THE EFFECT OF DEVELOPING MIND MAPS ON STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXTS

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Abstract: Mind mapping is a way to store and to take the ideas out of the brain then to present ideas visually to show the hierarchical relationship of ideas. The purpose of this research was to see the effect of making mind mapping as a writing activity towards students' ability in writing hortatory exposition texts. This research was an experimental research. It was conducted at SMA 5 Padang. Population of this research was eleventh year students of SMA 5 Padang. The sample was taken by cluster sampling. 11 IPA1 was experimental class and 11 IPA2 was control class. The data indicates that the result of pre test and posttest from the two groups: experimental and control group is different. The different could be seen from the hypothesis testing. T-obtained was bigger than t-table. It meant that the difference of the meant scores of the experimental and control group is significant. In short, making mind mapping as a technique in writing hortatory text gives positive effect on students' ability in writing hortatory exposition text. For further researcher, they can apply this technique to other skills and others kinds of text.

Keywords: *Mind Mapping, Hortatory Exposition Text, Writing*

INTRODUCTION

One objective of teaching English to senior high school students, based on School Based Curriculum (KTSP), the present curriculum in Indonesia, is that students master written skills as well as oral skills. Based on the objective above, writing becomes a compulsory skill that must be taught in all levels of senior high school. (KTSP, 2006).

In order to achieve the objective of teaching English, Genre-Based Approach is used as an approach for teaching writing in senior

high schools. One principle of this approach is to focus on models and key features of texts that are written for particular purposes. Based on this approach, writing is taught through various kinds of texts such as narrative, descriptive, procedure, discussion, recount, spoof, news item, anecdote, hortatory exposition, analytical exposition, commentary and review.

There are three important elements that students learn from each type of the texts. First of all, the students must know the social purposes of the texts. Second, the students have to know the generic structure of text. Third, the students have to know the language features of the texts. If the students know the three important elements above, it is believed that they will be able to differentiate all of the twelve different texts that enable them to compose a good writing.

After conducting a small scale preliminary study, which was done by interviewing two senior high school English teachers of SMA 5 Padang, it can be seen that there are still many problems found by most of the students in writing a good text. They said that the common problem is the generic structure. They explained that although the students have learned each generic structure of the text, most of them still wrote disorganized generic structure of text. They added that from some students missed one or even two generic structures of a text. It caused the ideas of each text are not well arranged.

Furthermore, one of English teacher of SMA 5 Padang explained that students got difficulty related to language features of text. The students still wrote inappropriate tenses in the text. In writing a recount text, for instance, they tended to use the present tense instead of the past tense. In addition, they did not write temporal conjunctions in their procedure texts.

Based on the preliminary research, the causes of these problems can be derived from teacher themselves. As a consequence of the implementation of the new curriculum, English teachers still seem confused with the concept of Genre-Based Approach. In other word, teachers are not familiar enough with the concept of each text. As a result, they get difficulty in teaching each of the text.

The teachers do not apply the suggested procedure in teaching writing. For example, they tend to ask the students to write a text without giving a model of how to write it. In addition, some of the teachers do not apply building knowledge of field which plays important role to develop students' ideas. As a result, the students get problem in exploring their ideas and organizing those ideas in order to make a good written text.

One example of text type given to the senior high school students is hortatory exposition. This text is used to persuade the readers and the listeners about phenomenon surrounding. This text type is important for the students. It is due to the fact that this text is used in students' daily life. For example, student debate about the current issues with friends, convince the teacher about the opposite opinion, give arguments in discussion, etc.

In order to be good in writing hortatory exposition text, there are three important points that students should understand. First, the students should know the social purpose of hortatory exposition text. Second, the students should know what grammar of the sentences that is used in hortatory exposition text which is commonly called as language feature. Third, the students should know the structures that build the entire text of hortatory exposition text which is also called generic structures.

After conducting an observation, it can be seen that the student still got difficulties in composing hortatory exposition text. The first problem deals with language features. First, the students commonly wrote inappropriate tense in composing a hortatory exposition text. Secondly, the students combined the sentences using inappropriate type of conjunctions. Third, students rarely wrote the appropriate use of relational processes. The second problem deals with generic structure. First, they find that it is difficult to make thesis based on given topic. It can be seen from most of their thesis statements that were not restricted and too general. Also, most of them did not state valid and strong arguments in order to support their thesis. It is due to the fact that they did not state the evidence or support about

their thesis. In addition, they said that they did not know how to write their ideas in English because they were lack of vocabulary. Finally, several of them wrote the recommendation which was not delivered to appropriate audience. In short, some students still have problems in writing the language features and generic structures of a hortatory exposition text.

In order to be good in writing, the students need to learn from the simple one.

