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## *The Explora Journal*

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# *The Effect of Using Mind Mapping Strategy and Power Strategy on the Students' Skill in Writing Descriptive Text*

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## **Abstract**

The objective of this study is to examine and to compare the effectiveness of using mind mapping strategy and POWER strategy on the students writing descriptive text of first grade. For this purpose the researcher selected the sample comprised 60 students studying at class VII 1 and VII 3 of SMP N.31 Medan. Each class consisted of 30 students. There are two groups of the students in this study, they are experimental group and control group. The experimental group was taught by Mind Mapping strategy and control group was taught by Plan, Organize, Write, Edit, Rewrite (POWER) strategy. The instrument for collecting the data was writing descriptive text about favorite person. It was consisted about 100 words. After scoring the data, the data were analyzed by using t-test formula. The analysis shown that t-test is 4.61 while t-table is 2000. It means that t-test is higher than t-table with the degree of freedom 58, and the level significance 0.05. The result shows that the hypothesis of this study is accepted. In other, Mind Mapping strategy significantly affects the students' writing skill in descriptive text.

*Keywords : mind mapping strategy, POWER strategy, writing descriptive text*

## **The Background of the Study**

Writing is one of the basic language skills that are important to be learnt in learning language. Writing is a means to convey message, ideas and feeling through written form. Writing is very complex and difficult activity. It is not only in terms of structure but also vocabulary, punctuation, capitalization and spelling.

Writing can be as one way to express feeling and idea. People can find the right way to express their feeling and idea in writing. Writing is productive skill which is very important to be learnt for the students because it can convey their message through their minds in the written form. Without having good knowledge in writing, one will not be able to convey one's ideas.

Based on the curriculum of junior high school which was recommended by the government, the students have to master some of genres, one of them is descriptive text. Descriptive text is a text to describe a particular person, place, or thing in detail. In learning descriptive text the students feel difficult because they have to write the topic that has been given by the teacher. They have to express their idea in written form.

In fact when the writer visited SMP N 31 Medan, the writer found that the students are lack in vocabularies. Most of the students couldn't deliver their ideas in written form correctly. If the teacher asked the students to write some genre text especially in descriptive text, they felt difficult in recognizing the text based on the social function, structure and the lexicogrammatical features of the text especially in descriptive text.

The students' reluctance to write is they rarely write although in their native language. They are worry to make mistake in writing. They think in their mind all of about their writing is full errors. They don't give attention and enthusiasm while learning writing. Finally they hate to English and they don't pay attention to the teacher. They might some ideas in their mind but it is hard for them to express the ideas in written form.



From this problem, the writer has to find the strategies that can solve the students' problem in writing descriptive text. In this research the writer will use the two teaching strategies they are mind mapping strategy and POWER (Plan, Organize, Write, Edit, Rewrite) strategy.

Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. Mind mapping strategy is a teaching strategy that requires students to draw a diagram used to outline information represented by pictures and color. It's a good strategy to be applied because the students can generate, visualize, structure and classify ideas, and solving the problem.

POWER is a strategy in teaching that has a sequence. According to Brookes (2003:59) the POWER strategy has three stages. The first stage is a prewriting stage and includes the planning and organizing steps. The second stage is actually writing and includes the writing step. The third stage is the post writing stage and includes the editing and revising steps. By applying the two strategies expected can help the students' problem in writing descriptive text.

### **The Objective of the study**

The objectives of the study is to find whether mind mapping strategy and POWER (Plan, Organize, Write, Edit, Rewrite) strategy can improve the students writing descriptive text.

### **The Scope of the Study**

In this study the writer focuses the problem on the students' writing descriptive text using mind mapping strategy and POWER (Plan, Organize, Write, Edit, Rewrite) to the students on grade 10 students of SMP N 31 Medan

### **The Statistical Hypothesis**

- (1) H1 : Teaching writing by using mind mapping strategy is more effective to improve students writing in descriptive text.
- (2) Ho : Teaching writing by using POWER strategy is not effective to improve students writing in descriptive text.

