



# CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

Volume: 02 Issue: 01 | Jan 2021

## THE EFFECT OF MIND MAPPING STRATEGY ON STUDENTS' WRITING ABILITY

*Ridwin Purba<sup>1</sup>, Mardin Silalahi<sup>2</sup>, Bayu Kurniawan<sup>3</sup>*

*<sup>1,2,3</sup>Faculty of Teacher Training and Education, Univesitas Simalungun, Pematangsiantar, Indonesia*

*Received 22nd November 2020, Accepted 12th December 2020, Online 22th January 2021*

**Abstract:** *The aim of this research was to find out the effect of using mind mapping on the writing ability of the seventh grade students at SMP Negeri 10 Pematangsiantar in the academic year of 2019/2020. This research was conducted on June 2020. This research was classified as a true-experimental study. It involved 64 students from two groups, Class VII<sup>2</sup> (32 students) as the experimental group and Class VII<sup>1</sup> (32 students) as the control group. The experimental group was students taught using mind mapping whereas the control group was students taught using conventional technique. The data were obtained by using pre-test and post-test. The data of the pre-test and post- test of both groups were analyzed by using descriptive and inferential statistics. (SPSS 21.0). The result of the research shows that the testing hypothesis of post-test scores, it is found that  $t_{count} (8.63) > t_{table} (1.67)$  at the significance level  $\alpha = 0.05$  and degrees of freedom ( $df$ ) = 62.  $H_0$  is rejected and  $H_a$  is accepted. So, It means that the mind mapping strategy effect significantly to improve students' writing ability at the seventh grade of SMP Negeri 10 Pematangsiantar academic year of 2019/2020*

**Keywords:** *Mind, Mapping, Strategy, Writing, Ability*

### Introduction

Language is means of communication which is used by human being in the entire world. In the other words, language is primary communication system for human beings, but it is not the only way to communicate, so language can be distinguished from communication in general (Pasaribu, Herman, and Hutahaeon, 2020:12; Rajagukguk, Herman and Sihombing, 2020). English is an international language that eases people from a country communicates with other people from different country who have different language. By learning English, the students are expected to be able to communicate in English language both written and oral forms (Pardede and Herman, 2020:292). English is also the most important elements in education to develop human sources. This will expect to be able to make people care about future where English will be used in all fields, even now English can be found easily everywhere and every time. Therefore, in this era students are hoping

to be able to perform four language skills such as listening, speaking, reading and writing. Writing is the most difficult subject for the students. Because it has a set of rules and complex steps. According to Rass (2005) as cited in Rajagukguk, Herman and Sihombing (2020:96), writing skill is a difficult skill mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. So, one of the language skills that will be focused in this study is the writing skill.

Writing is a tool of in a written form such as email, business letters, newspaper, diary, and so on. Writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey (Sinaga, Herman, and Hutauruk, 2020:29). This skill is a part to

share our thoughts, ideas, and organize them into sentences or paragraphs in a paper. In junior high school, there are some texts which have to be mastered by the students. One of the texts is descriptive text. In this study, the researchers choose descriptive text. The researchers would like to know the effect of this method in improving of writing descriptive text. Descriptive text is a text which describes something, someone, situation, and etc. There are so many factors influencing teaching and learning process of writing in the classroom such as the teacher, the students, the learning material, the process, and the strategy. Based on the preliminary observation at SMP Negeri 10 Pematangsiantar, there were some problems related to the teaching learning process of writing.

The first problem found from the students. The second problem related to the learning materials. The third problem related to strategy. There are various strategy that can be applied in the classroom, such as games, mind mapping, movie, etc. Teachers have to observe classroom conditions to make sure what techniques will be used for that class. But, the teacher just used one strategy. The technique was story telling that makes students look bored. So, as the researchers will try to use Mind Mapping strategy in this research. According to Buzan (2005:12), a concept map is a way representing relationship between ideas, images, or word in the same way that a sentence diagram represents the grammar of a sentence a road map represents the locations of highways and towns, and a circuit diagram represents the workings of an electrical appliance. In concept map, each word or phrase connects to another, and links back to the original idea, word, or phrase. Concept maps are a way to develop logical thinking and study skills by revealing connections and helping students see how individual ideas from a larger whole. So, the teacher must guide the students to keep connecting with their ideas and the topic.

