2.1 Teaching English at Junior High School

English is as an international language which is used in communication, an activity which people deal with every time. Moreover, English is one of the languages used as a means of sharing ideas on setting information from other, people in the world. It is usually called as lingua franca. Therefore, the government of Indonesia has put English as an essentials subject to be learned from elementary school till university. There are four skills in English subject, namely reading, speaking, listening and writing. Teaching English means teach the students not only how to speak, how to read, how to listen, but also how to write. Also, talking about English means talking about how to communicate in English. Communication not only can be done in spoken but also in written.

Based on the 2004 curriculum (as cited on Danial, 2011, pp.10-11), English is one of the primary subjects at school. The objectives of teaching English to Junior High School students as a primary subject of the study are:

- Developing the communication skill in English both spoken and written language. The ability to communicate includes listening, speaking, reading, and writing.
• Giving information that English is one of the most important foreign languages that become means of communication in education.

• Developing the understanding of language and culture. Therefore the children will have knowledge about culture.

2.2 Concept of Writing

Writing is the skill that processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spoken-forms. Harmer (2004, p.12) accomplished that process writing is a way of looking at what people do when they compose written text.

Writing skill can be defined as an ability to communicate all the ideas or imaginations into the form of structured pattern so that the readers may understand what the writers mean in their writing. Heaton (1988, p.13) stated that the writing skill are complex and sometimes difficult to teach, requiring master not only for grammatical rhetorical devices, but also of conceptual and judgemental elements.

Moreover, writing is one of skill which very important in English competence. Beside of reading, speaking and listening, writing skill is rather difficult mastered, because in writing the students should master the vocabularies, the grammar, the spelling and also the punctuation.
Writing is as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the writing English subject, students have to know and understand those elements. Students have been learned kinds of text in writing skill. They should produce written simple functional text in the recount text, narrative text, news items, procedures, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization.

In addition, any piece of writing will be trying to do at least one of the following things:

- *Entertain*—it doesn’t necessarily make the readers laugh, but it at least engages their feelings in some way.
- *Inform*—it tells the reader about something.
- *Persuade*—it tries to convince the reader of something.

(Grenville, 2001, p.1)

2.3 Descriptive Text

Oshima and Hogue (1991, p.50) accomplished that description is writing about how something or someone looks and uses space order. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. A good description is like a word picture, the reader can imagine the object, place, or person in his or her mind.
Furthermore, Oshima and Houge (1991, pp.50-51) explained that a writer of good description is like an artist who paints a picture that can be seen clearly in the mind of the reader. Just as an artist plans where to place each object in a painting, a writer plans where to put each object in a “word painting.” In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space.

For example, when describing your favorite room at home, you could first describe things on the left side of the doorway and then move clockwise around to the right side. You could also start on the right and move counterclockwise around to the left. If you jumped back and forth, it would be very difficult for the reader to try to see the room in his or her mind. When you describe a person, you could begin with an overall impression and then focus on the person's head, then the face, and then on one part of the face such as the eyes. It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

Abilene (as cited on Natria, 2007, p.22) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. If someone is describing snowfall, for example, it is important for him/her to decide and to let his/her readers know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author’s selection of detail and is thereby made clear to
the reader in the thesis sentences. The second one, a descriptive writing can be
objective or subjective, giving the author a wide choice of tone, diction, and
attitude. For instance, an objective description of one’s dog would mention
such facts as height, weight, color, and so forth. A subjective description
would include the above details, but also stress the author’s feeling toward the
dog, as well as its personality, and habits. Then the last, the purpose of a
purely descriptive writing is to involve the reader enough so he or she can
actually visualize the things being described. Therefore, it is important to use
specific and concrete details.

To guide the students in a descriptive writing, Gerot and Wignell (as cited
in Natria, 2007, p.23) gave the generic structure of descriptive writing, they
are identification that includes of identifies phenomenon to be described and
then description which is included of parts, qualities, characteristics.

In addition, Wishon and Burks (as cited in Natria, 2007, p.22) stated that
writing descriptive reproduces the way things look, smell, taste, feel, or sound,
it may also evoke moods, such as happiness, loneliness, or fear. Then,
Callaghan (as cited on Natria, 2007, p.22) said that a descriptive writing
creates a clear and vivid impression of person, place, or thing.

2.3.1 The example of descriptive text

2.3.1 Describing people

There are about forty teachers in my school. Most of them are kind
and helpful. But for my favorite one is Mr. Henry, my English teacher.
Mr. Henry is tall and slim enough. He is about thirty years old. Mr. Henry is always neatly dressed. To school he always carries a briefcase. He uses it to keep his books and other things. I always look forward to Mr. Henry’s class because it is never boring. His jokes make his lessons interesting and lively. He always advises us to read more story books to improve our English. He also encourages us to do exercises during the weekend, like jogging ad swimming.

(Buku Let’s Talk, 2005, p.154)

2.4 Concept of Mind Mapping

Mind mapping is an easy way to place information into brain then take it out back. In addition, a mind mapping is the best way of coming up with new ideas and planning projects. Buzan (1993, p.59) states that mind mapping is an expression of radiant thinking and is therefore a natural function of the human mind. We know that the human has brain which is working everyday.

The human brain consists of two parts; left hemisphere, and right hemisphere. In the usage of mind mapping, students not only use their left side of the brain to identify words but in the same time they also use the right side of the brain in learning language.

