

## **Improving English Writing Skills in Narrative Text Using Mind Mapping**

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### **ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa kelas XI SMA MIPA 3 N 6 pada tahun 2023/2024 sebagai hasil belajar bahasa Inggris dalam materi Narrative Text dengan menggunakan metode Mind Mapping untuk meningkatkan kemampuan menulis siswa. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari perencanaan, implementasi, observasi, dan refleksi. Teknik pengumpulan data dalam penelitian ini adalah tes tertulis dan observasi. Analisis data digunakan dengan menghitung nilai tes per siklus, hasil pembelajaran rata-rata siswa per siklus, dan persentase intensitas belajar dengan skor intensitas individual standar 75. Dari hasil tes dalam penelitian ini, hasil meningkat pada siklus I dan II. Pada siklus I, nilai rata-rata meningkat dari 79,31 menjadi 88,11 pada siklus II, yang berarti peningkatan 8,8% poin. Ini berarti bahwa menggunakan pemetaan pikiran meningkatkan kemampuan kelas XI MIPA 3 SMA N 6 Semarang. Peningkatan juga terjadi dalam hasil masing-masing sub-indikator dari tes tertulis antara siklus 1 dan 2.

**Kata kunci:** *Menulis, Teks Naratif, Mind Mapping*

### **ABSTRACT**

*The research is aimed at improving the writing skills of XI grade students of MIPA 3 High School N 6 in 2023/2024 as a result of learning English in the Narrative Text material by using the Mind Mapping method to improve the students' writing skills. This research is class action research. The research is carried out in two cycles and each cycle consists of planning, implementation, observation, and reflection. Data collection techniques in this study are written tests and observations. Data analysis is used by calculating test values per cycle, average student learning outcomes per Cycle, and percentage of learning intensity with a standard individual intensity score of 75. From the test results in this study, the results increased in cycles I and II. In cycle I, the average value increased from 79.31 to 88.11 in cycle II, which means an increase of 8.8% points. This means that using mind mapping improves the ability of a class XI MIPA 3 SMA N 6 Semarang. The increase also occurred in the results of each of the sub-indicators of the written test between cycles 1 and 2.*

**Keywords:** *Writing Skills, Narrative Text, Mind Mapping*

### **1. INTRODUCTION**

English has a very important role to play in the evolution of the times and the advancement of technology. Students are expected to be able to master a variety of skills including listening, speaking, reading, and writing in English, which is an international language. Most people decide to use English to make it easier to communicate around the world (Wahyuningsih, 2021). In learning English

there are four skills: listening, speaking, reading, and writing. The four English language skills can be acquired in a variety of ways, including by training, education, or applying them in everyday life.

In an independent curriculum, high school (SMA) students are taught some kind of English language text, each of which has different characteristics that students should understand. Students not only learn about grammar and vocabulary, as well as

the understanding of the text taught but must also reach the level of discourse and focus on the construction of new texts. In learning English, writing is one of the essential skills that students should be taught in order to be able to pour creative ideas into the form of writing such as writing, letters, poems, novels, and so on. Therefore, writing skills are just as important as speaking skills, and would even be a much more accurate target if we could explore and exploit them intelligently. (Santoso, 2017).

In the Indonesian educational curriculum, students of senior high school are taught some text types of English, including exposition text. Each of them has characteristics that students should understand. It is not only learning about grammar and vocabulary, but also they reach the discourse level. It can be said that the students not only focus on understanding the text taught but also focus on constructing new text as well. Heaton (1974:138) states that writing skill is more complex and difficult to teach, requiring mastery not only of grammatical devices but also of concept and judgment.

Teaching writing to senior high school students is different from junior high school or elementary school. The teacher as a facilitator should understand students's characteristics and classroom conditions before the teaching and learning process. Then, the teacher should prepare a lesson plan, materials, and student worksheet that will be taught and teaching methods that will be implemented. So, the teacher should be able to use various methods of teaching strategies in order to encourage and motivate students's skills in writing text.

Based on the observation result of teaching and learning activity in eleventh grade of SMA N 6 Semarang, the students have encountered some problems in writing activity. In teaching and learning writing, especially for senior high school students, the students are asked to know

how to write a paragraph well. However, most of the students face problems in writing it. Most of the students are not interested in learning English. It made students feel bored and their motivation to study English was low. The students mostly feel it is difficult to think creatively, so they do not know how to write as they have difficulties developing and generating ideas. This situation is similar to a statement from Nation (2009, p. 119) who stated that some learners are able to say what they want to write but they have difficulty in putting it into written form.

