:15). He stated that drawing mind map was started from central idea, use picture or photograph, make colourful main branches, add curve line and write key word in each branch and curve line. It can be said that the student 3 was able to draw mind map and served some information. In his mind map, students 3 has described a tourist attraction, namely Ancol through mind mapping. Based on the results of the checklist observations in the mind mapping criteria category the researcher will present the result of mind mapping. In

keyword selection, student 3 achieved level 4 because ideas in the form of keywords and sentences are effective and can develop the keyword ideas according to the topic of the central idea. In the branch selection, students 3 achieved level 5 because he uses more than five branches and shows other branches that are connected to the curved line of the keyword sub topic. Based on the theory of Buzan in his book state that connect the main branches to the central image and connect the branches of level two and three to levels one and two, and so on. The brain works according to associations, the brain likes to associate two or more things at once. When we connect the branches, we will more easily understand and remember. In the selection of colours, student 3 achieved level 3 because he uses three colours that are 2 yellow colours connected to keywords and 1 red colour stored in the symbol / image of the keyword, so it does not show other colours. In the selection of symbols / images and curved lines that the students 3 used, he achieved level 3 because he only uses symbols / images on the central idea and the main branch of the keyword but is not connected with the curve line. In the completeness of the material that the student 3 used, he achieved level 4 as his mind map shows complete material, so it is easy to read and easy to understand.

Students 4

Topic: Rancaupas

The fourth findings are relevant with the theory propose by Buzan (2006:15). He stated that drawing mind map was started from central idea, use picture or photograph, make colourful main branches, add curve line and write key word in each branch and curve line. It can be said that the student was able to draw mind map and served some information. In his mind map, student 4 has described a tourist attraction, namely Rancaupas beach through mind mapping. Based on the results of the checklist observations in the mind mapping criteria category the researcher will present the result of mind mapping: In keyword selection, student 4 achieved level 5 because the idea in the form of keywords is very effective. Because it can show effective keywords in accordance with the topic depicted. In the selection of branch, student 4 got level 5 because he uses five branches but does not show other branches that are related to other sub keywords. In colour selection, student 4 got level 5 because he uses five colours from each main branch, namely orange, yellow, green, and purple. So that. mind mapping looks interesting. In the selection of symbols / images and curved lines that the student 4 made, he achieved level 4 because he uses images / symbols of the central idea and the main branch connected by the curved line. However, on the main branch he only uses one image that is connected with a curved line. In the completeness of the material that the student 4 created, he achieved level 4 because the mind map shows complete material so that it is easy to read and understand.

Students 5

Topic: Taman Safari

The fifth finding is relevant with the theory propose by Buzan (2006:15). He stated that drawing mind map was started from central idea, use picture or photograph, make colourful main branches, add curve line and write key word in each branch and curve line. It can be seen that the student was able to draw mind map and served some information. In the mind map, student 5 has described a tourist attraction, namely Taman Safari through mind mapping. Based on the results of the checklist observations in the mind mapping criteria category the researcher will present the result of mind mapping:

In keyword selection, student 5 achieved level 5 because the idea in the form of keywords is very effective and all his ideas are written according to the topic. In the selection of branches that the student 5 created, he got level 5 because he uses five branches but only shows to the main branch and does not derive the idea of derivatives from other branches. In colour selection that the student 5 created, he got level 5 because he uses five or more colours, namely black, purple, orange, yellow, blue, green, and brown. So that the mind mapping looks interesting and its colour connected to the central idea, keywords and sub topic keywords are connected with curved line branches. In the selection of symbols / images and curved lines that the student 5 created, he got level 4 because it uses symbols / images on the central idea and the main branch associated with the curved line. So that the mind mapping looks interesting when there are images or symbols of each main branch and curved lines. Based on the theory of Buzan in his book state that uses a picture or photo for a central idea, a picture means a thousand words and helps us use our imagination. A central image is more interesting, keeps us focused, helps us concentrate, and activates our brain. In the completeness of the material, that the student 5 made, he got level 4 because the mind map shows the material that is complete and easy to understand.

