**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoretical Framework**

This chapter explains about the definitions of writing, the purposes of writing, the process of writing, the strategy of teaching writing, the notion of mind mapping technique, the function of mind mapping technique, the steps to make mind map, the mind mapping tips and techniques, the usage and example of mind mapping, and the conceptual development of action

**2.2 The Definition of Writing**

Writing is an activity of exploring opinions and ideas into words. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for the first language. Writing needs good preparation and a lot of practice. According to Richards and Renandya (2002: 309), “Written language is complex at the level of the clause”. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. Concerning writing, Brown (2001: 335) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the researcher should follow those steps to produce a final product. The definition of writing is often similar to speaking. It is because both skills are as productive skill. Writing is the activity that is continued to the next

activities after the writing itself or it can be said that writing is an ongoing process (Alice & Hogue, 1997:2).

The topic needs to be decided in case the researcher are going to write. Writing is the process of continuity which means at the time the researcher write, the researcher have to think about the draft, revise, and rewrite until it is clear. Meanwhile, on the other hand, like what Meyers (2005:2) says in his book entitled *Gatewaysto Academic Writing*, “Writing is not easy. It takes research and practice to develop this skill. It is important to note that writing is a process, not a product” From this statement, it can be said that writing is quietly difficult because to start writing, the researcher have to have skill in telling our idea based on the experiences and some other factors that can call the idea. Then, writing is a way that the researcher uses to talk to others through the paper. Different from speaking, in the process of doing it, the researcher and the reader cannot meet like what the speakers and listeners do. They only can interact with each other by the time that the researcher finishes the writing. Today, the way of writing is not only through words but also media.

The primary message can be produced by pictures, graphics, and even sound (Lunsford, 2010:23). The researcher often do this way based on our needs. To whom the researcher wants her writing to be read becomes the important thing the researcher decides. The success of our writing can be decided by the readers. From all those statements, the definitions of writing can be concluded as a process with a must in having the final product named writing itself. All steps of the process of writing actually should support the ideas, can be implied or states, and follow the rules of writing. Then, having enough ability in changing the ideas into written form is needed by the researcher so that their readers can easily understand the message of what the writing is about. Effectively, the different receiver of writing produces a different understanding of the information that is written. Writing is a skill that needs a process so that ideas that have been possessed can be expressed through writing. It needs teaching-learning so that the process can be done. Certainly, writing in English is not easy. Expressing ideas is not enough, because the ideas still have to be told in English. For that reason, a technique that can support the learning process is needed.

**2.2.1 The Process of Writing**

Clouse (2004:27-29) states that there are six areas of the writing process, even though researchers do different things when they write, most successful researchers turn their attention to these areas:

1. Generating ideas, establishing purpose, and identifying audience
2. Ordering ideas
3. Writing the first draft
4. Revising (improving content, organization, and the expression of ideas)
5. Correcting errors (correcting errors in grammar, spelling, capitalization, and punctuation)
6. Proofreading (makingThe Process of Writing)

Generating ideas, establishing purpose and identifying the audience are the actions that first have to do before starting to write. Ideas are needed to build the writing then. The purpose should be decided to make writing clear to what purpose is written. Then, identifying the audience should also be paid attention to in which the writing will be read. All of these three first actions are important before starting writing well.

Also, ordering ideas the researcher wants to share in our writing is the second area before starting writing. The researcher may has many ideas to share, but the researcher also has to remember that the ideas will affect our quality of writing itself. Therefore, ordering ideas is needed to make sense of our writing whether it is nice or not. Next, if the researcher compare writing to building construction that should have some planning, writing also has planned and it is called a draft. Writing the first draft is important because it can throw away the non-useful sentence of writing. After that, the researcher have to revise the area before finishing our writing. Through revising our writing, the researcher can add some ideas and remove any ideas that do not have any relation to the topic. It is a very suitable way to develop our writing into a large topic, but not out of the topic. When it comes about revising, the researcher also has to pay attention to the existence of our writing and what our writing contains. It can be said that better revising, our writing will be better too.

