

CHAPTER II

LITERATURE REVIEW

A. Teaching Technique

1. Definition of Teaching Technique

The teaching technique method is a strategy that can be used as a tool to achieve teaching and learning objectives. Selection of appropriate teaching methods will lead to encouragement of teaching and learning objectives effectively and efficiently so that they are quickly and easily understood. It can also be said that the method is a learning procedure that is focused on achieving goals.

From the method, learning techniques are derived in a real and practical way in class when learning takes place. Technique is a very concrete way that is used when the learning process takes place in the classroom. There are examples of teaching techniques for example the use of the discussion method, it is necessary to use different techniques in classes where

students are classified as active and in classes where students are classified as passive.

Teaching technique is the way the teacher conveys the teaching materials that have been prepared (in the method) the techniques used by the teacher depend on the teacher's ability to find reasoning or strategies so that the teaching and learning process can run smoothly and run well. In determining this learning technique, the teacher needs to consider the classroom situation, environment, student conditions, student characteristics, and other conditions. Thus, the learning techniques used by teachers can vary widely. For the same method different learning techniques can be used, depending on various factors.

According to Hamzah B. Uno and Nurdin Mohamad (2019), learning techniques are paths, tools, or media used by teachers to direct student activities to the desired or achieved goals. The difference with the learning method is that the learning method is more

procedural in nature which contains certain stages, while the technique is the method used and directly practiced in the reality of classroom learning. So it is very possible that the method used is the same, but the techniques used are different so as to produce different learning.

2. Types of Teaching Technique Methods

The teaching method is a process that is carried out regularly by the teacher to his students in conveying subject matter. The teaching method is used by the teacher so that students master and understand what is being taught. By using teaching methods it is hoped that each learning process can run effectively and students become more enthusiastic in learning because teachers act creatively by providing appropriate teaching methods according to the material being studied.

Based on the explanation and understanding of one of the researchers above regarding teaching

techniques, there is several kinds of methods in teaching techniques to help the learning process be effective in the following classes there are various methods of teaching techniques, there are 4 sections along with an explanation of each method.

a. Discussion Method

In this discussion method, student-centered learning activities. This method also provides an opportunity for students to solve a problem given by the teacher. In order for the discussion process to run smoothly, the teacher needs to always monitor the ongoing discussion activities. The meaning. The discussion method is a learning method that exposes students to a problem. The main purpose of this method is to solve problems, answer questions and understand student understanding, and make decisions.

b. Experimental Method

In this method students must carry out experimental activities independently through a series of scientific processes to get a result. From the results obtained students can learn to analyze and conclude the results of these experiments. This experimental method is quite effective in the learning process because students independently try to solve the problems they face. The purpose of the experimental method is for students to be able to design, prepare, implement, prove and draw conclusions from various facts and information obtained when they conduct their own experiments using the experimental method.

c. Question and Answer Method

The question and answer method is one method that allows direct communication between teachers and students. The teacher will deliver learning material by asking questions to students.

In this case, the teacher is trying to improve students' critical thinking skills. Students are asked to express their opinions confidently. By practicing continuously, students will get used to it so they tend to be faster in solving a problem.

d. Discovery Method

The discovery teaching method invites students to be actively involved in the learning process in class. In this method, students are asked to study the material independently, and find things that are asked for themselves, and do analysis or make conclusions related to their findings. The teacher only acts as a facilitator in charge of directing learning activities. The learning model (Discovery Learning) is to understand concepts, meanings, and relationships through a process to finally arrive at a conclusion.

3. Aspects of the Teaching Technique

Basically education is an aspect of life that will experience continuous development. This happens because education is the most important part in the development process innovative, creative. Although the majority of people know education, but when education itself in a general sense it will generates many different definitions. Problem learning strategies are seen from three aspects, namely learning psychology, philosophy, and the context of improving the quality of education. Viewed in terms of psychology of learning problem-based learning relies on existing cognitive aspects starting from the assumption of learning through the process of changing behavior.