### **MindMapping**

mind mapping was invented by an author and lecturer on learning and thinking technique named Tony Buzan. According to Buzan states by using mind mapping the students can throw away boring and consuming note.

As Alamsyah (2009:60) in Riswanto journal 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 together as they proceed. Mind maps work well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

According to Eppler (2006:185) in Supriyanto Journal said that Mind mapping strategy is a teaching technique that requires students to draw a diagram used to outline information represented by pictures and color.



The concept of this strategy is putting one word in a center which is as the general idea from the mind of writer. Then, there is another word surrounding this one word which is intended to specify the general idea. This enable students to write down many words as it is to specify the previous words that are still general. The visualization of this concept is like spider diagrams or mind webs. The advantage of using this strategy is enabling students to think what to write by having word visualization as their reference. Word visualization that are written in mind map give the students the idea what to write part by part. More than that, as mind maps consists of some pictorial information. It also enables students to activate the right side of the brain (Widura 2008: 185).

### **The Advantages of Mind Mapping**

The advantage of using this strategy is enabling students to think what to write by having word visualization as their reference. Word visualization that are written in mind map give the students the idea what to write part by part. In the case of mind mapping might be marginal According to (Farrand et al. 2002b:23) in Davis Martin. It is generally easier to remember a diagram than to remember a description.

Others have suggested, however, that content is more central to learning than the format in which that content is presented (Pressley et al. 1998:23) in Davis Martin.

The advantages of mind mapping include its "free-form" and unconstrained structure. There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format.

Mind mapping thus promotes creative thinking. Using mind mapping should be spontaneous. The students can develop their idea through mind mapping naturally. The advantages of mind mapping itself can be concluded as follow:

1. To help the learner to concentrate in memorizing the information or event that occurred.
2. To make the students are able to summarize the lesson by themselves.
3. To improve students' creativity
4. To make the students are easy to write and enjoy in learning process

### **POWER Strategy**

POWER is a strategy in teaching that has a sequence. According to Brookes in Panjaitan Daniel (2003:59) the POWER strategy has three stages. The first stage is a prewriting stage and includes the planning and organizing steps. The second stage is actually writing and includes the writing step. The third stage is the post writing stage and includes the editing and revising steps.

The purpose of teaching this process is to provide explicit instruction to students on how to write, in this example, an effective factual paragraph, keeping in mind the characteristics of students with writing difficulties and the principles of effective instruction (NSW Department of Education and Training 2007: 95) in Panjaitan Daniel

The POWER strategy provides explicit instruction to students on how to write, in this example, an effective factual paragraph, keeping in mind the characteristics of students with writing difficulties and the principles of affective instruction. According to Englert in Panjaitan Daniel (1988), POWER stands for Prepare, Organize, Write, Edit, and Rewrite.

### **2. Research Design**

This study has been conducted by using experimental quantitative.

This research divided the population into two experimental groups. The first group was given the treatment of mind mapping strategy and the second group was given the treatment of POWER (Plan, Organize, Write, Edit, Re-write) strategy.



**Table 2**  
**Research Design of Two Group Pretest and Posttest Design**

Group	Pretest	Treatment	Posttest
$E_1$	$T_1$	$X_1$	$T_1$
$E_2$	$T_2$	$X_2$	$T_2$

$X_1$  = Implementation of Mind Mapping

$X_2$  = Implementation of POWER (Plan, Organize, Write, Edit, Re-write) strategy

$T_1$  = Posttest of Mind Mapping strategy

$T_2$  = Posttest of POWER (Plan, Organize, Write, Edit, Re-write) strategy

### Population and Sample

The population of this research is the grade ten of SMP N 31 Medan. There are eleven classes. Total of the students for grade seven is 240 students. But the researcher took 2 classes they were VII-1 and VII-3 class. The students in VII-1 consist of 30 students and for VII-3 consists of 30 students. The reason for choosing mind mapping strategy and POWER strategy in teaching and learning process in class VII 1 and VII 3 in academic year 2016/2017 never applied mind mapping and POWER strategy.

The sample was selected by using random sampling technique. Each class was written down on a slip of paper and places them in a box. The box was shaken and the slips were selected until it was equal as the samples. The first slip was taken out as experimental class and the second slip was taken out as control class.