Then, their scores don't fulfill the standard minimum score for English subjects in the tenth grade. The score of students' achievement is below the standard minimum score, which is 70. It means that students have problems writing paragraphs. In addition, the teaching and learning process runs conventionally in the classroom. While conventional learning methods may work for some students, they can also make others bored and disengaged. It is important for teachers to consider alternative methods that can better engage students and promote a more effective learning experience.

Considering the problems mentioned above, the researcher is interested in overcoming those problems by applying a certain technique in order to improve the way of teaching and learning process. One of the techniques proposed by some experts to widen our minds is mind mapping. Mind mapping strategy is a kind of teaching method that can be applied in writing activities in order to improve the students' skills and achieve better achievement. It is a visual tool that helps to organize thoughts and ideas in a structured way.

According to Kotob, Styger, and Richardson (2016), mind mapping is a technique for delivering effective and

creative thinking. The technique helps in arranging and presenting research concepts visually around a central keyword or idea. In other words, Alamsyah (2009) argued mind mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem-solving. Mind mapping is a good tool to help the students write a good structure on the focus of an essay. Mind mapping helps the students to appear in all argument

pictures and to value objectively what argument and structure of the essay are rational. Mind mapping not only helps the students plan what they want to write but is also useful when the students write completely (Buzan, 2006).

Dealing with the problem above and as an attempt to help students overcome their difficulties, the researcher has decided to conduct a research entitled “The Use of Mind Mapping to Improve Students’ Skill in Writing Narrative Text”.

### **Writing**

Writing is one of the important aspects in teaching and learning English besides listening, speaking, and reading skills. Writing is the process of using symbols such as letters of the alphabet, punctuation, and space to communicate thoughts and ideas in a readable form. Writing is a productive skill. It means the writer tries to produce or reproduce written messages that can be understood by the readers. In order to be understood by the readers, the writer has to use letters and common graphic symbols Byrne (1988:1) defines writing as an act of forming graphic symbols: making marks on a flat surface of some kind.

According to Tiwari (2005, p. 120), writing is a complex process that allows the writer to explore thought ideas and make

them visible and concrete. It needs a lot of preparation and a lot of practice. It is the same statement from Richard and Reynandya (2002, p. 303) that writing is considered the most difficult skill for a second language, moreover for foreign language learners to master.

According to White and Arndt in Harmer (2003:258), process writing is an interrelated set of recursive stages that include:

1. Drafting
2. Structuring (ordering information, experimenting with arrangements, etc.)
3. Reviewing (checking context, connectives, assessing impact, editing)
4. Focusing (that is making sure you are getting the message across you want to get across)
5. Generating ideas and evaluation (assessing the draft and/or subsequent draft). Furthermore, according to Hughes in Suharni according to Hughes in Suharni (2016: 11), there are five components that should be taken into account in order to compose a writing product:
  1. Content  
The term “content” relates to how well the students put the thesis statement and support it with some related ideas. It can be personal experience, illustration, facts, opinion, and the use of description, cause/ effect, and comparison/ contrast.
  2. Organization  
The term “organization” in writing deals with how well the writers function the introductory, body, and conclusion as well as possible. Besides, the ideas follow a logical sequence.

3. Discourse  
The term “discourse” deals with the use of topic sentences, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.
4. Vocabulary  
Vocabulary is all words that a person knows or uses. In writing, the writer should know how to choose the appropriate words to form phrases, clauses, and sentences in order to produce a meaningful and effective product of writing.
5. Mechanics  
Mechanics of writing are related to spelling, punctuation, citation of reference, neatness, and appearance.

### **Narrative Text**

A Narrative text is a text containing stories or stories of a fictional or imaginative nature, intended to entertain, convey a moral message, or describe an event. (Ratna, 2010: 3). Narrative texts can be written or oral, have interrelated events, differ from dialogue texts, and have elements of art to tell. (storytelling). According to Gerot and Wignell (1994:2), a narrative text is a text that describes the sequence of events experienced by the characters in the story. The narrative text also has its own structure and characteristics that distinguish it from other types of text. Literally, narrative means (1) a spoken or written account of connected events; a story. (2) the narrated part of a literary work, as distinct from dialogue. (3) the practice or art of narration.

In principle, the narrative text is divided into several arrangements or structures within it, and such structures include:

a. In this section, all the characters in the story are usually introduced. The content is about what (what happens in the story), who (only) which is in the story, when (the

story happens), and where (the story takes place).

b. Complications: This section is part of the Indonesian narrative text where problems begin to emerge and develop.

c. Resolution: The part of the problem that occurs in the story begins to be solved, either through the "happy ending" or "sad ending" path. The outline above is the most basic part and should be in the Indonesian narrative text. A more complex text usually consists of many parts with other arrangements such as; orientation, complication, evaluation, and reorientation. d. Evaluation is the meaning of the Indonesian narrative text that contains an evaluation or evaluation on the story path that concludes what happens in the story, how it is completed so that the story ends, and so on. e. whereas re-orientation is a part of the text in Indonesian which contains the conclusion of the whole story. Here's how it ends so the story ends, and so on.

