

**A COMPARATIVE STUDY BETWEEN THE USE OF GUIDED
QUESTIONS TECHNIQUE AND MIND MAPPING TECHNIQUE
IN INCREASING STUDENTS' DESCRIPTIVE TEXT
WRITING ABILITY AT THE EIGHT GRADE OF
SMP PGRI 6 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF
2018/2019**



A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

Based on classroom teaching and learning activities, it was found that some students experienced difficulties in learning writing. They were low-motivated in writing. In addition, the technique used by the teacher was monotonous, which made the students were not interested in join English lesson especially writing. It was proven by the students' writing score in which 73% of the students got <70. For that reason, Guided Question Technique and Mind Mapping Technique are the best answer to support success in teaching learning process to increase the students' descriptive text writing. The objective of this research is to find out significant difference between the use of Guided Question Technique and Mind Mapping Technique in increasing students' descriptive text writing ability

This research methodology used static group comparison design. The population of this research was 8th grade students of 1st Semester at SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/2019. The total sample in this research was 64 students that were chosen by using Cluster Random Sampling, VIII A as experimental class A and VIII D as experimental class B. The treatments were held in 3 meetings for each class. Pre-test and post-test implemented to collect the data. In collecting the data, the instrument used writing test. After giving the post-test, SPSS was used to analyze the data to compute independent sample t-test.

Form the data analysis computed by using SPSS, it was found the result of independent sample t-test Sig = 0.001 and $\alpha = 0.05$. Its means H_a was accepted because $\text{Sig} < \alpha = 0.001 < \alpha = 0.05$. It means that there was significant difference between the use of Guided Question Technique and Mind Mapping Technique in increasing students' descriptive text writing ability.

Keywords : Guided questions technique, Mind mapping technique, descriptive text and Static Group Comparison Design.



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This thesis entitled *A Comparative Study Between the use of Guided Questions Technique and Mind Mapping Technique in Increasing Students' Descriptive Text writing Ability at the First Semester of the Eighth Grade at SMP PGRI 6 Bandar Lampung nn the Academic Year of 2019/2020*". I hereby state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge in this thesis.



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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“He Who taught (the use of) the pen” (QS. AL-‘Alaq:4)¹



¹ Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2005), p. 1506

DEDICATION

This thesis is dedicated to:

1. my beloved husband Mr. Harthoba and my beloved son Shakiel Rafaeyza Gaishan who always give support, spirit and remind me to do the best and always pray for my success and my life.
2. my beloved father Mr. Karni and my beloved mother Mrs. Sanariyah who always give support, spirit and pray for my success and my life.
3. my beloved father in-laws Mr. Tohir and my beloved mother in-laws Mrs. Pranses who always give support, spirit and pray for my success and my life.
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6. my dear Friends SOB, Tri Handayani S.Pd, Siska Dini Larasati S.Pd, Windi Kurniati S.Pd, Sari Septiani S.Pd, Tika Amalia S.Pd, , and Siti Zahra Pakas S.Pd.
7. my beloved almamater UIN Raden Intan Lampung and my Lecturer.

CURRICULUM VITAE

The writer's name is Yuni Kartika. She was born on november 10th, 1996 in Bandar Sukabumi, Kotaagung Tanggamus Lampung. She is the sixth child of seven children of the couple Mr. Karni and Mrs. Sanariyah. She has four older brother named Herwan, Hendri, Seproni, and Edi Setiawan. She has also one older sister named Nila Puri and one younger brother named Jefri Susanto.

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Finally, the writer is fully aware that there is still a lot of weaknesses in this thesis.

Any correction, comments and critics for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung

Acknowledged by,

Yuni Kartika

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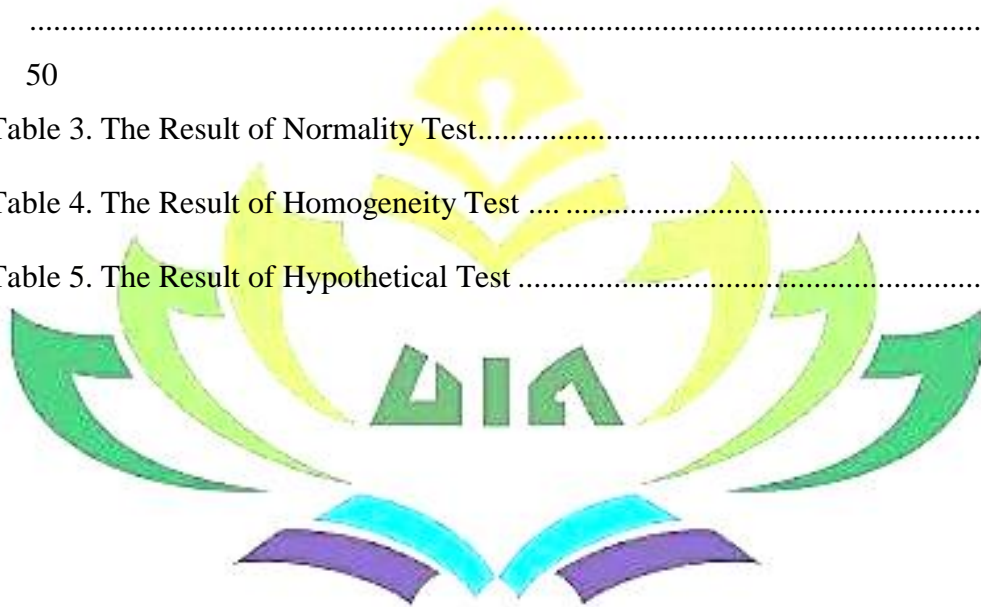
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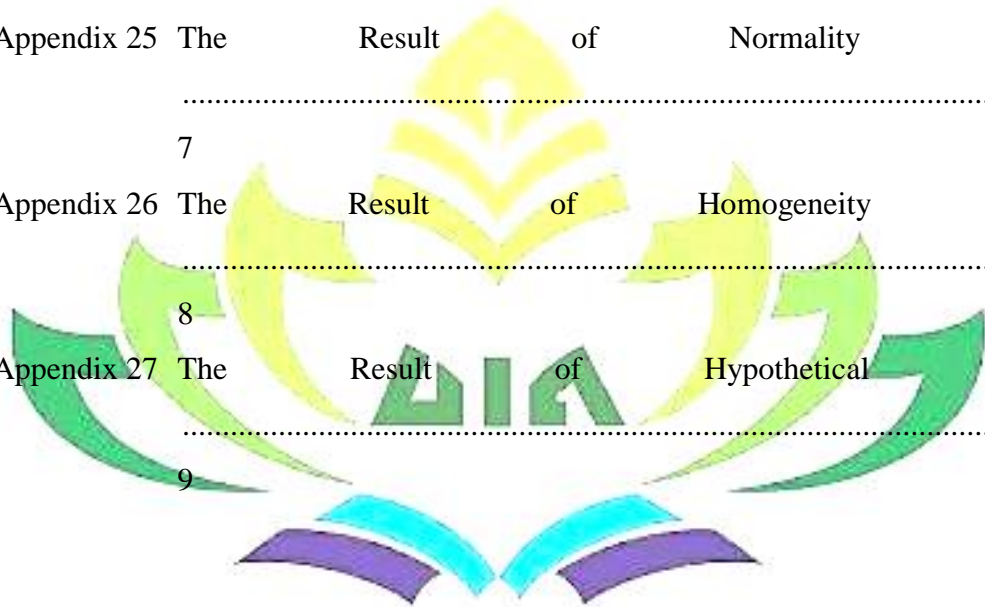