Based on the background above, the researchers then formulated this research title as “The Effect of Mind Mapping Strategy on Students Writing Ability”.

## REVIEW OF LITERATURE

Teaching English it's mean that we must make our student's know and mastered 4 skill of language such as listening, speaking, reading and writing. In this chapter the researchers will talk about the writing. According Hyland (in Harmer, 2004:323) in the past, people tended to view someone as literate if they could manipulate a set of discrete, value-free technical skills which included decoding and encoding meanings, manipulating writing tool, perceiving shape-sound correspondences, etc which are acquired through formal education. Shilling (in Butler, 2002:280) defined in the microcomputer literature that writing is a complex over time, so research regarding microcomputer effects on writing skills ranges from a focus on early skills. The researchers can conclude that writing in teaching English is decoding and encoding meanings, manipulating writing tool which must has a product.

### Writing

According Sokolik in Nunan (2005:98), writing is a combination between process and product. Writing is a process that transforms our mind or idea into the written form. It should be organized into the coherent and cohesive paragraphs. Coherence means the sentences must hold together, that is the movement from one sentence to the next must be logical and smooth (Oshima and Hogue, 2006:21; Herman, Purba, Van Thao, and Purba, 2020). It holds together within and among the paragraphs. The sentences in a paragraph have to show the coherence of the paragraph. It means that the paragraphs are related to the previous and the next ones.

Writing is good technique to improve structure competence. When students write something, they raced to use their knowledge of structure to get sentences having meaning.

Based on the statement above, the researchers can conclude that in education development, the teacher's role comes to develop either in class or out of class. Teacher as a demonstrator, motivator, supporter, responder to the students have a good competence in writing.

### Descriptive Text

According to Gerot and Wignell (1994: 208) that descriptive text is a text which portrays the image of a certain thing from which researchers want to transfer it to reader. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive writing has a social function to describe a particular person, place or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Besides, descriptive paragraph is a set of sentences related to each other in which the researchers draw their ideas and thoughts clearly based on their sense on the object they see.

Description enables the categories or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the researchers. Describing is also used extensively in many text types, such as information reports, literary description, and descriptive recounts and due to the need to classify and/or describe a process before explaining it.

- Social Function : To describe a particular person, place, or thing.
- Generic structure
  - Identification : identifies phenomenon to be described.
  - Description : describes part, qualities, and characteristic.
- Language Feature
  - Focus on specific participants.
  - Use of attributive and identifying processes.
  - Frequent use of epithets and classifier in nominal groups.
  - Using simple present tense.

(Herman, 2014)

Based on the statement above, the researchers can conclude that descriptive text is writing about persons, animals, or things. It can be done by observing and recording specific details of persons, place, or object that attract to the readers' senses.

### Strategy

Some of the definitions according Steiner (in Fred Nikols 2016:3)) then in use to which he pointed include the following:

1. Strategy is that which top management does that is of great importance to the organization.
2. Strategy refers to basic directional decisions, that is, to purposes and missions.
3. Strategy consists of the important actions necessary to realize these directions.
4. Strategy answers the question: What should the organization be doing?
5. Strategy answers the question: What are the ends we seek and how should we achieve them?

### The Mind Mapping

Mind Mapping Technique is a concept invented by Buzan. According to Buzan (2005: 4), the concept of Mind Mapping is based on how the brain stores information. A credible research shows that the brain is a collection of nerve cell branches that can store the information. It has so many branches. The brain has the ability to store information that is very much from word to word even columns. To recall rapidly, the brain needs away so that the parts that have been saved can be expressed back into diverse forms.

Further Buzan (2006: 12) explained that mind mapping is a storage system, with drawal data, and exceptional access to giant library, which actually exist in the amazing brain, because the Mind Mapping helps collate and store as much information as desired, and group with a natural way. Mind mapping (or "idea" mapping) has been defined as 'visual, non-linear representations of ideas and their relationships' (Biktimirov & Nilson in Davies, 2012:2)

Mind Mapping is a visual record that helps a person to distinguish words or ideas, often with colors and symbols. It generally takes a hierarchical tree branch format, with branching into their subsections. Mind Mapping allows greater creativity when recording ideas and information, as well as enabling a note taker words related to visual representation. Mind Mapping has the method to facilitate someone to write an recall

information that has been stored. It is an effort to develop the activity of thinking in all directions, capturing thoughts in different angles and develop divergent thinking and creative thinking.

