



representation of ideas (usually generated via a brainstorming session). It shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. He realized that the education system primarily focused on the left and brain strength, which include the use of “language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics. 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 involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information. To use Mind Maps effectively, make sure you print your words, use different colors to add visual impact, and incorporate symbols and images to further spur creative thinking. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts. As Alamsyah explained that Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas





















silence. They then have two minutes in which to note down their ideas. If they do not know a word in English, they can write it in native language at this stage, as dictionaries or too much teacher intervention tend to halt and inhibit the creative flow. Then, working in groups, they can compare and discuss their ideas, perhaps adding to their mind maps as they go. This stage also provides the opportunity for peer teaching, as other students may be available to provide the English word for the idea that was noted down in native language.

3) **Feedback**, the next stage, in which the teacher makes a collective mind map on the board, is optional, but is useful for students who are new to the idea of mind maps, or of weak classes. It is also in this feedback stage that any outstanding language problems can be reduced. As the teacher elicits students' ideas, and reformulates expressions or corrects, students will learn how to express their ideas in English. Such personalization is said to aid vocabulary learning. The map is fluid and changeable, and new connections or subgroups can be made, or branches added, as the students make suggestions. The end result should be an organized display of information, showing the central topic, and a number of subtopics and further points that stem from it.

4) **Organizing mind maps**, in the next stage the students organize their mind map into a linear format to decide the best way in which to present their points. They should first think about the overall structure,

















gain an effective teaching speaking using mind mapping, student may get certain references or handout from the teacher related to the material, try to more pro active in getting chances to have a consultation with the teacher related to material discussed, more frequent in grammar acquisition, may suggest to more pro active in taking notes to the thing which is necessary considered and also may have each of way to implement mind mapping in teaching speaking in turn; using whole class – whiteboard as the media and using group work presentation – power point as the media; in order to avoid boredom in learning. Those are intended to enrich their knowledge and linguistic view.

The third thesis belongs to Gabriskha, entitled *The use of Mind Mapping as A Pre-writing Technique in Teaching English Recount Text at the First Year Students of SMA Negeri 1 Gedangan, Sidoarjo*. She formulated the research problems; whether the group taught writing English recount text using mind mapping as a pre-writing technique will gain better score than the group taught using traditional technique and students' motivation towards the implementation of mind mapping as a pre-writing technique. The result of this research is the group taught writing English recount text using mind mapping as a pre-writing technique gained better score than the group taught using traditional technique. Whereas, the result of the questionnaire showed that students in experimental group motivate (based on Sardiman's theory) learning english by using mind mapping as a pre-writing technique.

The fourth thesis belongs to Sumartini, State University of Surabaya entitled *Clustering as Prewriting Technique in Teaching Descriptive Text*. The research

problems are: (1) how does clustering technique use as prewriting technique in teaching writing descriptive text? (2) how is the result of writing descriptive text after using clustering? This study was conducted using descriptive qualitative method at the seventh grade of Junior High School. The data was taken from observing and describing the classroom. The findings of the study revealed that in the 2nd and 3rd observation, students had high improvement of using clustering technique in content, language use, vocabulary, and mechanic. In a short, after using clustering as pre-writing technique, most of the students was motivated and interested to learn writing especially in English. Therefore, the use of clustering can minimize students' difficulties, faced in English writing

The fifth thesis belongs to Sari, State University of Surabaya entitled *Clustering Technique in Teaching Writing at Junior High School*. There are two research questions, (1) how is clustering technique used as prewriting activity to teach narrative text? (2) What is the result of students' composition by using clustering technique? The research focused on clustering used in narrative text to the second grade of junior high school. This research is also descriptive qualitative research. The data was taken from observing and describing the classroom that include teachers' activity, students' composition, and students' activities during the observation. On the 2<sup>nd</sup> observation it was found out that most students got either good or very good scores in content, organization, and vocabulary. Meanwhile, the result of students' composition on the 3rd observation showed that more than a half of the students got either good or very good scores contents, organization, and also vocabulary. By looking at the result of the students'

composition especially in contents and vocabulary, it shows that the clustering could help them to gather the ideas for writing their composition. Besides, based on results of students' composition in organization, it shows that clustering technique could help students organize their thoughts to write an English narrative composition. The study concluded that the use of clustering could help the students to gather and organize ideas in composing English narrative text.

The sixth thesis belongs to Marliasari, State University of Malang. The title of the study is *Using Clustering Technique to Improve the Senior High School Students' Abilities in Generating Ideas for Writing Analytical Exposition*. This study was aimed at determining the senior high school students' difficulties at SMA Negeri 8 Malang especially on confusion on how to start writing. The research problems were (1) "how can clustering technique improve the students' ability in generating ideas for writing analytical exposition (2) how are the students' responses to the implementation of clustering technique? This study was a classroom action research. The findings of this study show that students' participation was increased, and it was followed by the improvement of the students' performance in English writing. The improvement can be seen in the mean scores of content and organization. In the implementation of the action, the students' mean score on content was 2.27 and increased into 2.62. Meanwhile, the students' mean score on organization also increased from 2.20 to 2.63.