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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression. On the other hand, when they write their ideas and emotions creatively, they are communicating on paper in their best way. According to Richard, writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences.² From that definition, it can be said that writing can be distinguished from other skills as the most difficult one.

Writing is one of the English skills that must be mastered by student to complete learning process. In the academic and professional worlds, writing is very important.³ It means that writing is one of the skills which should be mastered because it is so important skill. Thus, it can be concluded that writing is the most difficult skills for second language and one of the important skills to be mastered by students.

In teaching writing, the teacher should be able to make the students write the ideas well. The teacher should consider writing skills that the students have to master, because teaching writing is important to help the students to learn. Writing reinforces the grammatical structure and vocabulary. The

² Jack C. Richards, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.303

³ Janet Lane & Ellen Lange, *Writing Clearly an Editing Guide*, (Boston: Heinle & Heinle Publishes, 1993), p. 15

teacher should make the students understand process of writing because it is important to make a good writing and step before they start in writing.

The students as academic writers have to know the process of the organization of writing.⁴ The students should be able to describe the organization and forms from a paper, because writing involves creative process.⁵ It means that, the students should be creative in using the technique of writing. They should know and understand to start writing, find several ideas, develop their ideas into paragraph, and revise their writing.

Writing skill is one of the language skills which should be taught besides the other skill. Writing is regarded as a productive skill aims at assisting students in express students in expressing their idea written. According to Heaton said that Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.⁶ It means that writing skill is one of language skills are complex and difficult.

There are some problems in students writing such as in reality, the students only practice their writing in their school but do not practice in their daily life. They are not accustomed to English words, so they have lack vocabulary and make errors in grammar and spelling in their writing. This habit makes the students have a difficulty to express their ideas in the written form.

⁴Hughey, B.Jane, etc.*Teaching ESL Program Principles & Techniques*. (London: Newbury House Publisher, 1993), p. 4

⁵ Ibid, p. 10

⁶ J. B. Heaton, *Writing English Language Test*, (New York: Edinburg Gate, 1988) p. 135

In fact, when the researcher did a preliminary research at the eighth grade of SMP PGRI 6 Bandar Lampung, the researcher found that the students still do not understand clearly what the descriptive text is and how to describe persons, places, and things in English writing. Based on the preliminary research of the data, the researcher found that many students at the eighth grade of SMP 6 PGRI Bandar Lampung, have difficulties in understanding descriptive text writing. To get the data of pre research the interview was applied to the English teacher and the students of SMP PGRI 6 Bandar Lampung.

Based on the result of interview an English teacher she said that the students' ability in writing descriptive text is poor. It happened because of some problems; the students are not able to write correctly, the student find some difficulties in writing descriptive text, the students lack in vocabulary and grammar.⁷

After interviewing the teacher, the researcher interviewed some students in eighth grade of SMP PGRI 6 Bandar Lampung. They said that the teacher does not have an interesting technique in teaching writing, they have low motivation in writing and not able to write descriptive text, and the students find some difficulties in writing descriptive text.⁸It can be seen on the Table 1:

⁷Source: Ms. Windarti, S.Pd as English Teacher in SMP PGRI 6 Bandar Lampung

⁸ Source: students in SMP PGRI 6 Bandar Lampung

Table 1
Students' Score of Writing Text at the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/2019

No	Class	Students' Score		Total
		≥ 70	< 70	
1	VIII A	11	21	32
2	VIII B	7	24	31
3	VIII C	8	24	32
4	VIII D	7	25	32
5	VIII E	9	22	31
Total		42	116	158
Percentage		26.6 %	73.4 %	100%

Source: English Teacher in SMP PGRI 6, Bandar Lampung.

From the table above, it can be concluded that 116 students got less than 70. It means that the students' descriptive text writing ability is still low and not suitable from the KKM at the school, the KKM of this school is 70.

To handle this problem, an English teacher should find appropriate technique that can be used to help students increase their participation in the class and make them interested in writing, then the teacher must choose the suitable technique. It is necessary for the teacher to make a different atmosphere of class to get good result for the students during the learning process. It will be easier and effective in teaching descriptive text writing to be acknowledged and understood by the students if the teacher uses the suitable technique. There are some techniques in the class which can be used the teacher in teaching writing that is Guided Questions and Mind Mapping Technique.

One of the techniques that the teacher can use in teaching writing is Guided Questions technique. Guided Questions is a technique for teaching in

which the teacher gives some questions to the students applied to a topic in teaching. It can help the students explore the detail of the topic. As well, it can guide in developing ideas and put them in written form. This technique guides to find the answers of these questions and then organize them in a paragraph.

According Cooper and Axelrod, asking questions about a problem a topic is a way to learn about it and decide what to do or say.⁹ It is a useful and systematic approach to explore a topic. Based on the explanation, it can be concluded that Guided Question is a technique, while a teacher gives some questions and students have to find the answer of the question the teacher's give.