Mind Mapping has a number of advantages over linear recording forms.

Advantages of Mind Maps (Buzan in Sphoorthi, 2013: 1-2);

1. Since spatial organization and visual forms are more associated with right brain, Mind Mapping allows the listener to take advantage of all the left and right cortical skills of brain.
2. Right brain is more associated with visual, non verbal thinking, creative thinking. Left brain is for analytical thinking such as when one is writing. Usually one finds it difficult to express the thoughts on paper, but when right brain is used in tandem as during Mind Mapping one can overcome this difficulty.
3. Mind Mapping Improves ones learning ability and memorization.

Disadvantages of Mind mapping

1. It is difficult to develop a good mind map of a totally new subject/ topic. It requires some prior.
2. information, then in such cases linear note taking may be a better option.
3. If not planned, creating a mind map may be frustrating because of lack of space, lack of creative thinking etc.
4. Mind Mapping may not always be more intuitive than linear note taking.

Based on the quotations and she the advantages above it can be concluded that mind mapping strategy is a writing strategy which helps students easily predict information contained in the text and has positive effects on writing ability of the students.

## THE METHOD

### The Design of Research

Research is defined as human activity based on intellectual application in the investigation of matter. The primary purpose for applied research is discovering, interpreting, and the development of methods and

systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe.

This research used quantitative research. According to Ary (2010:22) as cited in Barus, Herman, and Niswa (2020:539), Quantitative research uses objective measurements to gather numeric data that are used to answer questions or test predetermined hypotheses. According to Canbell & Stanley in Arikunto (2010:84), experimental research has some types; they are Pre-experimental design and True-experimental. In this research, the researchers used True-experimental research design. Then, Arikunto (2010:86) defined that true-experimental research design is a good design because it has two groups of learning; one group as experimental group and one group as control group. Arikunto (2007:208) defined that true-experimental group design is an experimental research design which is designed by giving treatment to experimental group but there is not treatment for control group.

So, the researchers managed two groups with the equal samples as the sample of the research. The first class is called as experimental group and the second class is called as control group. The design of the research is described as following:

**Table 3.1 The Design of the Research**

Group	Pre-Test	Treatment	Post-Test
E	O <sub>1</sub>	X	O <sub>2</sub>
K	O <sub>3</sub>	X	O <sub>4</sub>

*Source: Arikunto (20010:86)*

According to Arikunto (2010:130), population is the subject of research. The population of this Research is the seventh grade students of SMP Negeri 10 Pematangsiantar. The seventh grade of SMP Negeri 10 Pematangsiantar has seven classes which consist of 224 students.

### The Sample of Research

Sample is part of population. Sample is the smaller group or the subset from the total population to be researched (Sinaga, Herman, and Siahaan, 2020:210). Hence, Arikunto (2010:134) says that “if the population

is more than 100, its possible to 10% - 15% or 20% - 25% or more as sample and when the population is less than 100, all population should be taken as sample". The population is more than 100 so the researchers can take more than 25%. This research is designed into true-experimental design by using two groups learning so that the researchers determined the sample of the research by means of Cluster Sampling Technique with two groups of experimental group and control group. So, to determine experimental group and control group from those two classes, the researchers make lottery. The lottery is conducted by giving 7 rolling-pieces of papers where only 2 paper contained letter E and K . Each chairman fetches one rolling-piece of paper. Chairman who gets rolling-piece of paper contained letter E will be called as experimental group while chairman who gets letter K will be called as control group. Hence, there are two groups used in this research; experimental group which has 32 students and control group which has 32 students too so that the total sample of this research is 64 students and its 28,57% of students (more than 25%). The sample of this research is described as following:

**Table 3.3 The Sample of the Research**

Class	Population	Sample	
		Experimental	Control
VII <sup>E</sup>	32	32	-
VII <sup>K</sup>	32	-	32
Total	64	32	32

*Source: Primary Data of SMP Negeri 10 Pematangsiantar Academic Year 2019/2020*

The instruments in this research are test (pre-test and post-test). In collecting the data, the researchers gave the students to describe the picture into descriptive text with the theme idol.