The researcher must be making any errors not only in generating ideas, but also in grammar, spelling, capitalization, and punctuation while the researcher are writing. Therefore, the researcher needs to correct any grammar, spelling, capitalization, and punctuation that becomes our writing not well. Parts of speech and grammar, indeed, give more effects to the audience’s mind when they read our writing. Fortunately, the researcher has this area to make our writing better. Lastly, after the researcher has done the five steps above in the writing process, primarily the researcher has to do the proofreading so that the researcher can get any errors that may appear in our writing. Proofreading is done by us as a researcher so that the idea included does not make changes and the purpose of writing is still achieve to the reader. All of these six areas in the writing process is just a step for researcher who want to have better writing before their writing is published. Each part of them has some advantages and disadvantages even though researcher have their organization in measuring and deciding whether their writing has been revised.

**2.2.2 Micro-skills for English Writing**

To increase the writing skill of the students, the teacher must be able to guide the students in upgrading the competence of their writings. The subdivisions of writing skills into macro and micro-skills have been proposed by several experts. Spratt et al. (2005), states that writing involves several sub-skills. Some of these are related to accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. While composing the writing product, Brown (2001) states that the compositions should be included; they are meeting certain standards of prescribed English rhetorical style, reflecting accurate grammar, and being organized in conformity with what the audience would consider being conventional.

Brown (2001) states that twelve skills must be mastered by the students to increase their writing skills. The micro-skills for writing production are:

1. Producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions;
2. Producing writing in a good management rate of speed to suit the purpose;
3. Producing an acceptable core of words and using appropriate word order patterns;
4. Using acceptable grammar systems (e.g., tense, agreement, and pluralization), pattern and rules;
5. Expressing a particular meaning in many types of grammatical forms;
6. Using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas;
7. Using the rhetorical forms and conventions of written discourse;
8. Appropriately accomplishing the communicative functions of written texts according to form and purposes;
9. Conveying links and connection between events and communicate such relations as the main idea, supporting idea, new information, given information, generalization, and exemplification;
10. Distinguishing or differentiating between literal and implied meanings when writing;
11. Correctly delivering cultural in specific reference;
12. To develop and use a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

The process of writing emphasizes the balance between process and product. The students need a process to make good writing. Richards and Renandya (2002: 316) states that the process of writing has four basic writing stages those are planning, drafting, revising and editing. The final product should be done through the process.

**2.2.3 How to Teach Writing**

Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows.

1. Incorporating practices of “good” researchers

To be a good researcher should fulfill some criteria. They are:

1. Focusing on goals or main ideas in writing,
2. Gauging their audience perceptively,
3. Spending some time (but not too much) planning to write,
4. Letting their first ideas flow onto the paper easily,
5. Following the general organizational plan as they write,
6. Soliciting and utilizing feedback on their writing,
7. Are not wedded to certain surface structure,
8. Revising their work willingly and efficiently, and
9. Making as many revisions as needed patiently.

2. Balancing process of product

Because writing is a composting process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. Meanwhile, at the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation is worth the effort.

3. Accounting for cultural/literary backgrounds

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students’ native traditions and those that the researcher are trying to teach, trying to help students to understand what it is, exactly, that they are accustomed to and then by degrees, bring them to the use of acceptable English rhetoric.

4. Connecting reading and writing

Students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written word. By reading and researching a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

5. Providing as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

6. Framing the techniques in terms of prewriting, drafting and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. For traditional approaches to writing instruction, students are given time in class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity to systematic drafting, and the second assumes that if students do any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is view as an important and complex set of strategies, the mastery of which takes time, patience, and train instruction.

Therefore, if you are writing a second language, you’ll be revising yourwork continuously. You have to pay more attention to your diction (choice of word), form and grammar to make sure that they clearly express what you exactly want to say. We know that writing skill is always used in most of examinations done at school from elementary up to university level. The importance of writing skill is obviously seen as something that must be emphasized because in daily communication language is not only spoken but also written. The different characteristics between spoken and written language are stated by Harmer (2004:6-11), as follows:

1) Time and space

Whereas spoken communication operates in the here-and-now world of immediate interaction, writing transcends time and space. Speaking is often transient, whereas writing tends to be more permanent. Spoken words fly away on the wind; written word stay around, sometimes, as we have seen, for hundred or thousand years.

2) Participants

The writer has to know who they are writing for when it comes about writing information and communication. However, this audience may often be general rather than specific, and may be represented as a type rather than as an individual addressee whom we can see and interact with. In this case of speaking, however, our addressee is often known to us in a much more specific way, as we have seen.