According to previous research by Wardani, entitled "Improving the Ability in Writing Descriptive Text Through Guided Question Technique" on her thesis that after analyzing the data statically in her thesis, it was found that Guided Question technique could significantly improve the students' ability in writing descriptive text.¹⁰

Another research conducted by Liscawati entitled "The Influence of Using Guided Questions towards Students' Ability in Writing Narrative Text at the First Semester of the Eleventh Class at SMA N 1 Natar Lampung selatan. On

⁹ Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to writing*, (New York: ST. Martin Press, 1985), p. 475

¹⁰ Imelda Wardani, Hasan Basri, Abdul Waris, "Improving the Ability in Writing Descriptive Text Through Guided Questionss Technique", E- Journal of English LanguageTeaching Society (ELTS), Vol 2 No. 1 (2014), p. 12.

her thesis that guided question is a good technique for teaching writing, so this technique is better if the teacher uses it for teaching writing.¹¹

There are some differences between previous research and present study. The differences among previous study and this study are the material to conduct it, the first previous study concerned to find out whether there is implementation of students' ability in writing descriptive text through Guided Question Technique. The second previous research concerned to find out the influence of using Guided Questions towards students' ability in writing narrative text. While in this research was conducted a comparative to compare both technique by seeing the percentage of increasing or decreasing of students' score after implementing both technique toward students. Guided Question Technique and Mind Mapping Technique was implemented to find the most effective technique in increasing students' descriptive text writing ability.

Based on those explanations, it can be concluded that Guided Question technique can improve students' ability in writing descriptive texts because this technique suitable for the teachers if they want to improve their students' score. Besides Guided Questions there is another technique, called Mind Mapping technique.

¹¹ Liscawati, *The Influence of Using Guided Questions towards Students' Ability in Writing Narrative Text at the First Semester of the Eleventh Class at SMA N 1 Natar Lampung selatan*. Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Bandar Lampung 2014.p. 52.

Mind mapping is the easiest way to develop information in a human mind and take from out of brain. It is a creative and an effective way that map our ideas. Maps are easier to follow than the long tardy note taking or listing technique where ideas are kept in a top down sequence and it becomes difficult to make connection of the last idea to the first in the list.¹² This technique can make students' easily remember things such as color pencil, a paper, picture and act. Then, it can be connected with lines in order to make their imagination colorful and more interesting toward writing skill.

According to previous research by Nurlaila, entitled "The Use of Mind Mapping Technique in Writing Descriptive Text", she state that Mind Mapping technique was effective to improve students' score in writing Descriptive texts, and in her thesis also said that Mind Mapping Technique contributes to help students' writing ability in writing Descriptive texts in terms of enriching vocabularies, improving creativity, arranging sentences, and organizing ideas.¹³

Another research conducted by Saima, entitled "Mind Mapping Techniques to Enhance EFL Writing Skill" on her thesis that Mind Mapping technique enhances the writing abilities of the students of the experimental group more than the students who were taught through the usual teaching techniques. The comparison of the pre-test and post-test results of both the

¹² Syeda Saima Ferheen Bukhari, "*Mind Mapping Techniques to Enhance EFL Writing Skill*", vol. 4, no. 1, June 2016, p. 62 (On-Line), Available on :<https://doi.org/10.15640/ijlc.v4n1a7>. Pdf (March 13th 2018)

¹³ Alma Prima Nurlaila, "*The use Mind Mapping Technique in Writing Descriptive Text*", journal of English and Education 2013, p. 13 (On-Line), Available on : <http://ejournal.upi.edu/index.php/L-E/article/view/578/453>. Pdf (March 18th 2018)

section showed that there was a significant difference in the grades of the students who were taught through the Mind Mapping techniques from those students (controlled section) who were taught writing through the application of some usual techniques.¹⁴

There are some differences between previous research and present study. The differences among previous study and this study are the aim of the research. The first previous study concerned to find out whether there is effectiveness in improving students' score in writing Descriptive texts through Mind Mapping Technique. The second previous research concerned to enhance students' writing ability by using Mind Mapping Technique. And in this study the researcher was compared between Guided Question Technique and Mind Mapping Technique in increasing students' descriptive text ability.

Based on that explanation, the researcher can conclude that Mind Mapping is a technique, while a teacher gives material or the explanations, the students make an idea from the teacher's explanations to note what they learn, what they plan, in order to students can easily to remember it. This technique does not only make the students more active to do the task, but also boost up students interest to learn English.

It can be concluded that teaching and learning of descriptive text be effective if the teacher uses Guided Questions and Mind Mapping technique.

¹⁴ Syeda Saima Ferheen Bukhari, 2016. *Op. Cit.* p. 76

Those techniques can help students to develop the main idea and supporting details of descriptive text. If the students are able to develop the main idea and supporting details of a text, it means that they are able to write the descriptive text correctly. In this case, the researcher wants to know which one of both techniques is more effective to use in teaching descriptive text writing.

Based on the problems, the researcher is interested in bringing and acting out the problems into a research entitled: “A Comparative Study between the Use of Guided Questions Technique and Mind Mapping in Increasing Students’ Descriptive Text Writing Ability at the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/2019.”

B. Identification of the Problem

Based on the background of problem, the researcher can formulate the problem in this research as follow:

1. The teacher does not have an interesting technique in teaching writing
2. The students have low motivation in writing descriptive text
3. The students are not able to write descriptive text.
4. The student find some difficulties in writing descriptive text such as in using the appropriate grammar and vocabulary.

C. Limitation of the Problem

Referring to the identification of the problem, the researcher wants to know the significant difference between the use of using guided and Mind Mapping Technique towards students' descriptive text writing ability at the second semester at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year 2018/2019. This research was focused on teaching descriptive text about animal, people, and place.

D. Formulation of the Problem

Based on the problem, the researcher formulates the problem in this research as follows: is there any significant difference between the use of using Guided Question Technique and Mind Mapping Technique in increasing the students' descriptive text writing ability at the eighth grade of SMP PGRI 6 Bandar Lampung, in the academic year of 2018/2019.

E. Objective of the Research

The objective of the study is intended to find out whether there is significant difference between the use of using Guided Questions Technique and Mind Mapping Technique increasing the students' descriptive text writing ability at the eighth grade of SMP PGRI 6 Bandar Lampung, in the academic year of 2018/2019.

F. Use of the Research

1. Theoretically

Theoretically, the result of the research is expected to be used to support the theory which explained in the next chapter about a comparative study

between the use of Guided Question Technique and Mind Mapping Technique in increasing the students' descriptive text writing ability of the eighth grade of junior high school.

2. Practically

a. For the students

The students got easy technique to write something by using Guided Questions and Mind Mapping Technique.

b. For the teacher

To give information for the English teacher, especially at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019, that Guided Questions or Mind Mapping Technique are more effective to used in teaching descriptive text writing ability.

c. For researcher

The researcher will be known about the students' descriptive text writing ability especially by using Guided Question or Mind Mapping Technique and the research can carry out the technique to the next teaching and learning in the classroom.

G. Scope of the Research

Scope of the Research is as follows;

1. Subject of the research

The subject of the research is students at the eighth grade of SMP PGRI 6 Bandar Lampung, in the academic year of 2018/2019.