The seventh thesis belongs to Pratiwi, State University of Malang, entitled *The Implementation of Webbing Concept to Improve Seventh Graders' Performance in Writing Descriptive Text at SMPN 13 Malang*. The research

problem was how do the students generate and develop their ideas. This research used collaborative action research (CAR) which was conducted into 18 cycles consisting of two meetings in each cycle. The findings of the research show that webbing concept successfully improved the seventh grades' performance in English writing descriptive text especially in terms of content, organization, and language use.

The eighth thesis belongs to Aquariza, entitled *Using Mind Mapping In Teaching Speaking Skills at RSBI Class SMA Negeri 1 Sidoarjo*. The subject of the study was the first grade students of RSBI class at SMA Negeri 1 Sidoarjo in 2009. There were three research problems of this study: (1) What are the materials used in the teaching speaking skills using mind mapping at RSBI class, SMA Negeri 1 Sidoarjo? (2) How did the teacher implement mind mapping in teaching speaking skills at RSBI class, SMA Negeri 1 Sidoarjo? And (3) what are the problems of using mind mapping in teaching speaking skills at RSBI class, SMA Negeri 1 Sidoarjo? The research used descriptive qualitative design. The result of the research shows that using mind mapping in teaching speaking was so helpful to regulate students' ideas and stimulates the group presenter to extend the statement using their own words, while praise and congratulation as their materials. It was interesting for the students, because of its simple form and it is relatively easy to be understood. To gain an effective teaching speaking using mind mapping, students got reference or hand out from the teacher related to the material praise and congratulation. While to avoid boredom in learning, teacher has way to implement mind mapping in teaching speaking in turn: using whole

class-whiteboard as the media and using group 19 work presentation-power point as media. Those are intended to enrich their knowledge and linguistic view.

The ninth thesis belongs to Khoiriyah, entitled *The Effect of Semantic Mapping On students' Reading Comprehension Achievement at MTs KH. M. NOER Kedung Mangu*. The research was conducted to investigate the effect of semantic mapping on students' reading comprehension achievement. The writer used experimental method in this study. The result of this study showed that the semantic mapping has a significant effect on the students' reading comprehension achievement. In this study, the experimental group (a group that is given the treatment by using semantic mapping) has a better ability in comprehending the text than the control group (a group that is not given the treatment by using semantic mapping). It can be seen from the mean score and the result of t-test. The result showed that the mean score of experimental group was higher than control group ( $58.6250 > 42.1250$ ) and their difference was 16.5000. It means that the students in experimental group or students who were taught by using semantic mapping have better score on reading comprehension test than the students in control group or students who were not taught using semantic mapping. So It can be concluded that semantic mapping is effective to be used as a means of increasing reading comprehension for junior high school. In this research, the writer only observed teachers' perception of mind mapping in teaching writing.

Other study was done by Panatda Sirriphanich's study about the improvement of reading comprehension by using mind-mapping as written on his article "Using Mind Mapping Technique to Improve Reading Comprehension



Ability of Thai EFL University Students”.<sup>23</sup> He conducted the research by using one group pre-post test experimental research design to 35 first year students at Songkhla Rajabhat University, Muang Songkhla who were learning “English for communication and reading skills” as a compulsory subject. He found that mind mapping improved students English reading comprehension as in the post test mean score of students was higher than the pretest mean score at the 0.05 level of significance. Moreover, most students were satisfied with their own reading comprehension ability, and the last, they enjoyed working in group and agreed that mind mapping technique was a useful technique and can be applied to non-English subjects. Findings and implications for further research are discussion. To support his research, there are fifteen students (5 highly successful, 5 who did not show any improvement, and 5 unsuccessful) were selected for retrospective interviews after getting the score in post test.

The same topic about mind map also held by Ika Yuli Astuti entitled “The second related study is The Effectiveness of Mind Map Technique in Learning Reading Comprehension of Narrative Text (A Quasi-Experimental Study at The Second Year Students of SMPN 13 Kota Tangerang Selatan)”.<sup>24</sup> The objective of this study is to find out the effectiveness of using mind mapping in improving students reading comprehension achievement. It is a pre-experimental study

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<sup>23</sup> Panatda Siriphanich, Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students (The 2nd International Conference on Humanities and Social Sciences April 10th, 2010 Faculty of Liberal Arts, Prince of Songkla University).

<sup>24</sup> Ika Yuli Astuti, *The Effectiveness in Learning Reading Comprehension of Narrative Text (A Quasi-Experimental Study at The Second Year of SMPN 13 Kota Tangerang Selatan)*, (Skripsi, Faculty of Tarbiya and Teachers Training, Syarif Hidayatullah State Islamic University, Jakarta, 2012).