3) Process

 For speaking, the speakers make quick decision about what to say and modify it as they speak, using lots of repetition, rephrasing, and ‘time-buying’expressions (such as *well*, *you know*). These expressions allow them to collect their ideas and put them into suitable form of words. Writing, however, is as we have seen significantly different. The final product is not nearly instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product.

4) Organization and language

Two of the most noticeable dissimilarities between speaking and writing are the level of correctness and the issue of well-formed. Speakers can and do mispronounce and use deviant grammar without anyone objecting or judging the speaker’s level of intelligence and education, but spelling mistakes and grammar are far more harshly judged. As for well-formed, most writing consists of fully developed sentences, but speech is often made up of smaller chunks of language-words and phrases rather than the complete sentences. Another significant difference between speaking and writing concerns lexical density-that is the proportion of content words to grammatical (or function)words used. Written text frequently has many more content words than grammatical words. In speech, however, the proportion of content words is significantly smaller.

5) Signs and symbols

If we consider a face-to-face conversation, speakers and listeners use paralinguistic features like expression and gestures, as well as stress andintonation, to convey meaning. We can shout, whisper and vary tone or speedof what we are saying, or fill our conversation with dramatic pauses if we want to. Writing has viewer signs and symbols than speech but they can be just as powerful. In the first place, question marks and exclamation marks can be modify the import of what is written (e.g. *you are cold. You are cold? You arecold! Or even you are cold!!!*). Changing the order of the clauses we can alter meaning and convey nuance (e.g. *she met him at a party*. or *at a partyshe met him*. or *Him she met at a party*.). We also use italics to make something stand out, or in type text we use italics to show how *amazed* we are.

6) Product

If we consider face-to-face conversation to be a work in progress (because through questioning, interrupting, and formulating we can constantly change the message being given out), writing usually turns up as a finished product.

 One of the goals in teaching learning English at Senior High School is toimprove communication skill in English both spoken and written language. Teacher and students should cooperate in teaching learning activity in order to reach the goals. In teaching learning process, teachers have to pay more attention to the students’ progress and the students should practice regularly to improve their ability, especially in writing ability.In the classroom, teacher as a facilitator in teaching learning process must be able to deliver materials in an appropriate way. Teacher should understand students’ background knowledge and characteristics before teaching learning started, especially teaching writing. It will be a difficult thing for teachers in teaching writing if their students don’t have any knowledge about it. Besides, all elements in writing must be mastered before teaching writing started.

 The following are five elements in writing that students should master:

1) Organization

It contains reasonable sentences that support the topic of the writing. The ideas of the students are well organized and can be understood by the reader.

2) Content

Content refers to the sentences that flow easily and not too hard to understandalthough a simple writing. The reasonable sentences that arranged into good story here that is meant by the content.

3) Grammar

Grammar is connecting with how the words are arranged into good sentences, means correct in the tenses and has meaning. Some students got the problem with this. This is because some of them still confuse what verbs that should be used in the sentence.

4) Punctuation

When the students write they have to think about the punctuation or spelling that is used in writing. It will make their writing sounds reasonable to read.The pause is also needed when they read a text. The capital letter is also important when they write the first word in a sentence. This ability needs careful practice.

5) Style

Style deals with the precise vocabulary usage and the use of parallel structure.Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by students. Without that, they cannot do many kind of English task. The lack of vocabulary means failure in communication. So inwriting students must have enough vocabulary to make it succeed.

 From the Harmer’s statement above, it is clear enough that there are somedifferent characteristics between spoken and written languages such as the use of clauses, gestures, formal and informal languages. It can be said that writing is the last skill of language that students should master. By learning and doing practice writing regularly, students will get more knowledge, how to write effectively, how to express ideas, and how to sell their knowledge to everybody. For that reason, all teacher and educational practitioners should pay more and more attention to students’ writing skill, especially in foreign language that is more difficult than first language.

**2.3 Mind Mapping**

Nowadays, mind mapping is a common technique in the English teaching-learning process. Mind mapping involves writing down a central idea and thinking up new and relate ideas that radiate out from the center. It is a good technique that can help our memory because it enables us to arrange facts and ideas. Mapping knowledge which will help us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas.