This technique will help the writer to organize thought. However, Buzan (2007) states the way outlining is not the way how human brain work. He proposed a technique which is called mind mapping. This technique is a structured strategy which shows the hierarchical relationships of ideas based on the nature of how human brain work. By having organized display of information from outset of writing process, it is believed that the students will be more easily converted into a draft to begin writing a text. In relation to this, it is assumed that mind mapping technique will be useful to be implemented in writing hortatory

exposition text. Therefore, the researcher would like to see how well students in writing text; hortatory exposition text, by making mind mapping in writing.

Based on the limitation, the problem of this research is formulated as follow:

"Does mind mapping have significant effect on students' ability in writing hortatory exposition text at the eleventh year students of SMA 5 Padang?"

The Purpose of the Study

The purpose of this research is to see the effect of making mind mapping towards students' ability in writing hortatory exposition texts.

REVIEW OF RELATED THEORY

Related Research

The study about mind mapping in education has been conducted by some researchers. Swastyaskuningsih (2007) conducted a research about the effect of implementing mind mapping towards elementary students' interpersonal intelligence. She conducted an experimental research to the five grade elementary students in

elementary school number 02 enrolled in year 2007/2008. The result of the research showed that the implementing of mind mapping in the teaching and learning processes could increase interpersonal intelligence of the fifth year students of elementary school. It is due to the fact that the students got involved and motivated more in teaching and learning process rather than in teaching and learning process conventionally.

Nifan (2007) conducted research about increasing senior high school students' ability in writing short story by using mind mapping. He conducted a classroom action research to the first year students of SMA N 11 Malang. The Result of the research showed that students had better ability in writing a short story and students' creativity also improved well. He concluded that mind mapping as a technique that can help students in organizing ideas and develop it in a well arranged short story.

Similarly, Kuraesin (2007) conducted an experimental study about the effect of using mind mapping on students' ability in writing short story. The research was done to the eleventh year junior high school students at SMPN 32 Bandung. The result showed that using mind mapping could explore the whole thinking ability of students' brain. As a consequence, students develop their imagination while writing a short story easily.

Another study about mind mapping was done by Astutik (2008). She conducted a classroom action research about increasing students' ability in writing narrative text by making mind mapping at the fifth year of elementary school Karangbesuki II Malang. The result of the research showed that making mind mapping significantly increased the fifth year elementary students' ability in writing narrative text. It was proven by students who were more easily recognize idea, develop idea, and revise their text.

Related Theories

Language Learning

There is no doubt that writing is the most difficult skill for second and foreign language learners. Richard and Renandya (2003) stated that the difficulties lie not only in generating ideas and organizing ideas, but also in

translating these ideas into readable text. The skills involved in writing are highly complex.

Furthermore, Hyland (2003) proposed some focuses on teaching writing to second and foreign language learner. The focuses are on language features, text functions, themes and topics, creative expressions, composing process, content and genre and context of writing. In this view, learning to write in second and foreign language mainly involves linguistic knowledge and the vocabulary choices, syntactic pattern and cohesive devices that comprise the essential building blocks of text.An emphasis on language structure as a basis for teaching writing is typically involves four stages. They are:

a. Familiarization

   In this stage, students are taught certain grammar and vocabulary usually through a text.

b. Controlled writing

   In this stage, the students manipulate fixed patterns, often from substitution tables.

c. Guided writing

   In this stage, the students imitate model of text

d. Free writing

   In this stage, the students use the patterns they have developed to write an essay, letter, and so forth.

From the theories, it can be concluded that writing in second and foreign language is difficult for students. The difficulties are in generating ideas, organizing ideas, and in expressing these ideas into readable text. The English teacher should pay attention to some focuses in teaching writing. The focuses are on language features, text functions, themes and topics, creative expressions, composing process, content and genre and context of writing.

Teaching Writing in Genre-Based Approach

The current approach used for teaching writing recently is called genre based approach. Paltridge (2001) adds that genre based approach focuses on such aspects of language use within the social and cultural context of the production and interpretation of particular texts. Also, Reppen in Richard and Renandya (2003) states that genre based approach provides students' opportunities to become aware of the

different purposes of written communication and different ways information is organized in written texts. Furthermore, Yan (2004) stated that this approach become popular along with the notion that students could benefit from studying different types of texts.

Genre based approach also provides three assumptions of language learning. First, language learning is a social activity that is language learning is outcome of collaboration between teacher and students, students and student or students in group. Secondly, learning occurs more effectively if teachers are explicit about what is expected of students. It means that teacher provides the learner with explicit knowledge about language. Finally, genre based approach views the process of language learning as a series of scaffolded developmental steps which address different aspects of language.