### The Instrument of Collecting the Data

This research spent three weeks for doing the experiment. They were experimental class and control class. Experimental class was given Mind Mapping strategy and control class was given POWER (Plan, Organize, Write, Edit and Re-write) strategy. The total of the treatments in both classes are six meetings. The researcher will hold three meetings for each class. The materials which were given during this research are all about descriptive text especially writing descriptive text about social function. In the first meeting, the researcher taught students about the generic structure of descriptive text and the generic features of descriptive text. In the second meeting, the material was taught for students how to write descriptive text. The materials were given to both classes: experimental class and control class. Before giving the treatment, the researcher administered a pretest and after the treatment the researcher gave a posttest to both classes.

### The Procedure of the Research

**Table 3.2 The Steps of Experimental Group 1**

No	Teacher activity	Students activity
1.	Teacher enters to the classroom. The teacher greets the students to open the class	The students give their respond to show their politeness
2.	Teacher gives pre-test to the students	The students do the pre-test
3.	Teacher explains about descriptive text. The teacher explains about social function, generic structure and lexicogrammatical features of descriptive text ) and then the teacher explains about the application of mind mapping strategy. The first the students	The students pay attention to the teacher explanation about descriptive text.

	write a topic at the center in a piece of paper. For example mother. And then they generate branch or webs. The students can create many branches as much as they want by using many colours to stimulate their creativity.	
4.	Teacher asks the students to write descriptive text about describing people.	The students start to write descriptive text
5.	The teacher asks the students to write down the descriptive text on the white board	The students come in front of the class and write down their task about descriptive text.
6.	The teacher corrects the students' task that have written on the blackboard	The students try to analyze to their friend task.
7.	The teacher evaluates the students' work as well as possible	The students pay attention to the teacher's short explanation
8.	After the teacher collects the students' task, the teacher does reflection about the subject	The students say their difficulties while doing the task.

Table 3.3

The Steps of control Group

No	Teacher activity	Students activity
1.	Teacher enters to the classroom. The teacher greets the students to open the class	The students give their respond to show their politeness
2.	Teacher gives pre-test to the students	The students do the pre-test
3.	Teacher explains about descriptive text. The teacher explains about social function, generic structure and lexicogrammatical features of descriptive text and then the teacher explains about the application of POWER strategy. -The first the students <i>prepare</i> themselves to write and brainstorm their knowledge. -The second the students review notes of their ideas and <i>organize</i> these in an outline using the main ideas of your paper as the major headings. -The third is <i>writing</i> the outline and note cards as guides for writing your paper and write complete sentences for the phrases on the note cards. -The fourth is the students have to do <i>edit</i> by checking all spelling capitalization, punctuation, order of words, and grammar. They check whether your ideas are well-stated.	The students pay attention to the teacher explanation about descriptive text.



	- It may be helpful to read their paper aloud as a way of checking for errors. -The fifth is <i>rewrite</i> . Based on their editing, rewrite your paper. Reread it one last time before turning it in.	
4.	Teacher asks the students to write descriptive text about describing people.	The students start to write descriptive text
5.	The teacher asks the students to write down the descriptive text on the white board.	The students come in front of the class and write down their task about descriptive text.
6.	The teacher corrects the students' task that have written on the blackboard	The students try to analyze to their friend task
7.	The teacher evaluates the students' work as well as possible	The students pay attention to the teacher's short explanation
8.	After the teacher collects the students' task, the teacher does reflection about the subject	The students say their difficulties while doing the task.

### Validity

Validity refers to the extent to which the result of an evaluation procedure serve the purposes for which they are intended (Gronlund, 1981:65) in Sembiring, Jenita Anjani. It is important to measure the student's ability in writing descriptive text. In this case, the research used content validity to establish the validity of the instrument. The reason for choosing content validity is because content validity refers to the extent to which instrument represents the content of interest. In order to establish content validity, a measure must adequately sample both the topics and cognitive processes included in the content universe under consideration.