Mind mapping is a creative note-taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6; Buzan 2008: 10). Within this definition, five important concepts of mind mapping are used. Firstly, mind mapping is one of the creative note-taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in the long term memory.

By using mind mapping, the information can be saved into their memories for a long time. Fourthly, mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saves in their memories. Finally, mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connect to the known concepts having a tight relationship with the new concepts. All mind maps are using color and the form is radiant thinking. All mind maps have nature structure that sprays from the center. It can be space, symbols, words, and pictures which related in simple, basic, nature series with the brain. By using a mind map, long list information can change into a colorful diagram, well regulate, and easy to memorize.

**2.3.1 Step to Make Mind Map**

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is 18 often used to help students to learn effectively, efficiently and happily. Buzan (2005: 15) mentions seven stages to make a mind mapping as follows:

1. Putting the main idea in the center

The beginning idea in the center is designed to give freedom to expand the ideas in any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind maps in the “landscape” style. Placing the main idea or topic in the middle of the page will give maximum space for other ideas to radiate out from the center.

2. Using a picture or photo for the central idea

Pictures and photos are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.

3. Using colors

Color makes the mind map more alive and adds energy to creative thinking. It can be used to capture the eye’s attention and interest.

4. Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on Trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. The human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.

5. Making a curve line connector, not a straight line

A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like tree branches are more interesting for eyes.

6. Using one keyword for each line

It is because a single keyword gives more energy and flexibility for mind mapping.

7. Using pictures, Image, and symbol is easy to remember, and they stimulate new creative association.

So, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can make the students happy in researching because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

**2.3.2 The Function of Mind Mapping Technique**

Hedge (1988) the function of the mind mapping technique “This technique can be used to explore almost any topic.” The function of the mind mapping technique is also admit as a draft of writing before it is revised and edited and become the final project. Besides that, it is useful to throw away any unimportant information. Mind mapping is also used to call some ideas that come to our mind but it is difficult to be explained through the sentence directly. The function of mind mapping is not only for the existence of writing itself but also for the specific purpose. For instance, the researcher want to write some ideas about things or topics, to make it simple, the researcher can use this technique to look important vocabularies that are going to be written in our writing about general things or topics. It is expected can help us to write sufficiently based on the importance of writing itself.

Buzan (2005:6) states that the researcher can use mind mapping for planning, communicating, being more creative, saving time, problem-solving, remembering, faster learning and so on. Mind mapping can be used by anyone who wants to remember things easily and in a more organized way and also by anyone who wants to simplify a difficult concept. Note-taking can be turned into a more enjoyable activity by using mind mapping.

There are many advantages of applying mind mapping technique in the learning process (T.K.Tee, 2014:29) as follow:

a) Brainstorming - individually, and as a group

b) Summarizing information, and note-taking

c) Consolidating information from different research

d) Sources

e) Thinking through complex problems

f) Presenting information in a format that shows the overall

g) Structure of your subject

h) Researching, retaining and recall information

i) Promotes meaningful learning instead of memorization

Mind mapping is a powerful tool for assisting any form of writing. For some studies, there is find that most participants of the research attributed their improvement in writing to the use of mind mapping. The written works produced by using mind mapping have more relevant details and better organized and connected. Mind mapping also raise the performance of students' levels of ability as they became more efficient in generating and organizing ideas for writing. There is also a positive attitude toward using mind mapping as a pre-writing activity.

Mind mapping can help you think with greater clarity to explore relationships between ideas and elements of an argument and to generate solutions to problems. It puts a new perspective on things by allowing you to see all the relevant issues and analyze choices in light of the big picture.

**2.3.3 The Usage and Example of Mind Map**

Mind mapping is used for identifying students’ ideas before they write. For writing descriptive text, they have to decide the topic they want to explain in their writing, then. By calling their ideas from the mind map, it can manage their way of thinking use maps drawn as their drafting process. Before they find out the important thing written on their writing, they should make a map about their mind based on the topic given. The usage of mind mapping is significant to begin the descriptive writing so that it is described orderly.