With condition philosophical aspect of the school's role as a place to accommodate and prepare students so they can live in a society with existing problems. Whereas from the context of improving the

quality of problem-based learning is one of them strategies used to improve the learning system (Wina Sanjaya, 2006).

B. Writing Ability

1. Definition Writing Ability

Writing is the activity of conveying messages (ideas or information) in writing. In language activities, writing involves four elements, namely the writer as the messenger, the message or content of the writing, the writing medium, and the reader as the recipient of the message. As a thinking process, writing is a series of activities that occur and involves several stages, namely pre-writing (preparation), writing. (content development), and post-writing (revision or improvement of writing).

Writing techniques are carried out so that the resulting writing is able to convey a message to the reader. But keep in mind, that the message is conveyed if the writing is structured and neat. What

message you want to convey affects the type of writing that will be made. In general, the meaning of writing is to put ideas, ideas and opinions into writing. Even though writing is considered an activity that drains concentration, many people want to become writers. Indeed, being a writer is not just having intentions and ideals..But also must first understand the meaning of writing.

Its function is to be able to explore more and be able to concentrate again in expressing ideas and ideas. However, the desire to write has a great level of benefit. It is not only beneficial for the writer himself, but also beneficial for the reader himself. Returning to the focus of talking about the meaning of writing, indeed there will be many variations in meaning. Of course from one opinion to another different opinion.

The purpose of writing is important, because with writing we can provide useful information for others who need it. No matter how simple the word is

written, it is definitely useful for those who need it. Writing is important because writing is a trusted means of communication. Writing is an effort made to express thoughts or ideas imagination into a book by using a code or symbol - certain symbols called words, sentences, paragraphs and others provide an understanding to the reader.

According to Tarigan (2013:27) provides a definition or definition of what does it mean to write According to him that, Writing is lowering or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols, if they understand the language and images that chart.

2. Writing Technique

Writing techniques are carried out so that the resulting writing conveys a message to the reader logically. And keep in mind that the message you want to convey must be written in a structured and

neat manner so that it is easy for the reader to understand. According to Munirah (2018: 94) there are several aspects of writing assessment including the content of ideas, content organization, grammatical, vocabulary, spelling and punctuation. To be able to attract readers' interest, an article must be accompanied by good ideas, easy to read, and understood by readers. from this explanation that there are several kinds of techniques in writing. Based on articles read about various writing techniques Posted by Achmad Basuki Oct 2, 2019 Articles, Lifestyle, Education are :

First, writing techniques with a framework. This technique is a technique that is widely taught in lessons both from elementary to higher education levels. The writing technique with this framework uses a framework to then be developed into writing, like this paper I use the writing technique with a framework. This technique is actually not difficult.

We just write the framework. From this framework, all we have to do is develop the writing of each item in the framework. This framework is important things that are important keys to being able to develop writing. This technique is actually easy, but it is not suitable for everyone.

Second, free writing techniques. This technique can be regarded as a technique that can help in writing. Tips for free writing are to forget things that make us hesitate to write and always believe in what comes out of our ideas or thoughts without criticizing it. Write until the number of words is large enough, for example above 500 words. When finished writing try to read again. The freewriting technique is an important and useful technique for any writer, but it is specifically designed for nonlinear writers. This technique allows the mind to generate ideas, which normally do not occur when using a linear framework.

Third, this writing technique with photos is a writing technique that is widely used to write news or activities. This technique requires a photo to write. Each photo we provide a brief description of what is in the photo. If we develop each description, it will become flowing writing. The technique is very easy to do, but we do have to have a photo to be able to do this technique.

Four, writing techniques with data. This writing technique is one of the writing techniques used to produce scientific writing. We must have clear data before writing with this writing technique. We then properly process this data with simple data processing. At least we do have to have the ability to read data. Data can be in the form of tables or graphs. Currently searching for data is very easy.