2. Object of the research

The objects of the research were the use of Guided Questions and Mind Mapping Technique as well as the students' descriptive text writing ability.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2018/2019.

4. Place of the Research

The research was conducted at SMP PGRI 6 Bandar Lampung.



CHAPTER II REVIEW OF LITERATURE

A. Frame of Theory

1. Writing

a. Definition of writing

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment.¹⁵ Writing allows us to communicate at a distance, either at a distant place or at distant time. There are a lot of definitions stated by experts; Raymond states one of them, he defined that writing is more than a medium of communication.¹⁶ Therefore, it is clear that writing is very important in the elements of language.

According to Rimes, writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.¹⁷ It can be said that we are likely communicates with the writing to get a new idea and get a new knowledge, one way just want to the important aspect of writing.

Most of students agree that writing is one of the difficult English skills to master. Because in writing, if they are going to write something, they have to pay attention to the right structure and vocabulary related to what they are

¹⁵Henry Rogers. *Writing Systems: A Linguistic Approach*.(Oxford: Blackwell Publishing: 2005), p. 1

¹⁶James C Raymond. *Writing is Unnatural Act*. (New York: The Murray Printing Company: 1980), p. 2

¹⁷Ann Raimés, *Technique in Teaching Writing* (London: Oxford American English, 1983), p.3

going to write. Mc Crimmon stated that writing is hard work, but writing also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome frustration a writing assignment may present.¹⁸ It is in line with Siahaan who states that writing considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.¹⁹ It means that everyone who writes something, actually they are in process of thinking to create idea in writing and understand its meaning and purpose.

Writing it is not only about combining the letters, but also write something consider to some components. Based on Harmer, writing has its 'mechanical' components like handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and text.²⁰ Therefore, it means that writing is an important skill that enables the writer to bring the meaning which exists both in our mind or written materials there are several mechanical components of writing that must be applied in writing to be good sentence, paragraph, and text.

Based on the theories above, it can be concluded that one of productive language skill which can express our ideas through written form is writing and writing is actually an active process which the writer becomes active by

¹⁸James M. McCrimmon, *Writing With a Purpose*, (New Jersey: Houghton Mifflin Company, 1983), p.6.

¹⁹SanggamSiahaan, *The English Paragraph*, Yogyakarta, GrahaIlmu, 2007, p.2.

²⁰Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.44

organizing their written of knowledge and schemata using his brain to communicate ideas.

b. Concept of Writing Process

Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write and how we are going to do it. It can be concluded that writing is never one step action, or in other words it is a process that has several steps. When we are going to write something we need several steps to achieve it. When we will explore our mind in form of written we should through several stages. Harmer states that writing process divides into four stages. They are:

a. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researchers this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the

writing process proceeds into editing, a number of drafts may be produced on the way the final version.

c. Editing (reflecting and revising)

Once researcher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

d. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.²¹

From those statements, it can be concluded that writing process is the writer knows which skills and strategies are appropriate for the writing and understands how to apply them to accomplish the writing process.

c. Concept of Writing Ability

Writing considered as a complex process. It is because in writing, the only one process is not only express ideas and then elaborate the in a written form but also think how can the information conveyed well, correctly and coherently. "Writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing students' ability to produce well-formed sentences".²² According to Siahaan, writing ability is the skill of a writer to communicate information to a reader or group of readers.²³ Thus, writing is the way to communicate the information.

²¹ *Ibid*, p.4

²² Ken Hyland, (1st Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.3

²³ Sanggam Siahaan, *Issues in Linguistic* (Yogyakarta: Graha Ilmu, 2008), p.22

In writing activity, the writers are successfully in their writing contains some fundamental aspects of writing. There are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing are: According to Heaton, “Five major aspects are accompanied by explicit description of what is mean by the different band-scales.”

The criteria of good writing, there are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in appropriate manner).
- c. Vocabulary (the ability to use of word/idiom).
- d. Language use (the ability to write appropriate structure).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).²⁴

From that statement, it can be concluded, writing ability is the ability to ideas through several components such as content, organization, vocabulary, language use and mechanic which should be considered.

d. Concept of Teaching Writing

Writing is one of the language skills in English that should be required by the students. To help the students to master writing skill the teacher should have certain approach related to the goal in order to improving students' writing ability. Conventionally there have been two main approaches to

²⁴ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988),p.135

teaching writing: a skill-based approach and more recently, the process approach.²⁵ Herein, to achieve the goal, several approaches should be considered by the teacher, especially when teaching writing. Furthermore, Harmer said that teaching writing is focus on product and writing process.²⁶ Consecutively, teaching writing to the students focus on what students can produce through long process starting from brainstorming up to final product.

Teaching writing is different from teaching any other language skill. In addition to teaching writing covers teaching of language ability, because the process of this activity engaging the combination of all teaching process. Teaching writing is not only about how to make good writing ideas, but also make the students' writing ability better than before. End-to-end, the students should know precisely where they should put the position of their words.

Harmer said that students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.²⁷ He added in the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself. The procedures of teaching writing can be described as follows:

a. Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the students by asking the questions. Then the teacher will give motivation by giving an

²⁵ Peter Westwood, *What Teacher Needs to Know About Reading and Writing Difficulties* (Australia: ACER Press, 2008), p.70

²⁶Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1999), p. 257

²⁷*Ibid*, p.128

example of descriptive text by using Guided Question and Mind Mapping technique.

b. Whilst-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of descriptive text by using Guided Question and Mind mapping technique.

c. Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the students to make a descriptive text by using Guided Question and Mind Mapping technique. After that the students should check their work. It should be done to find out the mistakes of some aspects of writing. After that the students can rewrite their work and the teacher asks the students to submit their work.²⁸

From the explanation above, it can be concluded that teaching writing is focus on the production and writing process. The writing process is the procedures when teaching writing to the students. They are pre-writing activity, whilst-writing activity and post-writing activity.

2. Text

a. Concept of text

²⁸*Ibid.*

According to Siahaan, a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.²⁹ In addition to, in a text contain of meaning morpheme, phrase, clause, sentence and discourse or another linguistic unit. A text is not only ideas that conveyed in form of written but also ideas or information delivered orally such as speech, conversation, etc.

According to Anderson, a written text is any meaningful written text.³⁰ It means that text is a number of words to give a message to somebody in written or spoken.

Furthermore, Anderson said that a text is when these words are putting together to communicate a meaning, a piece of text is created. There are two main categories of texts- literary and factual.³¹ It means that, text is arranging of words to be a sentence in order to deliver a message or information.

a. Literacy Texts

Literacy text include Aborigin dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas are constructed to appeal the emotions and imagination. Literacy text can make the readers laugh or cry. These are the main text types in this category: narrative, poetic, and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

²⁹ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

³⁰ Mark Anderson, Kathy Anderson, *Text type in English* (Shout Yarra: Mackmillan, Education Australia 1997), p.1.