### Reliability

Reliability is necessary characteristic of any good test. Reliability refers to the existence of a test. A test will be reliable if it gives the same result when it will be given to different people on different occasions. To obtain the reliability of the test, person product moment was applied (Best 2002:350)

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

According to Aruan (2007) in Sembiring Jenita Anjani (2015:39) the reliability the test is categorized as follows:

- 0.0-0.20            the reliability is very low
- 0.0-0.40            the reliability is low
- 0.41-0.60           the reliability is fair
- 0.61-0.80           the reliability is high
- 0.81-above           the reliability is very high



## Technique of Data Analysis

To know the development of the student, the mean of the student test is computed and analyzed the data. In analyzing the data the writer does the strategy:

1. Scoring the pre-test and post-test for Experimental group 1 which is taught by Mind Mapping strategy and Experimental group 2 that is taught by POWER strategy, the writer will use t-test formula. And find out the mean score for each group by using:

$$M = \frac{\sum x}{N}$$

In which: M = The mean of the students

$\sum x$  = The total score

N = The number of the students

To know the differences between the groups Experimental group 1 which is taught by Mind Mapping strategy and Experimental group 2 that is taught by POWER strategy, the writer will use t-test formula. The formula is:

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{N_a + N_b - 2} \left( \frac{1}{N_a} + \frac{1}{N_b} \right)}}$$

- Where: Ma = mean of experimental group 1  
 Mb = mean of experimental group 2  
 da = standard deviation of experimental group's scores  
 db = standard deviation of control group's scores  
 Na = total number sample of experimental group  
 Nb = total number sample of control group
2. Drawing the conclusion and answer the hypothesis
  3. Writing some findings.

### 3. Data Analysis

The data analysis in this research is the calculation scores of the students in experimental and control group. To know the differences scores between the students in experimental group and control group, the writer used t-test. The calculation of the t-test can be seen as in the following below:

Table 4.3

The Calculation of Experimental Group

Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X2-X1 (d)	Square of Deviation (dx) <sup>2</sup>
AF	60	90	30	900
AMK	70	88	18	324
ACP	50	85	35	1225
AS	55	95	40	1600
BP	56	75	19	361
CBS	40	70	30	900

DIP	58	85	27	729
EES	60	90	30	900
ERGS	50	70	20	400
ERSPP	65	90	25	625
ERG	62	85	23	529
ENSB	70	90	20	400
FBP	59	73	14	196
FASG	60	78	18	324
FMF	70	95	25	625
HPT	60	70	10	100
IS	55	80	25	625
JJM	50	68	18	324
KDFG	65	87	22	484
MRFP	60	70	10	100
MDAP	60	70	10	100
MS	60	82	22	484
MLP	70	80	10	100
MZP	64	95	31	961
NPP	66	87	21	441
NEG	55	70	15	225
NH	75	97	22	484
RS	70	90	20	400
RSBKT	65	70	5	25
RFM	52	54	2	4
Total	1812	2429	617	14895
Mean	60.4	80.96	20.56	

Table 4.3 shows that the mean score of experimental group as follows:

$$Mx = \frac{\sum d}{N_x}$$

$$= \frac{617}{30}$$

$$= 20.56$$

The deviation square of experimental group is calculated as follows:

$$Dx^2 = (\sum d^2) - \frac{(\sum d)^2}{N_x}$$

$$Dx^2 = 14895 - \frac{(617)^2}{30}$$

$$Dx^2 = 14895 - \frac{380689}{30}$$

$$Dx^2 = 14895 - 12689.63$$

$$Dx^2 = 2205.37$$



From the calculation above, it can be seen that the mean of the experimental group is 20.56 and the deviation is 2205.37. Then the data of control group can be seen in table 4.4 as the following.