C. Mind Mapping and Edraw Application

1. Definition of Mind Mapping

Mind Mapping was first introduced by Tony Buzan in England, an expert on brain development, creativity, and early educational resolution in the 1970s. Mind Mapping is a way of grouping several ideas in the form of a structured framework to help remember or analyze a problem. Mind mapping is also referred to as the process of transferring thought forms in the brain into writing and images and a technique that combines the right and left hemispheres of the brain to receive various kinds of new ideas. The visuals created in the mind map can help you organize the information you just received and determine the main themes in the discussion. Mind Mapping which visually describes ideas, concepts, information, or other things each of these ideas, concepts or information is contained in a

mind map box that is connected to each other in an organized way with lines.

According to Tony Buzan (2012) Mind Mapping is how to take notes creatively, effectively, and actually takes notes thought. As is well known mind mapping is utilization of the whole brain by using visual images and graphical infrastructure others to make an impression. The brain often remembers internal information images, symbols, sounds, forms and feelings. mind map use these visual and sensory reminders in a pattern of related ideas such as road maps used for learning, organize, and plan.

And meanwhile according to Doni Swadarma (2013:2) mind mapping is a technique for utilizing the whole brain by using visual imagery and other graphical infrastructure to form an impression. From the description above it can be concluded that the learning model mind mapping the easiest way to put

information into the brain and make it easier for users to remember or retrieve information when needed again. Or a mind map is a way of taking notes creative, effective, and sad thoughts in an interesting way, easy and efficient for every student to generate ideas, record what is learned or plan a new assignment.

According to Tony Buzan (2013) in his book *Femi Olivia*, a note taker or get ideas out of mind by using pictures and text then means to have used the two halves of the brain in some way synergistic. Especially if given an additional attractive color in Mind Mapping. learning models developed Tony Buzan's can be done for all activities and when studying any subject (Femi Olivia 2013:11), the brain and intelligence are two things that are interrelated in determining intelligence optimal brain function plays a very important role. the brain is a very sophisticated

product created by Allah that is incomparable even to today's most advanced technology.

This was said by Tony Buzan in Femi Olivia's book as a sleeping giant. Not optimal use of brain function is referred to as brain mismanagement. Signs your brain is mismanaged including forgetfulness, difficulty understanding, difficulty concentrating, difficult to remember, memorize, and so forth. (Femi Olivia 2013:9).

2. Mind Mapping Advantages

The Mind Mapping learning model is quite quick to understand as well fast in solving problems and proven Mind mapping can be used to organize the ideas that are in the head. The process of drawing diagrams can generate other ideas and Diagrams that have been formed can be used as directions for writing, Mind mapping can help you improve your performance.

Directly, mind mapping can help you remember information, so that all the information can be embedded in your brain. If you are participating in a certain competition, you can make a mind map of the competition material. With this, you can memorize faster and understand the material well, so you can win the competition. Your achievement is much improved when you use mind mapping.

3. Steps of Mind Mapping Technique

The steps of making a mind map practically of course by using an application, because in this increasingly sophisticated era of course there are many special applications for making a mind map as for the stages or steps for making a mind mapping :

- a. Starting from the middle of an empty point on the application screen that we use
- b. Using boxes or text for the main idea
- c. Then type the text or idea that we want to make in the box

- d. Connect main branch to central box and connect to other branches
- e. Make a curved line as desired
- f. Using colors to make it interesting for each line.

4. Edraw Mind Application

Mind mapping is a technique that combines the right and left hemispheres of the brain to receive new ideas. The visuals created in a mind map can help you organize the information you have just received and determine the main themes in the discussion. And how to make mind mapping younger and more practical by using an application, namely the edraw application.

The purpose of using the Edraw Mind Map application is that it is hoped that each student will have increased professional skills in carrying out learning at school, especially learning to write learning materials. The use of one of the learning media, namely mind mapping, is one of the efforts

made to improve students' abilities and motivation in writing learning material.

The Edraw Mind Map application is one of the simplest and easiest applications to use for teachers who must be able to keep abreast of current technological developments. By utilizing this application the teacher can make a summary of learning notes into a mind map and can apply it to students so that students have a new, more enjoyable way of writing or taking notes using a mind map that uses lines, line branches, keywords, colors and pictures. making mind maps manually using paper and coloring stationery instead of using an application.