The above are the most basic parts and should be in the Indonesian narrative text. More complex texts usually consist of many parts with other arrangements such as orientation, complication, evaluation, and reorientation.

The ability to write narrative texts is an attempt to pour all thoughts, feelings, and ideas into an article in the form of a narrative that tells as clearly as possible to a reader whose primary objective is the act of the horn that is plotted as a sub evaluation of events occurring in a single unit of time.

### **Mind Mapping**

Mind mapping is a type of teaching approach that may be used in writing activities to help students develop their skills. It may aid in the organization of their thoughts and ideas, as well as the creation of a clear structure for their writing. To utilize mind mapping for writing, first pick the main topic or concept about which they want to write. Mind mapping creates an impact on the brain by using visual images and other graphical structures. Buzan

(2006, p. 6; 2008, p. 10) defined mind mapping as a creative note-taking approach in visual and graphic formats that is used to make it easier for individuals to enter knowledge into their brains, maintain information in long-term memory, and take it out of their brains, keeping information in a long-term memory and taking it out from their brains easily by engaging imagination and association. Also, mind maps allow students to be more creative, plan better, save time, and communicate well. It is used to generate, visualize, structure, classify ideas, organize information, solve problems, make decisions, and write.

In addition, according to Buzan (2009), the mind mapping method can be useful for:

1. Stimulates right and left brain surgery synergistically,
2. Release all the rules of slavery when initiating learning,
3. Helping someone to flow unhindered,
4. Create a plan or story frame
  - a. Develop an idea
  - b. Create a personal goal
  - c. Start a new business
  - d. Summarize the contents of book
  - e. Flexible and it can focus attention

Buzan (1993:53) states that mind mapping has some characteristics as follows:

1. The mind idea and subject focus are crystallized in a central image
2. The main themes radiate from the central image as „branches“
3. The branches comprise a key image or keyword drawn or printed on its associated line.
4. Topics of lesser importance are represented as „twigs“ of the relevant branch.
5. The branch forms a connected nodal structure.

Based on the definition above, we can conclude that the mind mapping technique

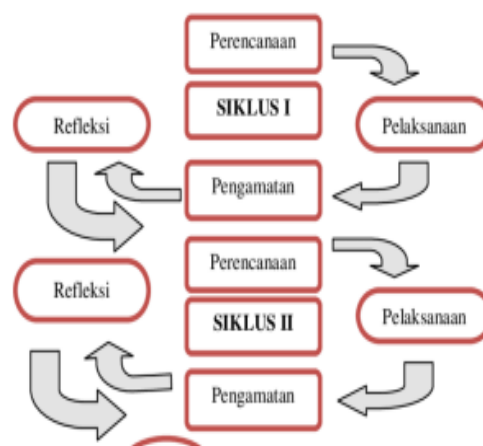
is used to develop ideas and encourage creativity and imagination by writing down the keyword and creating the branches of the main keyword using lines, symbols, images, color, etc. as the connector.

## 2. METHOD

The researcher employed the Classroom Action Research (CAR) approach in this study. Classroom action research is used to address a specific problem in the classroom or school, enhance teaching and other educational practices, or choose a certain level (Santrock, 2004). The researcher anticipated that employing classroom action research would provide a strong understanding of classroom learning and improve instructors' research habits and the teaching-learning process.

The major participants in this study are students from classes XI MIPA 3 at SMA N 6 Semarang during the academic year 2023/2024. The researcher employed Kemmis and McTaggart's action research design. Classroom Action Research was implemented in four phases, according to Kemmis and McTaggart in Depdiknas (2004, p. 2): 1) Planning, 2) Implementation, 3) Observation, and 4) Reflection are four stages.

**Picture 1. Classroom Action Research Cycle**



Tests, observations, and documentation are the methods used to acquire data. The test is used to assess students' skills and comprehension as they advance through

their studies. The observation employed is passive participation, in which the researcher does not participate and acts just as an observer. The source will be examined in this investigation. This study's documentation consists of learning materials and test results in English topics in the form of analytical writings written utilizing mind mapping techniques.