³¹ Anderson, Op.cit, p.2.

b. Factual texts

Factual text include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, report and instructions present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure. From explanation above, in addition to there are several kinds of text related to teaching and learning English.

From those explanations, it can be concluded that text is an original words of something written or spoken to give information about something for one people to another.

b. **Kinds of Text**

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English we can find many kinds of text in teaching writing to the students. Each of these texts has its own characteristics and functions.

c. Descriptive Text

According to Anderson and Anderson a description text describes a particular person, place or thing.

d. Spoof Text

Spoof text is to retell on event with a humorous twist.

e. Recounts Text

Recount text is to retell events for purpose of informing or entertaining.

f. Report Text

Report is to describe the way things are, with reference to a range of natural of natural, made, and social phenomena in our environment.

g. Analytical Exposition Text

Analytical exposition text is to persuade the reader or listener that something is the case.

h. News Item

News item is a text to inform readers, listeners, or viewer about events of the day which are considered newsworthy or important.

i. Anecdote

Anecdote is a text to share with other an account of an unusual or amusing incident.

j. Narrative Text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways.

k. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

Based on explanations the kinds of text, it can be concluded that the kinds of text, there are many kinds of text that must be mastered by the students in writing for increasing the student's writing ability.

3. Text

a. Concept of Descriptive Text

Descriptive writing depends on details of language to bring a subject to life. By describing one person, place, or thing with vivid detail, a writer can create a descriptive scene in the reader's mind. Description is a written English text in which the writer describes an object. In this text, the object

can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.³²

According to Crimmon, description is a text for presenting a verbal portrait of a person, place, or thing.³³ It can be said that when we talk about description, it will discuss about how to describe a person, place or thing. In this type of text, the students should write down the characteristics of an object in written form clearly, in order to make the reader understand about the object being described. In writing descriptive text, the students ask to write down introduction about the object and describe details appearance of the object.

Descriptive text is the text that describe information an object³⁴. Siahaan says the object can be anything. It can be a concrete object such person, or an animal, or plan, or a car etc.³⁵ It means that descriptive text is text that used to explain about objects. Usually we use descriptive to describe or to make a description about certain place, person or things.

Additional, Gerot and wignell said that “descriptive text is saying what somebody or something is like, to describe a particular person, place, or thing”.³⁶ In addition to, certain object will be described specifically in descriptive text. It is better to give the detail explanation with specific and

³²*Op.Cid*, p.89

³³James M. McCrimmon, *Writing With a Purpose 8th Edition*, (Houghton Mifflin Company, 1984), p.163.

³⁴Pardiyono, *Teaching Genre Based Speaking*, (Yogyakarta: ANDI OFFSET2009), p. 122.

³⁵SanggamSiahaan, *The English Paragraph*, (Yogyakarta:CandiGerbangPermai 2008.), p.119.

³⁶Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, First Edition, Gerd Stabler. p. 208

concrete description. Moreover, in writing descriptive, make sure that we illustrate the description as real as possible, so the object can be imagined and saw as the real. According to Anderson, a description text generally describes a specific subject; it differs from an information report which describes a general group.³⁷

Based on those explanations, it can be concluded that descriptive is a written English text in which describes the characteristics of something, it can be a person, a place or thing. In descriptive text we describe something more detail and specific.

b. Generic Structure of Descriptive Text

Descriptive text is a type of written text, which has specific function to give description about an object (human or non-human). Based on the rhetorical structure in descriptive text, the generic structure of descriptive text consists of identification and description. Identification is the statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc. Description is describing physical appearance, quality, behavior, etc.³⁸

Identification ⇒

*I have a toy. It is a doll, a bear doll, and I call it
Teddy. Teddy bear is an American origin. My
dad bought it as a present for my tenth*

³⁷Mark Anderson and Kathy Anderson, *Text types in english 3*, (Yarra ; MacMilan, 1998), p. 26

³⁸ Pardiyono, “*Teaching Genre-Based Writing*”, Andi Ofsset, Yogyakarta, 2007, p.34

Description ⇒

The doll is small, fluffy, and cute. It has thick brown fur.

When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I washed it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and

Based on that ex

essential parts, namely generic structure which consists of identification and description.

c. Grammatical Features of Descriptive Text

The descriptive text has grammatical features that have function to improve the student's knowledge, they are:³⁹

1. Focus on specific participants; it uses specific noun or subject.
2. Use of attributive and identifying process; relation processes in ole states of being (including having). They can be classified according to whether they are being used to identify something or to assign a quality to something.
3. Frequent use of epithets and classifiers in nominal groups is epithets use and functional grammar.
4. Use of simple present tense.

³⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Antipadean Educational Enterprises Publishing, 1994), p.220

Based on that explanation, it can be concluded that there are several considerations that is grammatical features to make a descriptive text that should be considered in order to make a good descriptive text.

d. Purpose of Descriptive Text

There are so many purposes of descriptive text developed by some experts. Setiawan said that “the purpose of the descriptive text is to describe person, something, place and animal with specific”.⁴⁰

Writing any description requires the details about certain subject, focusing not only on what eyes can see but on the other sense impression, touch, taste, smell, hearing as well. Thus, it can be said that description is drawing a subject through the words to make the reader see and fell the subject.

Meanwhile, White said that there are several aims of descriptive text:

1. *To see*, means to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
2. *To explain*, means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.

⁴⁰Otong setiawan, *Essay Writing*, Yrama Widya, Bandung, 2009, p. 153.

3. *To persuade*, means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that accused committed burglary.
4. *To re-create*, means make a reader making something. For example: the description allows the reader to re-create the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.
5. *To demonstrate* means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observers can realize.⁴¹

Based on the explanation about the descriptive text, we know that descriptive text is a text which lists the characteristics of something. And we know, the purpose of descriptive text is to describe and reveal a particular place / thing / person.

4. Concept of Students' writing ability in Descriptive Text

In Junior High School many students were still confused how to write the descriptive text, they were confused how to start to write the paragraph. They also found difficulties on how to translate the sentence and how to make a good paragraph and good text. The students' ability in writing descriptive at

⁴¹ Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), p. 61-62

the eight grade of SMP PGRI 6 Bandar Lampung in 2019/2020 academic year can be seen that 116 students got less than 70. It means that the students' descriptive text writing ability is still low and not suitable from the KKM at the school, the KKM of this school is 70.