The teacher's ability to make mind mapping on the blackboard and its application can be applied by the teacher to students so that students are also able to convert a lot of writing into a shorter and fun mind map. This is because Edraw MindMap is an instant

mind map maker software that is equipped with the Smart Drawing Guide feature. Equipped with lots of templates, styles, effects and lots of mind map examples on various topics, making Edraw MindMap a Mind Mapping software that is suitable for beginners.

Writing is a way of expressing ideas in written form using letters, words, art or media, and to express ideas. This study uses the Edraw Mind Map as a learning medium. Edraw Mind Map is part of the mind mapping application. This is different from regular note-taking in regular note-taking, people simply record words, phrases or sentences from top to bottom or from left to right to express their ideas whereas in mind mapping, people use pictures, colors, and keywords. This study has several research objectives that can be formulated as follows: (1) to describe the students' procedural text writing skills in the experimental class taught using the Edraw Mind

Map Application. (2)describe procedural text writing skills (3) investigate whether there is a significant difference in the teaching of procedural text writing skills. An example of the edraw mind mapping application features and the steps for making a mind map using the edraw application. Here's how to make a Mind Map using "Edraw Mind Map".

- a. Make sure you already have the Edraw Mind Map application. If you don't have it, you can download it on the internet. This application is the easiest application to make a Mind Map.
- b. Click on the icon
- c. Then click "create"
- d. Insert an image at the bottom of the Library, there is a book image with a down arrow
- e. Click the arrow to select the image you want
- f. Then "drag and drop" the image onto the worksheet

g. You can add text by double clicking on the shape or image.

h. To change the background, you can do the following:

1) at the bottom of the Library there is a picture of a book with a down arrow

2) Click the arrow

3) Select the general section

4) Choose a background/background

5) Then "drag and drop" the selected background image onto the worksheet

i. After the Mind Map is finished, you can save it in the form of a project file by selecting "Save"

j. You can export your work so you can view it without opening the Edraw Mind Map application in pdf/jpg/etc. Follow these steps:

1) Click Graphics

2) Select Graphic Formats

- 3) Select one of the jpg
- 4) Click Save
- 5) Then select original size
- 6) Select Whole page
- 7) Click OK
- 8) The file has been exported. This is the

result of my work

Picture 2.1 Edraw Application



use and how they put them together. If students make the right choices then they can communicate with others.

Our choice of words will depend on our purpose and our surroundings (context). As procedure, therefore, is a piece of text that gives us instructions for doing something. Procedure text is the steps of an activity to do a job and how to complete it. This text is useful as a guide in making or compiling something. And procedural text, the text of which contains only two or three step instructions. So this text is very short and only presents the part that is considered really important, in the procedure text section can be a title or also contains the purpose of making the procedure text or the final result that will be achieved if we do it steps in the procedure text.

2. Procedure Text Structure

Same with other texts type procedure text also has structure depend to communicative purpose of the

text it self. However there are certain similarities within the texts with the same purpose. There are three generic structure of procedure text. First an introductory statement that gives the aim or goal, second, a list of the materials that will be needed for completing the procedure (not required for all procedural texts), and the last is sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieve the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. The first is purposes and the second is materials or tools. The third and the last are steps or methods. Because they are in one unity to achieve a social function it is to tell someone how to do something or how to make/ how to operate something.

3. Characteristic of Text Procedure

Apart from having a generic structure procedure text also has characteristics that support the form of procedure text. They are simple present tense, connecting sequence, and numbering first is the Simple Present Tense, especially the imperative form finally, procedure text has social function is to tell someone to do something so that the instruction here is used by the imperative verb in the present tense for example taking, cutting, stirring, adding, boiling, grinding, etc.

Secondly, from the procedure text is a sequence link sometimes, that just isn't enough to make good instructions just use the imperative form now. However, to make it even better and easy to follow we need words like then, after that, next, finally, etc. This is called comparative order.