Mind mapping can limit the students’ ideas so that they do not write out of the topic. Besides that, students do not need some ideas that do not use in their writing. For the reason, here is the example of the mind mapping technique figure created by Buzan (2006: 13) with the topic of “Hobbies”. The picture is looked like as follow:

HOBBIES

From the picture above, it can get the idea about “Hobbies” that sport, pleasure, and education are concluded the topic. Although, other things, that are identified, are also conclude as the parts of a part of Hobbies itself. The picture tells us about how to mind map appear. Even if the topic is just one word, the part of the topic may be more than a word, like what is show in the picture. By mapping, the related ideas can be explored and seen how they connect one to another from discovering ideas.

By using the mind mapping technique before writing, students are expected to be able to apply it into their writing. The mind mapping technique has no significance rule in mentioning the *branch* of the topic. It just needs some ideas to fill in the box of the branches as the words that will be used in writing. From the branch, students can easily write some sentences using the words in the branch.

**2.4 Descriptive Text**

What will we think about if we deal with the word “text”? All of us know thisword is actually familiar in our life but not everyone actually understand about meaning of this word. In general sense, text is any form of written material. However, in any instance of living language that plays some part in a context of situation, we shall call it text. It may be spoken or written, can be word or a thick as a book. Therefore, a text has nothing to do with form or size. Second, a text is not isolated words or sentences being put together. On the other hand, it constitutes meaningful message that a person tries to communicate through his issue of certain acceptable structure. Actually, it has something to do with meanings, forming a stretch of language working together as unified whole.From this explanation, we can consider that a text is a language that is functional. It means that language in a text serves a certain function. This functionis the one that finally differentiates and determines our choice of words to construct a text.

Meanwhile, as we use language for various purposes, numerous types oftexts are resulted. These different types of texts are often labeled ‘genre’, types of texts that vary across culture. In conclusion, it can be said that text is a meaningful and purposeful stretch of language, either spoken or written, represented through the use of words, the appropriate way they arranged (grammar), and the structure of which is affected by the purpose it has. One of them are descriptive text.

Descriptive text is a text which say what a person or thing is like. Its purpose is todescribe and reveal a particular person, place, or thing. Based on Wahidi (2009), “Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal’s habitat in your report”. In other words, description text is to describe a particular person, place, or thing. Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that thereader can create vivid pictures of characters, places, objects, and more. The social function of descriptive to describe a particular person, place or thing (Doddy, 2008). Generic Structure:

a. Identification: identifies phenomenon to be described.

b. Description: describes parts, qualities, characters.

The language feature of descriptive text:

a. Using attributive and identifying process.

b. Using adjective and classifiers in nominal group.

c. Using simple present tense.

According to Friedman (2010), “Descriptive details mean to grab the reader’s attention”. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers. Based on definition descriptive text from expert above, it can conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc (Mukarto, 2007). From the Mukarto statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have a two main parts such as identification and description that called generic structure.

1. Generic Structure in Descriptive text

The generic structure is arrangement in writing the descriptive text that article we write in accordance with the existing rules in the descriptive text. The generic structure such as:

* Identification: Contains the identification of terms or preliminary / the general describe of someone or things of the topic.
* Description: Contains of the explained, describe of things and someone that more detail from the identification that has general describe.

Descriptive writing has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Besides, descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see.

**2.4 Conceptual Framework**

The concepts of the mind mapping technique to improve students’ writing skills have been explored in the previous section. For this section, a conceptual framework derived from those concepts will be presented.

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. That is why writing is considered as one of the most difficult productive skills that require specialize skills because the researcher need some process in writing.

Also, there are some techniques and methods applied in the school to make students get their easiness in writing. For this research, the researcher wants the students to have the ability in writing descriptive text through the specific technique. It is the mind mapping technique. Mind mapping technique is a strategy for note-making before writing. Students are asked to make mind mapping techniques before they begin writing.

The application of mind mapping is expected can improve students’ writing skills of descriptive text. Fortunately, Tony Buzan (2001:33), as the inventor of mind mapping technique, has mentioned and proven that this technique is suitable to be used in writing, especially writing descriptive text which describes things, people, or places so that the reader can understand the text easily. Also, some studies have proven that this technique is success to be used to improve students’ writing skill and it is shown in the previous point about the related previous studies. For this reason, the researcher expects that students’ writing skills can improve through mind mapping techniques. They can use this technique to write a descriptive text so that the text which is written is clear.