Writing is among the most important skills that students need to develop. Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.⁴² It means that writing is the way to transfer the personal meanings to others in written form. Then, Gerot and Wignell define descriptive text as a text which has social function to describe a particular person, place, or thing.⁴³ It can be said that descriptive text is a text which tells a details of something looks like. Descriptive writing expresses and develops image through the use of precise sensory words and phrases.

To master descriptive text writing ability, there are some aspects should be concerned about by the students. In making a good descriptive text, the students should know and understand the generic structure and the grammatical features of descriptive text. Then, it should be balance with the five criteria of good writing, which are, content, organization, vocabulary, languages, and mechanics.

Based on those explanations, it can be concluded that descriptive text writing ability is an ability of language students to describe something such as person,

⁴²Christopher Tribble, *Writing*. (New York: Oxford University Press, 1996), p.130.

⁴³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia; Antipodean Educational Enterprises (AEE), 1994), pp.192-204.

thing, animal or place as real as it is in written form which fulfills good mastery of aspect of writing including content, organization, vocabulary, language and mechanics.

5. Concept of Guided Questions Technique

a. Definition of Guided Questions

There are several techniques which can guide the students to express their ideas through written form. One of them is guided questions. A Guided Question Technique is a technique which used to guide the students to write something by giving some questions. According to Brown, guided questions is a format test question of guiding a learners without dictating form which serve an outline written text.⁴⁴ When the teacher guide the students in writing process by giving them some questions, it will help the students get the mean idea as an outline to write.

It is in line with Wardani, Basri, and Waris, they said that Guided question is a technique which is used in teaching writing. Using this technique could help the students produced their writing, because by answering the questions they would write easily.⁴⁵ Herein, with this technique, the possibility to make a useless sentence unrelated with the topic by the students will decrease. Therefore, through guided questions, students are guided step by step in their

⁴⁴ H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (White Plains, New York: Pearson Education, 2004), p.234.

⁴⁵ Imelda Wardani, Hasan Basri, Abdul Waris, “*Improving The Ability In Writing Descriptive Text Through Guided Questions Technique*”. E-Journal of English Language Teaching Society (ELTS), Vol. 2 No. 1 (2014), p.3

writing based on the question and the topic given. The students then arrange the answer into paragraph and after that into a text.

According to Traver, a guiding question is the fundamental query that directs the search for understanding.⁴⁶ Consecutively, in understanding the details of writing theme, it requires guidance to help minimize the errors in achieving a goal. The Guidance is the Questions which is provided to help organize a paragraph or text. In other word, these questions can help the students when they are going to make a writing text. This technique provides a list of questions that can make the students think about the topic. This technique is expected to give guidance about what should be included in students' writing. By using guiding questions technique, the students will not be confused of what to write first and next because they have guidance in its process.

Brown says that Guided questions are to prompt the test-taker to write from an outline.⁴⁷ The outline helps to guide the student through presumably logical development of ideas that have been given some forethought. Guided questions uses for guiding a student to write something. One of the possibilities for a guided writing is by giving the student some questions as an outline to write. So, by answering the questions the students can express the ideas in writing. Guided questions help provide focus and coherence for units of study.

⁴⁶Rob Traver, *Educational Leadership* ASCD March 1998, p.1.

⁴⁷H. Douglas Brown, *Language Assessment* (Essex: Longman, 1988), p.235

Guided question uses for guiding a student to write something. Additionally, Brown said that guided question is a format test question of guiding students without dictating form which serve an outline written text.⁴⁸ When the teacher guide the students in writing process by giving them some questions, it will help the students get the mean idea as an outline to write. Thus, one of the possibilities for a guided writing is by giving the student some questions as guide before writing, so that by answering the questions the students can express the ideas in writing. Guided questions help provide focus and coherence for units of study.

In addition, Brown suggests that a series of questions essentially serve as an outline of the emergent written text.⁴⁹ When the teacher guide the students in writing process by giving them some questions, it will help the students get the mean idea as an outline to write, it can be said that one of the possibilities to be used as a guided writing is by giving guided questions so that by answering the questions, the students can write something easily.

Based on the explanations, it can be concluded that guided questions are good technique that can be used by the teacher to give some questions to student related to the topic. This technique can minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions.

b. Procedures of Guided Question Technique

⁴⁸H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (White Plains, New York: Pearson Education, 2004), p.234.

⁴⁹*Ibid*, p.235

From the concept stated previously, it can be known that guided question is a teaching technique which is used by giving the students 5W + 1H questions in order to direct students to generate their ideas and details when they are writing an event or story. The answers of the questions can be an outline of their writing before generating into a paragraph. Thus, the questions can be used as guidance in writing. There are two experts explained the steps of question usage in teaching writing.

The usage of the question in teaching writing is explained by Taylor;

1. Choose an essay topic that is interest for the writer. Such a topic that the writer already has idea about that.
2. Ask the questions about the topic. The questions can be 5W+1H questions which are related to the topic that will be written.
3. Answer the questions and write down the answer in no more than a sentence or two.
4. Develop the answers of the question become the paragraph. The writer can add more ideas that can support the answers to make them detail.
5. Consider the paragraph as temporary answer before the writer's eventual answer. This paragraph becomes a foundation of the text but it can be changed.⁵⁰

Axelrod and Cooper also said that there are several steps in using question for invention. They are: Thinking about the writers' subject. Subject means

⁵⁰Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay*, (New York: Cambridge University Press, 2010), p.22

that something the writers want to write such as idea, person, place, thing, event, problem, *etc.*

1. Starting from the first question then move to the next. The writer should follow the questions from the first then answer it to make their writing organize well.
2. Writing the writers responses quickly without much planning. They should write as quick as possible to anticipate of forgetting about the answer.⁵¹

Based on the explanation above, it can be conclude that there are some steps that can be followed by the teacher when she or he is going to teach and explain descriptive text by using guided question.

c. **Teaching Descriptive Text Writing by using Guided Question**

Based on the steps that explained by the experts above, several steps below is the mixing steps from the experts above in using guided question technique in teaching descriptive text writing ability:

1. The teacher showed the topic (an example of descriptive text) in front of the students in the classroom. After that, the teacher will ask to the students to answer the type of the text. It is as a brainstorming. Then, after the students have understood about this descriptive type, the teacher will explain about the definition of descriptive text and the generic structure.