#### **The Data**

The data of the research were taken from score of post-test and pre-test from the students to describe the picture into descriptive text with the theme idol.

#### **The Source of Data**

The source of data is the student or the subject. In this Research, the researchers took the data from the primer data namely; the seventh grade of SMP Negeri 10

Pematangsiantar and the sample for the Research are 64 students. And the text that researchers used in post-test and pre-test is taken from English book at class VII "When English Rings a Bell" by Kementrian Pendidikan dan Kebudayaan Republik Indonesia (2017).

#### **The Technique of Collecting Data**

The technique of collecting data in this research is using a test. Test is one of the ways to collect the data. Test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this Research, the researchers use pre-test and post-test to measure the students' writing ability. The kinds of the test are pre-test in the cycle I and post-test in the cycle II.

##### a. Pre-test

Pre-test is done before implementing mind mapping strategy. It is to measure students' writing ability in descriptive text at first.

##### b. Post-test

Post-test is implemented after using mind mapping strategy. The teacher gives a picture for each student and the teacher explained about the process of the mind mapping. Every student makes a descriptive text about the picture and they must present it in front of the class.

#### **Technique of Analyzing Data**

In technique of analyzing data, the researchers used quantitative data. The analysis quantitative data is used to measure the score of the students by using tests (pre-test and post-test). After the researcher knowing the score of the students, the researchers will give the level achievement to the students. Before giving the predicate to the students, the researcher for the first must create the criteria of the score, and after that the categories of the score, can be apply by this criteria such as : excellent, good, fair, less, and poor. The researchers calculating the frequency and normality of the test by using SPSS version 21.0

There are several steps must we do in program SPSS 21.0:

##### 1. Frequency

In this table we can see how much the students can reach the KKM

##### 2. Statistic table

In this table we can see a lot of data, for example mean. We can measure and check the students' ability in writing descriptive text, the researchers used mean formula. It uses the formula measure by Arikunto (2010 : 272). The formula to measure the score is:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

- $\bar{X}$  = The average of students score
- $\sum X$  = The sum of item score
- N = The number of the student

3. Test of Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using *Kolmogorov Smirnov* formula.

- a. The interpretation of the test of normality can be concluded as follows: If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha (Asymp. Sig. (2-tailed) > 0.05) it can be concluded that the data derived from populations that are normally distributed.
- b. If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) < 0.05) it can be concluded that the data derived from the population distribution is not normal.

4. Test of homogeneity

Test of homogeneity aims to determine whether the sample taken from the population have the same variance or do not show any significant differences from each other. Interpretation of the results of the homogeneity test is by looking at the value of Sig. (2-tailed).

The interpretation can be concluded as follows:

- a. If the significance is less than 0.05 (Sig. (2-tailed) < 0.05), the variants differ significantly (not homogeneous).
- b. If the significance is greater than 0.05 (Sig. (2-tailed) > 0.05), the variants are significantly similar (homogeneous).

5. Test of Hypothesis

To analyze the posttest scores between control and experimental group, the researchers use Paired-sample T test. The purposes of this test are to find out that the mind mapping is effect significantly on students writing ability or not. We can see that on  $t_{count}$  is bigger than  $t_{table}$  or lower than  $t_{table}$  at the significance level  $\alpha = 0.05$ . There are two condition: First, if  $t_{count}$  is bigger than  $t_{table}$ , it's mean that  $H_a$  is accepted and  $H_o$  is rejected. Second, if  $t_{count}$  is lower than  $t_{table}$ , it's mean that  $H_o$  is accepted and  $H_a$  is rejected. In this process on SPSS Statistics, the researchers entered two variables data: the post-test scores of control and experimental class. To process the data, the researchers were using SPSS Program.

**The Research Finding and Discussion**

The researchers analyzed their score by using SPSS version 21.0 to analyze the posttest scores between control and experimental group, the researchers used Paired-sample T test. The purposes of this test are to find out that the mind mapping is effect significantly on students writing ability or not. We can see that on  $t_{count}$  is bigger than  $t_{table}$  or lower than  $t_{table}$  at the significance level  $\alpha = 0.05$ . There are two condition: First, if  $t_{count}$  is bigger than  $t_{table}$ , it's mean that  $H_a$  is accepted and  $H_o$  is rejected. Second, if  $t_{count}$  is lower than  $t_{table}$ , it's mean that  $H_o$  is accepted and  $H_a$  is rejected. In this process on SPSS Statistics, the researchers entered two variables data: the post-test scores of control and experimental class. To process the data, the researchers were using SPSS Program.