Ornstein (as cited in Buzan, 1984, p.14) has revealed that in most people, the left side of the brain deals with language, logic, number, sequence, linearity, analysis, and lists. Besides, the right side of the brain deals with rhythm, music, images, imagination, daydream, colour and dimension. Same with other people, the students also will use their both brain in learning language. Moreover, Buzan (1993, p.59) also said that mind mapping can be applied to every aspect of life where improved learning and clearer thinking human performance.
In addition, Buzan (1993, p.59) accomplished that mind mapping has four essential characteristics, such as:

- The subject of attention is crystallised in a central image
- The main themes of the subject radiate from the central image as branches
- Branches comprise a key image or key word printed on an associated line
- The branches form a connected nodal structure

Students will have opportunity to make some colorful pictures, lines, symbols, or signs to help them remember the words of the facts in mind mappings. Moreover students will get their own way in comprehending, certain topic or material by using mind mapping. It is because mind mapping itself as personal as our body. So, every student will not feel depressed in understanding the material; they will learn differently each other, but at the end of the lesson they will get some comprehension.

Furthermore, Buzan has defined ten guidelines for effective mind mapping, which we are reviewing for the benefit.

- **Start in the center with an image of the topic, using at least three colors.**

  The center is the key because, as you will see, the ideas documented in a mind mapping radiate from the center of diagram, similar the branches or root system of a tree. The colors are important because they provide an
extra dimension of information to help your brain interpret the data more effectively.

- **Use images, symbols, codes, and dimensions throughout your Mind Mapping.**

  Words are important, but pictures make it easier and faster to communicate information visually. Similarly, symbols, codes and dimensions provide a mental shorthand to speed up the communication process. Of course, these different symbols, code and dimensions should be simple enough that a wide variety of people can easily interpret what’s in the mind mapping.

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

  Key words work well with images to convey information, similar to the way slides work in presentations. Printing makes them legible.

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

  This is to make the mind mapping easy to interpret. Too many uncoordinated lines makes for a confusing mind mapping.

- **The lines should be connected, starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.**
The idea here is to give the reader a visual guide as to the level of detail they’re at within a mind mapping. Obviously, if you follow the lines through the mapping, you will see how everything is connected. Varying thicknesses will make the mind mapping look like a system of branches or roots.

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

Again, readability is the key.

- *Use multiple colors throughout the Mind Mapping, for visual stimulation and also to encode or group.*

Much like bus routes and subway mapping use color to distinguish between routes, use of color in a mind mapping will make it easier to follow the information.

- *Develop your own personal style of Mind Mapping.*

Personal style allows you to create mind mapping more efficiently and effectively.

- *Use emphasis and show associations in your Mind Mapping.*

This allows you to focus attention on key topics in the mind mapping.
- Keep the Mind Mapping clear by using radial hierarchy, numerical order or outlines to embrace your branches.

2.5 Previous of Study

The research in writing has conducted by other writers such as:

1. Developing Students’ Ability in Mastering Vocabulary by Using Mind Mapping Technique (The research conducted on students of MTs Al-Yusra in 2009/2010 academic years by Sony T. Isini 2010.) In this research, the researcher used mind mapping in developing students’ ability in mastering vocabulary. In fact, the students’ ability in mastering vocabulary by using mind mapping was improved. It could be proved based on the data. The data show that there were eight students in intensity 10-8,5 with percentage 66,67% and can be classified into very good. Then, there were two students in classification good with the percentage 16,67% in intensity 8,4-7,5. Only two students in intensity 8,4-7,5 with the percentage 16,75% and also can be classified into very good. Moreover, according to the table, it can be seen that the result in the second cycle is complete different with the first cycle. It is supported by the result of research where the students’ achievement is improved. The students in intensity 10-8,5 is eight students and it is indicated as the highest students’ frequency the students in intensity 8,4-7,5 and 7,4-6,5 are two students and it is indicated as the low students’ frequency. Furthermore, in the first cycle the students’ score is 147 with the percentage 61,25%. Besides, in
the second cycle, the students’ score is 205 with the percentage 85.41%. It means that mind mapping can be applying in teaching vocabulary.


In this research, the researcher was using concept mapping strategies to influence the students’ writing recount text. Furthermore, the students’ ability in writing recount text was improved by using this strategy. It can be proved by the data which has been described by the researcher. The data showed clearly that the students’ highest score in pre-test was about 73-80 and the lowest score was 33-40. Also, the students’ score in pre-test is showed that there were 4 students who got 33-40 (13.33%) as the lowest score, 1 student got score 73-80 (3.33%) as the highest score. Meanwhile, there were 3 students got score 41-48 (10%), 9 students got 49-56 (30%), 6 students got score 57-64 (20%), and 7 students got score 65-72 (23.33%). Then, the students’ score in post-test clearly can be presented that the students who got the highest score are 8 students. And they got the first position to others. It is meant that there are many students that got the highest score in 85-90 scale. On the other hand, there were 5 students that got the lowest score in 55-60 scale. There were also 5 students that got score about 61-66 and 79-84 scales. Meanwhile, there are 6 students got score 67-72, and 2 students got score 73-78. So, the researcher can
conclude that the result of students’ score in post-test is more increased than the result in pre-test. From the description above, it could be concluded that the researcher strategy in influencing the students’ writing recount text is succeeded.

2.6 Hypothesis

Based on the basic assumption above, I have a hypothesis that “The mind mapping technique can increase the students’ ability toward writing descriptive text.”