⁵¹ Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's guide to writing* (New York: ST. Martin press, 1985), p.475

2. The teacher gave the writing topic to the students in class. The teacher needs to make sure first that the topic is describing something. It could be place, people, thing, etc because the material is descriptive text which describe something coherently and specifically. After the teacher giving the topic, the students need to think about the topic.
3. The teacher gave the several guided questions about the topic to the students. The guided question consists of 5W+1H question related to the topic. The question is asked from the first to the last question about the topic.
4. The students should respond or answer quickly each question in one or two sentences on a piece of paper. Each question should be answered because its answer can become an outline of paragraph to make a descriptive text.
5. After each question is answered, the students have to make the answers of the guided questions become a text on the other piece of paper.

The students need several conjunctions that will be used to connect the sentences. The sentences of the answers are connected become the text. The text should be based on the organization of the descriptive text. It means that students need to consider where the identification and description.

Based on the explanation above, it can be conclude that there are five steps that can be followed by the teacher when she or he is going to teach and

explain in exploring ideas when the students are going to write in descriptive text.

d. Advantages of using Guided Question Technique

By using Guided Questions before doing writing activity, the writer can get some advantages. The following are some advantages of Guided Questions. They are:

1. It can facilitate the teaching of writing to the students, so that the students will not be confused what they are going to write because they are guided to write by answering the question related to the topic.⁵²
2. It can make their writing more coherent because they write the paragraph by following the questions.⁵³
3. It can minimize mistakes by the students when they write.⁵⁴

Based on advantages of using guided question, it can be used in teaching learning process especially writing learning because it can help and build the students' ability in their making good text.

e. Disadvantages of using Guided Questions Technique

By using Guided questions in writing, the writer also can get some advantages

⁵²Faiz, *The Use of Guiding Question Technique to Improve Students' Descriptive Text*, Walisongo State Islamic University, 2011

⁵³*Ibid*

⁵⁴Iwan, *Developing The Students' Ability In Writing Recount Text Through Guiding Questions Technique At The Second Year Students of Smpn 1 Terbanggi Besar Lampung Tengah*, 2011

They are:

1. It is time consuming.
2. This technique is difficult to be applied in guiding writing in big group students. It is caused because the class will be difficult to be controlled by the teacher.⁵⁵

Based on disadvantages of using guided question, the writer concluded that the guided question still have some advantages in teaching learning writing and the teacher must have good solution how to manage to be more better again in using the time well.

6. Concept of Mind Mapping

a. Definition of Mind Mapping

Mind Mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics. According to Buzan, the mind map is an expression of radiant thinking and is therefore a natural function of the human mind.⁵⁶ Therefore, mind mapping is the result of thinking brain expression.

⁵⁵Wulandari, *Improving Students' Ability in writing Descriptive Paragraph Through Guiding Question Technique At the Second Grade of Smpn 1 Gadingrejo Pringsewu*, University of Lampung, 2015

⁵⁶Tony Buzan and Barry Buzan, *The Mind Map Book*, (London : BBC Book, 1993) p. 211.

A Mind Map is a powerful graphic technique which provides a universal key to unlock potential of the brain. It harnesses full range of cortical skills, word, image, number, logic, rhythm, cooler and spatial awareness, in single, uniquely powerful manner⁵⁷ Mind Mapping is especially diagram that suitable with our mind, and help us to think, imaging, memorizing, planning, and choosing information. Its Diagram form which is like tree diagram and its ratification facilitates for the reference of information to another.⁵⁸

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

Mind Mapping represents the way to place the information into brain and take it return out brain.⁵⁹ Form of the Mind-Mapping is like map a road; street in town having a lot of branch. As doing our road; street map can make the view totally about the root of the matter in a very wide area. With a map can plan a quickest route and precisely and know where we will go and where we reside.

A mind map is a powerful graphic technique which provides a universal key to the potential of the brain. It harnesses full range of cortical skills,

⁵⁷Tony Buzan, *Mind Map to Develop Writing*. P.1 (On-Line), Available on: <http://www.teachingenglish.org.uk/think/articles/using-mind-maps-develop-writing..> Pdf(March 13th 2018)

⁵⁸ Tony Buzan, *Buku Pintar Mind Map untuk Anak*. Jakarta; Gramedia Pustaka Utama. 2008.p.11.

⁵⁹Herdian, “*Model Pembelajaran Mind Mapping*”, p. 13 (On-Line), Available on: <http://herdy07.wordpress.com/2009/04/29/model-pembelajaran-mind-mapping/>. Pdf (April 15th 2018)

word, image, number, logic, and rhythm, cooler and spatial awareness in single, uniquely powerful manner. In doing it gives us the freedom to the roam the infinite expanse of your brain.⁶⁰ A mind mapping is alternative thinking throughout the brain to linear thinking, and an easy way to put information into the brain and retrieve information out of the brain.⁶¹

Mapping is the creation of a graphic or word picture, so that all pertinent information is visible at one time. “Mind” or “concept” maps (sometimes also referent to as “think links”) should be constructed so as to visually represent relationship among concepts. Major and minor supporting information to remember is placed in a form that resembles a map; hence the term mapping is issued. For some students, this visualization enables them to recall the textual information much more readily, and it stimulates “creative thinking”. Maps are not as rigidly organized as outlines allowing greater flexibility in note making, can incorporate information more easily and more items around on a page.

Based on those explanations, it can be concluded that using mind mapping technique can help the students in making some ideas and process in writing descriptive text.

b. Procedure of Mind Mapping Technique

⁶⁰Waruwu, Drs. Fidelis E., M.Sc. Ed. *Mind Mapping, (Education Training & Consultant* <http://www.edutraco.com> fidelis@edutraco.com). Pdf (April 15th 2018)

⁶¹Tony Buzan, “Buku Pintar Mind Map” p. 3, 4 Pt Gramedia Pustaka Utama (Jakarta, 2006).

There are several procedures of teaching descriptive writing using mind mapping that the teacher could apply in the class⁶²

1. Explain mind mapping

The teacher needs to explain about mind mapping using example and comparing it to regular brainstorming. Brainstorming is an activity with which most people are familiar, the object in brainstorming is to compile as large a list as possible of potential examples for a given topic. This is great activity to do in small groups or with the entire class.⁶³ The students could make the mind mapping started from the topic in the middle, and then proceeds with keywords that branch off the main topic idea.

2. Making choice

The next procedure that the teacher could do is to ask the students to evaluate how they feel about what is on their map. The teacher might ensure them about what ideas that they might want to write about. So, the teacher could tell the students to be not included everything that is on the mind map; the students could erase, edit, and revise it as they move forward.