**Table 4.1 The Hypothesis Testing Paired Samples Test**

	Paired Differences				T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 Post_test Control - Post_test Experimental	12.00	7.86	1.39	9.16	14.83	8.63	31	.00

Based on table 4.1 hypothesis testing we can see that  $t_{\text{count}} (8.63) > t_{\text{table}} (1.69)$  at the significance level  $\alpha = 0.05$  and degrees of freedom ( $df$ ) = 62,  $H_0$  is rejected and  $H_a$  is accepted. It means that there are significant differences on student writing ability by using a mind mapping strategy and without using a mind mapping strategy in English subjects about descriptive text in 7<sup>th</sup> grade of SMP N 10 Pematangsiantar.

Referring to the data analysis above, the research findings could be shown as following as: The students' score pre-test in control group are 1582 where the mean is 49.43 and the students' score post-test in control group are 2044 where the mean is 63.87. Before the treatment of mind mapping strategy, the students' prior knowledge in writing descriptive text was less since the pre-test data are 1468 where the mean is 45.87. After the treatment of mind mapping strategy, the students' ability in writing descriptive text had been improved since the post-test are 2428 where the mean is 75.87. Based on the testing hypothesis of post-test scores, it is found  $t_{\text{count}} (8.63) > t_{\text{table}} (1.67)$  at the significance level  $\alpha = 0.05$  and degrees of freedom ( $df$ ) = 62.  $H_0$  is rejected and  $H_a$  is accepted, It means that there are differences in student learning outcomes by using a mind mapping strategy and without using a mind mapping strategy in English subjects about descriptive text in 7<sup>th</sup> grade of SMP N 10 Pematangsiantar.

The errors of the students could happen because: the students lacking of grammar, vocabulary and stuck with the method or strategy that the teacher used. There are significant differences scores between control and experimental group because the mind mapping strategy worked well or effect significantly in this research to improve students writing ability especially in descriptive text.

## CONCLUSION

Based on the research findings and the interpretation in chapter IV, the writer concluded this research as following: The students' score pre-test in control group are 1582 where the mean is 49.43. And the students' score post-test in control group are 2044 where the mean is 63.87. Before the treatment of mind mapping strategy, the students' prior knowledge in writing

descriptive text was less since the pre-test data are 1468 where the mean is 45.87. After the treatment of mind mapping strategy, the students' ability in writing descriptive text had been improved since the post-test are 2428 where the mean is 75.87.

Based on the testing hypothesis of post-test scores, it is found that  $t_{\text{count}} (8.63) > t_{\text{table}} (1.67)$  at the significance level  $\alpha = 0.05$  and degrees of freedom ( $df$ ) = 62.  $H_0$  is rejected and  $H_a$  is accepted. It has meaning that there are differences in student learning outcomes by using a mind mapping strategy and without using a mind mapping strategy. So, It means that the mind mapping strategy effect significantly to improve students' writing ability at the seventh grade of SMP Negeri 10 Pematangsiantar academic year of 2019/2020.

## REFERENCES

1. Arikunto, S. (2010). *Prosedur Penelitian*. Jakarta : PT. Rineka Cipta.
2. Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
3. Barus, L. D. G., Herman., and Niswa, K. (2020). The Effect of Student Teams Achievement Divisions (STAD) to the Students' Writing Ability on Recount Text. *Journal of English Education and Teaching (JEET)*, Volume 4 number 4, December 2020, Page 536-547. DOI: <https://doi.org/10.33369/jeet.4.4.536-547>. Retrieved from: <https://ejournal.unib.ac.id/index.php/JEET/article/view/10852>
4. Buzan,T. (2005). *Buku Pintar Mind Map*. Jakarta: Gramedia.
5. Buzan,T. (2006). *The Ultimate Book Of Mind Maps*. Jakarta:Gramedia.
6. Butler, G. Katherine, Silliman, R. Elaine.(2002). *Speaking, Reading, and writing in Children With Language Learning Disabilities*. London : New Jersey.
7. Cresswell, W, John. 2016. *Research Design 4<sup>th</sup> Edition*. Penerbit Pustaka Pelajar.