And finally, procedure text uses the form of numbering. It The numbering function here is the

same as the comparison function order. It will be needed if the author wants to show some variant order, for example first, second, third, fourth and so on, procedure text has at least three meanings namely simple present tense, sequencing link, and numbering.

4. Type of Text Procedure

There are two types of procedure text based on the content and purpose, procedural text has two types, namely procedural text that uses tools/materials and procedure text to carry out an activity or activities. Based on the content and purpose, procedural text has two types, namely procedural text that uses tools/materials and procedure text to carry out an activity or activities.

And the procedural text itself can be divided into two, the first is based on the content and purpose and the second is based on its complexity. Based on the content and purpose, procedural text has two types, namely procedural text that uses tools/materials

and procedure text to carry out an activity or activities. Meanwhile, based on the complexity, there are three types of text procedures, namely simple, complex, and protocol. (Procedure Text Using Tools/Materials),

This type of procedure text usually contains the equipment or materials needed by the reader in order to be able to follow each of the steps in a procedure text for example, how to make caramel pudding, how to make cakes, and so on. (Procedure text for carrying out an activity).

This type of procedure text is usually used to explain how something works or how to do something manually for example, how to use an automatic washing machine, how to turn on the computer, how to play certain games, and the like. (Simple Procedure Text) ,This is a type of procedural text whose contents consist of several steps and each process is easy to follow and practice. Examples

include how to create an Instagram account, how to open cellphone settings, and others.

E. Teaching Procedure of Mind Mapping Technique Assisted Edraw Application in Writing Test

Lesson Plan is the design of a learning subject that will be applied by the teacher in classroom learning programmed and structured learning. A Lesson Plan must have high applicability. Without careful planning, learning targets will be difficult to achieve optimally. RPP is a handbook that helps teachers in the learning process in class so that activities in class are in accordance with applicable competency standards. RPP usually contains positive learning program designs, reinforcement, enrichment, remedial RPP prepared by taking into account the linkages and integration between KI and KD, learning materials, learning activities, assessments, and learning resources in a unified learning experience.

Learning objectives describe learning activities (activities), teaching materials or learning (teaching) study

materials, study time (times), and so on. Procedures of teaching and learning activities :

1. Pre activities

- a. Teacher greets students
- b. The teacher gives instructions to read a prayer before the lesson begins
- c. The teacher checks the attendance of students
- d. The teacher tells the students about the topic they will study

2. Main activities

- a. Students are given several questions related to the topic to discuss
- b. The teacher provides opportunities for students to express their opinions
- c. The teacher explains what the mind mapping technique is and what the edraw application is and how to use it properly and correctly
- d. The teacher asks students to make sentences or ideas using mind mapping techniques

- e. The teacher appoints students at random to read their sentences aloud or write their sentences on the blackboard and discusses with the class whether the sentences are correct
- f. The teacher asks students to work on making procedural texts in textbooks
- g. The teacher discusses the results of the writing with students
- h. The teacher asks students to form groups of three or four people
- i. The teacher asks the students to work in their groups to make a procedure text using the topics that have been studied today
- j. The teacher asks each group to present the results of their writing in front of the class and the other students listen to each group that comes to the front of the class

3. Post activities

- a. The teacher evaluates student learning outcomes in today's activity
- b. The teacher gives worksheets to students and explains that they have to do the exercises written in the worksheets at home
- c. The teacher asked the students if they had any difficulties in today's lesson
- d. The teacher concludes the material
- e. The teacher ends the class

F. Teaching Procedure of Mind Mapping Assisted Edraw in Writing Class

The Mind Mapping learning model applied in this paper is the Mind Mapping model. In accordance with the steps for making mind maps that have been researched by several experts in the previous section, in learning to write you must also follow these steps. Based on the stages put forward by previous researchers The steps taken in learning to write with the Mind Mapping model are:

1. Developing intuition. Intuition is the ability to understand something without being studied. The development of this intuition is done by making a mind map. The steps are to write the main idea in the middle of the paper according to the idea you want, and add a branch that comes out of the center for each main idea. The number of branches varies depending on the number of ideas, then write keywords for each branch that are developed in more detail. , and added symbols and illustrations for better recall.
2. Writing exercises. Writing exercises are carried out based on mind maps that are made spontaneously. The writing process is done quickly without stopping or correcting writing. And the stages of the Edraw application are carried out at this stage with writing practice, we can use the application and make the writing process fast and easy.
3. After writing, at this stage the writing is corrected. Corrections can be made by oneself or others to

obtain input objectively. These steps will lead students to produce writing with a systematic organization. According to Karim (2018), it is appropriate and correct to use a learning methods can affect the quality of teaching materials that are absorbed, that is allows students to understand the teaching materials delivered by Teacher. Teachers need to make adjustments to the use of learnin methods the atmosphere and class environment.

The same goes for the number of children will have an impact on how to use a learning method. Method mind mapping is a learning method that can be used in learning themes in order to support students understand as well increase activity and creativity in order to achieve learning objectives. Based on the researcher's observation of the implementation of learning activities teaching using the mind mapping method, the interaction of students and teachers is very necessary for the achievement of learning objectives, this is in line with research by Anidah (2021)

that a teacher is very influential on the success of learning activities, the teacher is in charge of delivering the material lessons on students by interacting with their students, if not there interaction will result in the learning objectives to be achieved. Researchers obtained observations that students were very happy and active involved in teaching and learning activities that apply the mind mapping method.

Students compile a mind map in a very creative way as well innovative. Students are good enough to apply the steps making mind maps. Furthermore, based on the observations of researchers on the use of the mind mapping method in themed learning activities in class, it is clear that there are no two students with the same mind map, all of their mind mapping results are different. This is due to the fact that the level of activity and creativity of students differ from one another.

With the use of the Edraw Mind Map application, it is hoped that teachers will have increased professional

and pedagogical abilities in implementing learning in schools, especially learning to write learning materials by their students. Using one of the learning media, namely mind mapping, is one of the efforts made to improve and enhance students' abilities and motivation in writing learning material. The Edraw Mind Map application is one of the simplest and easiest applications to use by anyone, especially teachers who must be able to keep up with current technological developments. By utilizing this application the teacher can make a summary of learning notes into a mind map and can apply it to students so that students have a new, more enjoyable way of writing or taking notes using a mind map that uses lines, branch lines, keywords, colors and images.

Teachers can use the Edraw Mind Map application. The teacher's ability to make mind mapping in the application can be applied by the teacher to students so that students are also able to convert a lot of writing into a shorter and more enjoyable mind mapping.

Conclusion writing is an activity of the whole brain, both the right (emotional) and left (logical) hemispheres of the brain so that when writing the hemispheres of the brain work optimally. This means that whoever writes must use his thoughts logically. To help produce writing easily, two main things need to be grown in them.

These two things are mastery of the topic to be written and mastery of the structure of the writing. The growth of these two things can be done through mind mapping of ideas, thoughts, ideas that already exist in their experience. If the thoughts that have been mapped are developed in such a way that the order is logical-systematic, this can function to evoke the learner's memory about the experience to be written. In addition, it also provides an overview of the range of content and structure of the writing that will be produced. Mind mapping will guide students to produce writing in a systematic logical way using the edraw mind map application can help students easily express their ideas

because this application is very easy to use and fast to understand.

G. Previous Studies

In conducting this research, the author found several studies related to the problems raised in the discussion of this research. Therefore, to avoid assumptions of plagiarism and at the same time emphasize the point of difference between this research and previous research, in this previous research the development of several theses and scientific works related to the research to be carried out is explained :

1. The first research is from Khusniyah's research (2019) concerning improving the ability to write texts through mind mapping research and innovation in language learning which found that using mind mapping techniques is very useful and makes it easier for teachers to apply lessons because students are trained how to reflect on what they think on a piece of paper and unable to confine themselves to their ideas.