3. Begin Writing

After the students clearly understand to the ideas that by have put in their mind map, the teacher should ask them to begin writing. They could use much of the same language they have already written down. It makes the task of composition much more manageable and gives them a concrete tool in

⁶² Susan, *How to Teach Writing: 6 Methods for Generating Writing Ideas*, 2014, (<http://busyteacher.org/11274-how-to-use-mind-maps-jump-start-writing.html>)

⁶³ Joyce B, *How to Use Mind Maps in Your ESL classroom*, 2014, (<http://busyteacher.org/4650-how-to-teach-writing-6-methods-for-generating.html>)

reference. Students generally move from the mind map activity into the writing process with more enthusiasm and more direction.

4. Adapting it

The last procedure is that the teacher of writing could use mind mapping based on the level of students she/he met. For example, the students of lower level could use mind map by attracted them with the colors or picture that they could make creatively. For students of higher level, the technique of mind map could be used before they write several kinds of writing such as essay, speech writing, or for organizing presentation.

Buzan said that there are several steps in making mind map:

1. Start in the center of a blank turned sideways.
2. Use a image or picture for your central idea.
3. Use colours throughout.
4. Connect you main branches to the central image and connect your second and third-level branches to the first and second levels, etc.
5. Make your branches curved rather than straight-lined.
6. Use one key word per line.
7. Use image throughout.⁶⁴

Based on the explanation above, it can be concluded that there are some steps that can be followed by the teacher when she or he is going to teach and explain descriptive text by using mind mapping.

⁶⁴ Tony Buzan, *Buku Pintar Mind Map* (Jakarta: PT. Gramedia Pustaka Utama, 2005), P.15.

c. **Teaching Descriptive Text Writing by Using Mind Mapping**

Based on the steps that explained by the experts above, several steps below is the mixing steps from the experts above in using Mind Mapping technique in teaching descriptive text writing ability:

1. The teacher show an example of descriptive text, explained the genre of descriptive text, explain the definition of descriptive text, generic structure of descriptive text, language features of descriptive text, making choice in writing the keywords, the timing for writing the keywords and writing descriptive text, and the aspects of writing would be assessed. It is intended to build students' understanding in the task.
2. Teacher explains the correlation between writing descriptive with Mind Map.
3. Teacher puts a picture and draw mind map with the student in whiteboard and produces writing descriptive based on the mind map in the whiteboard.
4. Then the teacher tell the students how to choose the keywords for making a good paragraph.
5. She students are making decision in finding the keywords for writing descriptive text.
6. Teacher asks to the student to make mind map in A4 paper and using full color pen.
7. Students begin writing descriptive text.

Based on the explanation above, it can be concluded that there are some step in using mind mapping because it can help the students how to make a paragraph especially descriptive text. And the teacher is easy in explanation to students, she or he can improve theirs' skill in show some ideas using mind mapping procedure.

d. **Advantages of Mind Mapping Technique**

Buzan and Buzan say that there are some advantages of using mind mapping in teaching writing, there are as follows

1. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.
2. They make lessons and presentations more spontaneous, creative and enjoyable, both for the teacher and the students.
3. Rather than remaining relatively rigid as the years go by the teacher's notes of rapid change and developments, the teacher needs to be able to alter and add to teaching notes quickly and easily.
4. Because mind maps present only relevant material in a clear and memorable form, the students tend to get better marks in examinations.
5. Unlike linear text, mind maps show not just the facts but the relationships between those facts, thus giving students a deeper understanding of the subject.

6. The physical volume of lecture notes is dramatically reduced.⁶⁵

Based on advantages of using mind mapping, it can be concluded that mind mapping technique can help the students in process writing descriptive text.

e. **Disadvantages of Mind Mapping Technique.**

There are some disadvantages of mind mapping in teaching writing, they are as follows:

1. A disadvantage of mind mapping is that the types of links being made are limited to simple associations.
2. Absence of clear links between ideas is a constraint. Mind maps have been said to be idiosyncratic in terms of their design, often hard for others to read; representing only hierarchical relationships (in radial form); inconsistent in terms of level of detail; and often to complex and missing the “big picture”.⁶⁶
3. The students took a long time to finish their writing because they focused more on listing down their ideas from their maps rather than focusing on the structure of their writing.⁶⁷

⁶⁵ Tony Buzan and Barry Buzan, *The Mind Map Book*, (London : BBC Book, 1993) p. 232.

⁶⁶ Eppler In Martin Davies, *Concept Mapping, Mind Mapping And Argument Mapping, What Are The Differences And Do They Matter?*, (2010), Journal, Available On www.acrl.ala.org (Access On February 23th 2019).

⁶⁷ Alma Prima Nurlaila, "The use Mind Mapping Technique in Writing Descriptive Text", journal of English and Education 2013, p. 14 (On-Line), Available on : <http://ejournal.upi.edu/index.php/L-E/article/view/578/453>. Pdf (February 24th 2019).

Based on disadvantages of mind mapping technique, it can be concluded mind mapping technique is good technique to be used in teaching learning writing especially for showing ideas before making paragraph. But this technique will make hard and passive to improve their skill in writing.

B. Frame of Thinking

In teaching and learning English the students are expected to be able to master the four language skills, they are reading, listening, speaking, and writing. Teaching English should be communicated. It is useful to make the students able to use English in their daily life. It means the students should have much knowledge about English. In this case, the researcher means that the students have to know about the good structure in English. Writing is the last skill of English subject. Many students say that writing is very hard skill in English. Writing becomes difficult skill because it contains of some components, such as grammar, vocabulary, punctuation and others. Besides, writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convicting argument, and to convey meaning through well-constructed text.

In this case, the students was taught by using guided question and mind map in teaching writing in the experimental class. In descriptive text, the students also need some idea to make paragraph in their writing. By using guided question and mind map can help the student in exploring their idea in making descriptive text. Therefore, to improve the aim students' motivation in learning English, especially writing descriptive text, using guided question

and mind map can increasing to students' descriptive text writing ability. Even giving in guided question and mind map is good to be increasing in teaching learning process especially for helping students in finding ideas to write in descriptive text.

C. Hypothesis

Concerning the frame of thinking above, the hypotheses will be formulated as follows:

H_0 : There is no significant difference between the use of Guided Question Technique and Mind Mapping Technique in increasing the students' Descriptive Text Writing Ability at the Second Semester of the Eighth Grade Students at SMP PGRI 6 Bandar Lampung in the Academic Year of 2019/2020.

H_a : There is a significant difference between the use of Guided Question Technique and Mind Mapping Technique in increasing the students' Descriptive Text Writing Ability at the Second Semester of the Eighth Grade Students at SMP PGRI 6 Bandar Lampung in the Academic Year of 2019/2020.

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