Teacher observation sheets and test instruments were used as research tools during the learning process. Teachers utilize observation sheets to analyze student activities during learning each meeting for three cycles on narrative text content. Students are handed test instruments at the end of each cycle. Using mind-mapping techniques, the test instrument seeks to provide a picture of student learning outcomes in narrative text content. In this study, data analysis methodologies include both qualitative and quantitative descriptions. The average of individual learning completeness and classical learning completeness is used to assess test instruments.

Individual learning completion formula:

$$\text{KBI} = \frac{\text{number of scores obtained}}{\text{Max Score}} \times 100\%$$

The formula used for the completeness of classical learning:

$$\text{KBK} = \frac{\text{Number of completed students}}{\text{total number of students}} \times 100\%$$

Formula to find the grade point average:

$$\text{MX} = \text{XN}$$

In this study, the sign that became a guide to success was the enhancement of writing abilities of grade XI MIPA 2 SMAN 6 Semarang students via mind mapping techniques, with individual learning completeness of 75% and a percentage of learning completeness of 80%. So, research is deemed to be effective if the class that is the topic of the study achieves 80% learning completion.

### 3. FINDING AND DISCUSSION

This class action study was carried out in class XI MIPA 3 SMA Negeri 6 Semarang. The issue in this study is the low

learning outcomes of students in writing, which is due to a lack of enthusiasm for student learning, students' writing skills, a lack of mastery of English vocabulary, difficulty determining ideas and developing them in paragraphs, and teachers continued use of traditional methods. As a result, it is intended to increase learning by undertaking Classroom Action Research (PTK) to improve the capacity to produce narrative texts utilizing mind-mapping techniques.

The research was divided into two phases. The first cycle consists of four stages: learning planning, learning execution, observation, and reflection. The second cycle is an enhancement of the first.

Before the first cycle, researchers did a pre-cycle study. According to the findings of the pre-cycle evaluation, 22 students achieved completion with KKM 75, whereas 14 students did not. The completion rate of pre-cycle classical learning was just 61.11%, with a grade point average of 74.11.

Researchers must make changes in cycle I based on the outcomes of the pre-cycle analysis. Cycle I is carried out to determine whether the completeness of student learning improves in the capacity to compose narrative text writings.

Description of the Cycle I data

Cycle I begins following the pre-cycle stage. Because the pre-cycle stage did not meet the intended completeness requirements, the first cycle stage is performed to see whether or not students' writing competence in composing expository analytical texts utilizing thought mapping techniques improves. Cycle I has the following stages:

#### a. Plan

The planning processes include: creating instructional modules, teaching materials, LKPD, media, and assessment tools; determining the time of implementation of

learning with students; creating learning tools and documentation; and reflecting.

b. Do

The researcher starts the learning process by asking questions about current events in our lives. Then, using photographs given by academics, students identify existing concerns. The researchers next evaluated some of the errors made by the pupils. Following that, the researcher exposes students to the exposition text, explains the meaning, types of text, and generic structure, and provides samples of narrative texts. The scholars and students then debate together by presenting oral arguments. Following the lesson, researchers and students reflect, give readings for the following meeting, and pray. The instructor conducts an evaluation at the conclusion of the lesson to determine the pupils' writing competence.

The following are the end findings of the first cycle learning process:

**Table 1. Results of Writing Evaluation in Learning Cycle I**

KK M	Frequen cy	Percenta ge	Descriptio n.
≥ 75	28	77,78%	Complete
< 75	8	22,22%	Incomplet e
Tota l.	36	100%	
Top score		85	
Lowest score		64	
Average		79,31	

The examination of the student writing assessment table in the first cycle indicated that 28 students satisfied the completeness requirement with a percentage of 77.78% and 8 students did not satisfy the completeness requirement with a percentage of 22.22%. The average value in the first cycle was 79.31, with the greatest number being 85 and the lowest being 64.

c. (See) Reflection

Based on the findings of student writing, it did not meet the success indicator, namely classical completeness of 80%, with an average score in Cycle I of 79.31 and

classical completeness of 77.78%. So, in Cycle II, the researcher carried out a study strategy.

Data from Cycle II are described below

Cycle II is an improvement over Cycle I. If cycle I did not achieve the study's goal of improving students' writing abilities in composing exposition analytical texts using mind mapping techniques, it is important to make adjustments in cycle II. So that the goal of this study may be met. Cycle II is divided into the following stages:

a. Plan

The planning processes include: creating instructional modules, teaching materials, LKPD, media, and assessment tools; determining the time of implementation of learning with students; creating learning tools and documentation; and reflecting.

b. Do

Carry out learning in line with the predefined teaching modules,

The researcher starts the learning process by asking questions about current events in our lives. Then, using photographs given by academics, students identify existing concerns. The researchers next evaluated some of the errors made by the pupils. The students are then divided into groups based on a subject for which they will create a mind map with their group.