8. Gerot, L. & Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.
9. Harmer, J. (2004). *How to Teach Writing*. New York: Pearson Education Limited. Longman.
10. **Herman. (2014)**. An experiential function on students' Genre of writing. **Jakarta: Halaman Moeka Publishing.**
11. Herman, Sibarani, J. K., and Pardede, H. (2020). The Effect of Jigsaw Technique in Reading Comprehension on Recount Text. *Cetta: Jurnal Ilmu Pendidikan, Jayapangus Press ISSN 2615-0891 (E) Vol. 3 No. 1 (2020), PP. 84-102*. Retrieved from <http://jayapanguspress.penerbit.org/index.php/cetta/article/view/413>
12. Herman., Purba, R., Thao, N. V., & Purba, A. (2020). Using Genre-based Approach to Overcome Students' Difficulties in Writing. *Journal of Education and E-Learning Research*, 7(4), 464-470. <https://doi.org/10.20448/journal.509.2020.74.464.470>. Retrieved from: <https://www.asianonlinejournals.com/index.php/JEE LR/article/view/2417>
13. Jacobs, Holly D., S. A. Zingrat., D. Rwormuth., V. F. Hatfield. And J. B. Hughey. (1981). *Testing ESL Composition: A Practical Approach*.
14. Nickols, Fred. (2016). *Strategy Definitions & Meanings*. Baic Books
15. Nunan, David. 2005. *Practical English Language Teaching*. New York: The McGraw-Hill Companies, Inc.
16. Oshima, A and Hogue, A. (2006). *Writing academic English 4<sup>th</sup> Edition*. Harlow: Pearson Education.
17. Pardede, H. and Herman. (2020). The Effect of Numbered Heads Together Method to the Students' Ability in Writing Recount Text. *Cetta: Jurnal Ilmu Pendidikan, Jayapangus Press, ISSN 2615-0913 (E), Vol. 3 No. 2 (2020), PP. 291-303*. Retrieved from <http://jayapanguspress.penerbit.org/index.php/cetta/article/view/455>
18. Pasaribu, B., Herman, and Hutahaean, D. T. (2020). Students' Difficulties In Translating Narrative Text From English Into Indonesia At Grade VIII Of SMP Negeri 9 Pematangsiantar. *Acitya: Journal of Teaching & Education, Vol. 2 No. 1 2020, PP. 12-18*. Retrieved from <http://journals.umkt.ac.id/index.php/acitya/article/view/1311>
19. Rajagukguk, T. A., Herman. H., & Sihombing, P. S. R. (2020). The Effect of Using Collaborative Writing Method on Students' Writing Recount Text at Grade Ten of SMK YP 1 HKBP Pematangsiantar. *Acitya: Journal of Teaching and Education*, 2(2), 95-114. DOI: <https://doi.org/10.30650/ajte.v2i2.1363>. Retrieved from: <http://journals.umkt.ac.id/index.php/acitya/article/view/1363>
20. **Rass, R. A. (2005). Integrating Reading and Writing for Effective Language Teaching. Retrieved on November, 10th 2012.** English Teaching Forum, **Vol.39 (1): 1-3**. <http://eca.state.gov/forum/vols.vol39/nol/p30.htm>
21. Sinaga, H., Herman., and Hutaauruk, B. S. (2020). Students' Difficulties in Using Personal Pronouns in Writing Recount Text . *Scientia: Jurnal Hasil Penelitian*, 5(1), 29-36. <https://doi.org/10.32923/sci.v5i1.1341>. Retrieved from: <https://jurnal.lp2msasbabel.ac.id/index.php/sci/article/view/1341>
22. Sinaga, Y. K., Herman, and Siahaan, P. L. (2020). The Effect of Partner Reading Strategy on Reading Comprehension. *Journal of English Education and Teaching (JEET)*, e-ISSN: 2622-5867, p-ISSN: 2685-743x, Volume 4 number 2, June 2020, Page 206-218. Retrieved from <https://ejournal.unib.ac.id/index.php/JEET/article/view/10206>
23. Spoorthi. (2013). *Mind Mapping- an effective learning adjunct to acquire a tsunami of information*. International Journal of Scientific and Research Publications Vol 3: ISSN 2250-3153.