This study aims to determine the effect of mind mapping on students' writing abilities and the process of applying mind mapping in learning to write texts. This research is a qualitative and quantitative research using action research methods. Samples were taken as many as 34 students. Data validity uses credibility, transferability, dependability, and conformability. The process of collecting data using tests, observations, and interviews. Researchers used the Independent sample t-test to analyze differences in students' abilities before and after using mind mapping. The findings of the analysis that the application of mind mapping has increased students' motivation in learning to write texts. They can make a good imagination in writing. The similarity between this research and the current research lies in the object of study discussed, namely students' writing abilities. while the difference lies in the use of the e-draw

application as a tool to help students improve their writing skills

2. The second research to Karatay (2015), planning assists students to focus on the thought process, be aware of each stage, and produce qualified writing products. Planning assisted students in organizing their ideas through the use of Mind Mapping, which involves writing down all of the essential ideas on a page with key terms based on the topic assigned by the teacher. The students felt that using it made planning more flexible. They did not have to worry about arranging their ideas; it was more crucial to get all of their ideas out first. As a result, the students were able to write some words or phrases in their mind mapping at this point. The similarity between this research and the current research lies in the object of study discussed, namely students' writing abilities. while the difference lies in the use of the e-draw

application as a tool to help students improve their writing skills

3. The third research Mind Mapping is helpful in keeping the students focused on generating and developing ideas while writing. This finding was in line with Marashi and Kangani (2017) who discovered that incorporating mind mapping into the writing teaching process has potential to increase students' attention and participation in the learning process. This could be because mind mapping alleviates the anxiety of not knowing where to begin, continue, or finish the writing process. The similarity between this research and the current research lies in the object of study discussed, namely students' writing abilities. while the difference lies in the use of the e-draw application as a tool to help students improve their writing skills
4. The fourth research is integrating mind mapping (MM) and three-step-interview in enhancing students'

writing process in foreign language setting. International Journal of Language & Linguistics. Flora (2019) which states that Mind Mapping is an effective technique for Student Improvement improve students' writing skills by eliminating their problems by creating and organize thoughts. In fact, the purpose of this technique is to develop adequate teaching capable procedures that are able to solve students' writing problems, in particular during the writing process. The similarity between this research and the current research lies in the object of study discussed, namely students' writing abilities. while the difference lies in the use of the e-draw application as a tool to help students improve their writing skills

5. The fifth research is Mind mapping techniques to enhance EFL writing skill. International Journal of Linguistics and Communication. The last was conducted by Bukhari (2016) who noted that if Mind

Mapping applied in the pre-writing process of teaching writing, it will be effective in producing significant outcomes. This study identifies appropriate mind mapping techniques to improve writing skills. It reviews and examines traditional techniques used in teaching students writing and identifies suitable mind mapping techniques along with application procedures to improve writing skills. The similarity between this research and the current research lies in the object of study discussed, namely students' writing abilities. While the difference lies in the use of the e-draw application as a tool to help students improve their writing skills

The sample includes 40 secondary students and 20 English teachers at the English Language Institute. Research is divided into two stages; Survey Phase and Experimental Phase it began with student placement tests and questionnaires distributed to teachers to collect data on usual technical practices and problems encountered

when teaching writing. Because the main focus of this study was to identify appropriate mind mapping techniques to improve students' writing skills, the experimental phase was continued for 7-8 weeks.

Statistical analysis of data was performed using Microsoft Excel and SPSS. The results show that learners, who are taught through Mind Maps, improve cohesion and coherence structure and length of paragraph content in writing. The results show that the hierarchical structure of the mind mapping technique used in the pre-writing process enhances learning writing.

H. Hypothesis

In relation to the study the writer formulates the following hypothesis :

- 1 H_o : There is a significant difference in the achievement of writing comprehension between students who are taught using the mind map strategy
- 2 H_a : There is no significant difference in the achievement of writing comprehension between students who are taught using the mind map strategy