Table 4.4

The Calculation of Control Group

NO	Students' Initial	Pre-Test (y1)	Pre-Test (y2)	y2-y1 (d)	Square of Deviation (dy) <sup>2</sup>
1.	ARP	50	68	18	324
2.	AYATS	78	82	4	16
3.	ADF	54	58	4	16
4.	ASL	66	77	11	121
5.	AH	65	74	9	81
6.	AW	40	60	20	400
7.	AP	60	65	5	25
8.	AH	54	70	16	256
9.	BSP	35	50	15	225
10.	BNC	30	50	20	400
11.	DJR	65	75	10	100
12.	DMP	54	68	14	196
13.	EPD	30	54	24	576
14.	FNPP	66	80	14	196
15.	GJD	48	55	7	49
16.	IZ	54	69	15	225
17.	JARS	61	79	18	324
18.	JPS	60	78	18	324
19.	LS	56	68	12	144
20.	LP	57	63	6	36
21.	MMS	59	62	3	9
22.	MYEM	68	70	2	4
23.	MR	68	71	3	9
24.	NE	55	69	14	196
25.	NAP	60	74	14	196
26.	NW	32	54	22	484
27.	PPS	55	60	5	25
28.	PJG	61	72	11	121
29.	PMA	51	60	9	81
30.	RH	60	64	4	16
	Total	1652	1999	347	5175
	Mean	55.06	66.63	11.56	

Table 4.4 shows that the mean score of control group as follows:

$$\begin{aligned}
 My &= \frac{\sum d}{Ny} \\
 &= \frac{347}{30} \\
 &= 11.56
 \end{aligned}$$

The deviation square of control group is calculated as follows:

$$Dy^2 = \sum d^2 - \frac{(\sum d)^2}{Ny}$$

$$Dy = 5175 - \frac{(2047)^2}{20}$$

$$Dy^2 = 5175 - \frac{(120409)}{20}$$

$$Dy^2 = 5175 - 4013.63$$

$$Dy^2 = 1161.37$$

From the calculation above, it can be seen that the mean of the experimental group is 11.56 and the deviation is 1161.37.

From the data, t-test value is calculated as follows:

$$Mx : 20.56$$

$$dx^2 : 2205.37$$

$$Nx : 30$$

$$My : 11.56$$

$$dy^2 : 1161.37$$

$$Ny : 30$$

#### Analyzing the Data by using t-test formula

To find out whether or not the use of mind mapping strategy and POWER strategy significantly effects the students' ability in writing descriptive text. The data were calculated by applying t-test formula. The test formula is as follows:

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{2} + \frac{1}{Na} + \frac{1}{Nb}}}$$

- Where: Ma = mean of experimental group  
 Mb = mean of control group  
 da = standard deviation of experimental group's scores  
 db = standard deviation of control group's scores  
 Na = total number sample of experimental group  
 Nb = total number sample of control group

$$t = \frac{20.56 - 11.56}{\sqrt{\frac{2205.37 + 1161.37}{2} + \frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{9}{\sqrt{956.74}}$$

$$t = \frac{9}{\sqrt{58.04724 (0.066)}}$$



$$t = \frac{9}{\sqrt{3.8311178}}$$

$$t = \frac{9}{1.95}$$

$$t = 4.61$$

Based on the calculation above, it is found that t-observe is 4.61, then compared to the t-table at the df (degree of freedom) 58 (obtain from  $n_1+n_2-2 = 30 + 30 - 2 = 58$ ). Since t-observe (4.61) is bigger than t-table (2.000). It means that there is significant effect of using mind mapping strategy on the students' skill in writing descriptive text.

### Testing the Reliability of the Test

The reliability of the test is intended to find out whether the test is reliable or not. Inter rater reliability was used to calculate the reliability of the test. The data were calculated by using Person Product Formula. Reliability of the test can be categorized as following:

0.0 - 0.20 = very low

0.21 - 0.40 = low

0.41 - 0.60 = fair

0.61 - 0.80 = high

0.81 - 1.00 = very high

### Testing the Reliability of the test

Table 4.5

Testing Reliability of the Test

No	Students' initial	Rate I (X)	Rate I (X)	$\sum X^2$	$\sum Y^2$	$\sum XY$
1	AD	66	66	4356	5041	4686
2	ANR	51	51	2601	2809	2703
3	AR	71	71	5041	4489	4757
4	AS	66	66	4356	4761	4554
5	BS	68	68	4624	5329	4964
6	BS	71	71	5041	5184	5112
7	ST	51	51	2601	2401	2499
8	SS	52	52	2704	3364	3016
9	SG	68	68	4624	4900	4760
10	DT	69	69	4761	5041	4899
11	DP	73	73	5329	5776	5548
12	EJ	55	55	3025	3364	3190
13	GR	60	60	3600	3249	3420
14	ID	68	68	4624	5329	4964
15	IP	74	74	5476	4761	5106
16	IM	58	58	3364	3481	3422
17	JJ	61	61	3721	3481	3599
18	JK	64	64	4096	4761	4416
19	NG	58	58	3364	4900	4060
20	RP	73	73	5329	5329	5329
21	Rl	66	66	4356	4761	4554
22	SR	77	77	5929	6084	6006
23	SF	67	67	4489	4096	4288
24	FC	55	55	3025	3600	3300
25	ST	73	73	5329	6561	5913
26	VS	66	66	4356	3721	4026

27	YS	79	79	6241	6561	6399
28	YN	58	58	3364	4096	3712
29	YW	65	65	4225	3721	3965
30	YNA	72	72	5184	5184	5184
	<b>TOTAL</b>	<b>1955</b>	<b>2007</b>	<b>129135</b>	<b>136135</b>	<b>3923685</b>

Note:

$$N = 30$$

$$\sum X = 1955$$

$$\sum Y = 2007$$

$$\sum X^2 = 129135$$

$$\sum Y^2 = 136135$$

$$\sum XY = 3923685$$

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{30(129135) - (1955)(2007)}{\sqrt{[30(129135) - (1955)^2][30(136135) - (2007)^2]}}$$

$$r = \frac{3970530 - 3923685}{\sqrt{3874050 - 3822025}(4028049)}$$

$$r = \frac{46845}{\sqrt{(52025)(56601)}}$$

$$r = \frac{46845}{52976}$$

$$r = 0.86$$

From the calculation above, the result of reliability is 0.86. it can be concluded that the reliability of the test is high to very high.

### The Validity of the Test

This study is conducted the construct validity. The validity of the test is conducted by a try out to check the clarity of the test and to measure the validity of the test. The try out was given to other students at the same level with experimental control group consisting of 30 students. They were given the same test which was rated by two raters.



### **Testing Hypothesis**

Based on the calculation, t-observed is obtained 4.61 that is higher than critical value is (2.000) with the degree of freedom (df) 58 ( $N_1 + N_2 - 2$ ) ( $30 + 30 - 2 = 58$ ) at the level significance 0.05. It is found from the computation of the t-test that t-observed is higher than t-table ( $3.75 > 2.000$ ) at the level significant of one tail test ( $p = 0.05$ ) with the degree of freedom (df=58). According to the data above, it can be concluded that null hypothesis is rejected and alternative hypothesis is accepted.

### **Research Finding and Discussion**

This chapter describes general description of data gained by researcher during the research. The data were collected from the result of pre-test and post test from both experimental class and control class

#### **Research Finding**

Based on the calculation result of t-test in data analysis above, it is shown that the mean scores of experimental group is higher than control group. The result of t-test calculation shows that t-observed value 4.61 higher than t-table value (2.000). It could be concluded that there is significant difference between teaching writing recount text by using mind mapping strategy and by using POWER strategy. The students which is taught by mind mapping strategy got higher score than those who taught by POWER strategy.

#### **Discussion**

The using of mind mapping strategy helps students to be easier in writing descriptive text because in mind mapping strategy the students' creativity can stimulate their creativity. Students represent their writing by picture and color. It's a good strategy to be applied because the students can generate the branches as much as they want, visualize, structure and classify idea. They can be solving their problem in writing recount text. In general most of the students got better improvement in writing recount text, but the improvement is not the same from one student to another students. The reasons of students didn't get better improvement because:

- they lack in vocabularies
- they ashamed in writing recount text

That is why the researcher conducts the research with the title "The Effect of Using Mind Mapping Strategy and POWER strategy on The students' Skill in writing descriptive Text. Because the researcher believes that mind mapping strategy is effective strategy to be applied in teaching writing descriptive text by considering the advantageous of mind mapping itself.

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