After the participants were trained to complete the mind mapping, they presented a presentation in front of the class, and the teacher provided feedback and comments on the findings of the mind mapping design on narrative texts. The researcher then offers the exposition text to the students, explaining the meaning, sorts of text, and generic structure, and providing samples of exposition analytical texts. The scholars and students then debate together by presenting oral

arguments. Following the lesson, researchers and students reflect, give readings for the following meeting, and pray. The researcher then administered the exam. In this exam, researchers asked students to produce an expository analytical narrative based on mind-mapping guided lines from earlier interactions. The time allotted is 45 minutes.

The following are the end findings of the first cycle learning process:

**Table 2. Results of Writing Evaluation in Learning Cycle II**

KK M	Frequency	Percentage	Description
≥ 75	33	91,67%	Complete
< 75	3	8,33%	Incomplete
Total	36	100%	
Top score		100	
Lowest score		72	
Average		88,11	

The findings of the analysis of the student writing assessment table in cycle II revealed that 33 students satisfied the completeness requirement with a percentage of 91.67% and 3 students did not satisfy the completeness requirement with a percentage of 8.33%. In cycle II, the average value was 88.11, with a maximum of 100 and a minimum of 72.

#### c. (See) Reflection

According to the findings of the second cycle of writing evaluation, students improved their learning outcomes with an average score of 88.11 and classical completeness of 91.67%. As a result, it satisfied the success indicator, which is a classical completeness of 80%.

English study at SMA Negeri 6 Semarang has been done in such a way that kids are bored, unenthusiastic, and lack learning drive. This is evident from the pre-

cycle test findings. They also have problems coming up with concepts and words to develop a piece of writing. To address the aforementioned issues, researchers used mind-mapping techniques in their research. It is supposed to foster an energetic, enthusiastic environment, raise learning motivation, and improve writing abilities.

Cycle I is carried out based on the findings of the pre-cycle, which reveal that it did not meet the completeness indications. Cycle I include the steps of planning, execution, and learning reflection. So, in cycle II, the researcher carried out a study strategy.

The phases in cycle II are also the same as the stages in cycle I. After cycle II, the findings of student writing evaluation reveal 91.67% classical completeness. According to observations, the students were interested in developing their English writing abilities by employing a sentence-guided strategy while answering appropriately to all assertions. Students' writing skills increase quickly when they use mind mapping when creating narrative texts. So, it can be stated that the classroom action research to improve the writing skills of grade XI MIPA 2 students at SMA Negeri 6 Semarang was a success.



**Table 3. Recapitulation of Student Writing Evaluation Results**

Parameter	Cyclical		
	Pre Cycle	Cycle I	Cycle II
Total score	2668	2855	3172
Average score	74,11	79,31	88,11
Top score	92	85	100
Lowest score	48	64	72
Complete student	22	28	33
Incomplete student	14	8	3
Percentage of students complete	61,11%	77,78%	91,67%
Classic complete	Incomplete	Incomplete	Complete

#### 4. CONCLUSION

The following conclusions may be drawn from the study on strengthening students' abilities to compose narrative texts using problem-based learning facilitated by mind mapping class XI MIPA 3 SMA Negeri 6 Semarang: (1) The anticipated preliminary measures for carrying out the study are proceeding as expected, beginning with the creation of a well-implemented RPP. (2) The use of sentence-guided learning improves students' writing skills in exposition analytical text learning in class XI MIPA 3 SMA Negeri 6 Semarang, as evidenced by an increase from cycle I with a completeness rate of 77.78% and the number of students complete 28 and incomplete 8 with an average score of 79.31, to cycle II with a completeness rate of 91.67% and the number of students complete 33 and incomplete 3 with an average score of 88.11. , and cycle II with a

completeness rate of 91.67% with a number of students completed 33 and incomplete students 3 with grades Average of 88.11.

Based on the findings of the use of mind mapping in English language learning in enhancing writing abilities in the exposition analytical text of class XI MIPA 3 SMA Negeri 6 Semarang, it is advised for teachers: (1) Can use mind mapping learning media that is coupled with learning resources. (2) Can give advice and direction for students who have not completed KKM through remedial programs and enrichment programs for students who have completed KKM. (3) Can change this classroom action study as a learning strategy so that learners are more excited about learning.

Suggestions for researchers: (1) Researchers are expected to be more creative and imaginative in their use of the learning process. (2) Use the findings of this research as a reference in order to improve. (3) Build on existing concepts by creating innovations that may be used in the learning process. (4) Create additional factors that will help pupils enhance their capacity to compose narrative texts.

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