In brief, all of five students made their mind maps relevant to the steps, namely by uses central ideas, colours, branches, curved lines, pictures/symbols and material completeness in their manufacture. Based on the results of the mind mapping that had been made by the students, the five students made a topic about tourist attractions that students like, namely about Ancol, Pangandaran, Safari Park, Labuan Bajo and Rancaupas, so that students were able to describe and identify the results of their topic ideas into mind mapping. However, from the results of the category of mind mapping criteria, there are some students who are still lacking, especially in branches, images and colours, but from all the results, it is found that all of the students find mind mapping very useful as it makes them interested in the material, and makes them easy to remember and understand the text they read clearly.

Based on responses, all students' responses are positive. The data from the interview and observation show that mind mapping activity can be categorized into fun learning. Here, the researcher presents the data on the categorization of students' responses in learning descriptive text using mind mapping technique. The data from the result of the interview showed that all respondents said mind mapping technique is helpful, meaningful, motivate learning, provide learning satisfaction especially in learning writing descriptive text. It is in line with the theory that stated, mind mapping may be enhanced and enriched through, colour, pictures, codes and dimension to add interest, beauty and individuality.

Based on the findings in the field that when students start learning descriptive text using mind mapping, students paid attention to the teacher and followed the directions in using mind mapping in learning descriptive text and also students made mind maps to describe the topics that students had prepared. In learning descriptive text, the teacher provides vocabulary written on sheets of paper to make it easier for students to find unknown words, and finally students feel happy and more interested when they are given vocabulary by the teacher; as the results, students give a very positive response because there is no problems or difficulties in its use. Moreover, the teacher also mentors the students. After the students created mind mapping, the teacher gave instructions to compile texts based on mind mapping that the students have made; as a result, the

students feel happy because they can arrange the text and then adjust it with the mind mapping that they have made.

To sum up, all five students were having fun and were interested in using mind mapping especially in learning descriptive text. The strategy using mind map got a positive response. In the future, the students are ready to use mind mapping when describing something. This is because they believe that using mind mapping is very useful to foster creativity and it helps the students to organize ideas in writing and it helps students to understand and remember an idea.

CONCLUSION

Based on the research finding and the discussion above, some conclusions can be drawn, as follows: teacher has implemented mind mapping technique in teaching writing descriptive text properly. It is relevant with the theory from Buzan (2006:15). He stated that drawing a mind map is started from central idea, uses picture or photograph, makes colourful main branches, adds curve line and writes key word in each branch and curve line. Furthermore, Dawson et al. (2005) state that mind mapping is a type of prewriting method as the first stage of the writing process and as the point to discover and explore our initial ideas about a subject. The implementation of mind mapping technique in teaching writing descriptive text is an effective technique and support the teacher for teaching writing descriptive text to the tenth grader students of a Vocational High School in Padalarang.

The results of mind mapping are relevant to Buzan's theory, the results of creating mind mapping is that it makes the students very creative so they can explore their ideas in mapping the concepts that have been planned, and when the mind mapping is supported and accommodated with the vocabulary provided by the teacher, the students become very enthusiastic in making it.

The motivation of students writing descriptive text increases significantly. From the data, it can be concluded that using mind mapping makes the students more active and can express their ideas in writing descriptive text. Also, the students seem more encouraged to improve their writing skills. Mind mapping technique can be helpful and meaningful in writing descriptive text. Through mind mapping the students get positive results. In the sense that they are very happy and can come up with very good ideas. Also, they have no difficulty in writing descriptive texts, so they are helped using mind mapping technique

Mind mapping can motivate learning and provide learning satisfaction. Students admitted that mind mapping can motivate learning and provide learning satisfaction in writing a descriptive text and they get positive results from mind mapping. They are motivated to use mind mapping in writing descriptive text. The students are very inspired to grow their creativity. Also, there are some students who are very satisfied with mind mapping in writing descriptive texts so that they can enjoy and feel confident in writing. Learning writing descriptive text using mind mapping can be categorized into fun learning. Students admitted that learning writing using mind mapping is fun learning because it can help them writing a descriptive text.

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