The cycles of implemented genre based approach in the classroom consist of a number of stages. In each stage the teacher and the students go through so that the students gradually gain independent control of particular genre.

The Concept of Hortatory Exposition Text

Hortatory exposition text is a kind of factual genre. Pardiyono (2007) states that this text is a text that gives arguments about something that should or should not be the case. He adds that hortatory exposition is a kind of suggestive arguments.

There are several opinions about the function of hortatory exposition text. Marin in Zhang (2004) states that the function of this text is to persuade the reader to do what the thesis recommends. Furthermore, Larson in Lingualinks library (2004) states that hortatory exposition is used to make the reader to do or to act in certain ways.

Generic Structure of Hortatory Exposition Text

Pardiyono (2007) divides generic structures of hortatory text in three parts. They are described as follows:

a. Thesis: announcement of issue concerned

b. Arguments: reasons for concerns, leading to recommendation

c. Recommendation: statements of what ought or ought not to happen

2.6 Language Features of Hortatory Exposition Text

According to School Based Curriculum (KTSP) of senior high school, the language feature of hortatory exposition text can be described as follow:

a) Focus on generic and non-generic human participants

b) Use of relational processes

c) Use of mental processes

d) The use of material processes

e) Use of simple present tense

2.7 The Concept of Mind Mapping

The term mind mapping was popularized by Buzan (2007). He states that mind mapping is a simple way to store information into the brain, to present information and to take the information out of the brain.

Moreover, Michalko (in Buzan, 2007) says that mind mapping is the alternative thought in the brain toward linear thought. It reaches all direction and catches the whole thought from every side of human brain.

Furthermore, Raj (2008) defines mind mapping as a graphical way to represent ideas and concepts. It is a visual thinking tool that helps someone in structuring the information, analyzing, compre-hending, synthesizing, recalling and generating new ideas.

## Characteristics of Mind Mapping

Buzan (2007) gives some characteristics of mind mapping. They are as follow:

1. Position of main idea is in the center of paper. It is aimed to make brain free and more natural

2. Mind mapping involve the use of picture or photograph to present the main idea. It is caused by a picture is worth a thousand words and help human to focus and concentrate active their brain. A picture which is put in the center will be more interesting and it opens up associations.

3. Mind mapping involve the use of colors because colors are as interesting as picture for brain. Colors make mind map more interesting.

4. Each of branches in mind mapping is connected by curve line. This is

because brain works based on association. Brain associates two or three things at once. If branches are connected, it enables human to understand and to remember the ideas. The use of curve line is to make it more interesting.

5. Mind mapping needs one key word only in each branch. It is caused by a key word gives more flexibility to mind mapping.

6. Mind mapping needs the use of picture because each picture means thousands words and because the human brain is much better at recognizing shapes and patterns than words or numbers

Here is an example of what a mind map looks like
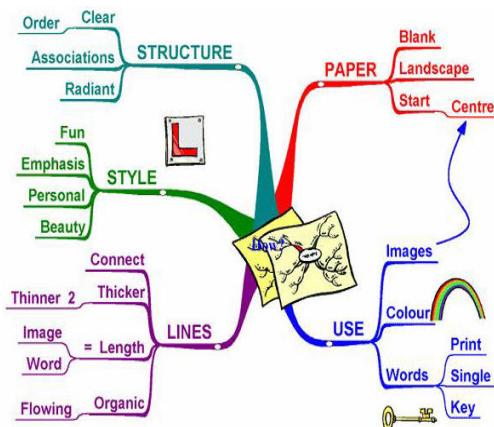
2.9 The Use of Mind Mapping in Writing

Buzan (2007) states that mind mapping is used as a visual media in writing that help the writer to write well organized and well structured essay. It is due the fact that it shows the relationship between ideas and help the writer to focus on the topic which is concerned.

Furthermore, Buzan (2007) adds mind mapping help writer to consider whether the arguments and the structures of the essay are logic enough. Mind mapping not only helps the writer to plan what will be written but it also helps the writer to write the whole ideas in each part of the text.

III. RESEARCH METHODOLOGY

This research was an experimental research. Gay at.al (2009:239) states that an experimental research is the only type of research that can test the hypotheses to establish cause-effect relations. It represents the strongest chain of reasoning about the links between variables.

In an experimental research, the researcher manipulates at least one independent variable, controls other

relevant variable and observes the effect on one or more dependent variables. The design of this research was cluster random sampling; pre test post-test control group design. Each group administrates pretest, each of them receives different treatment and both groups are post tested at the end of the study. Post test score then compared to determine the effectiveness of the treatment.

The design can be described as follow

$$R \quad O \quad XI \quad O$$
$$R \quad O \quad X2 \quad O$$

$R=$ Random assignment of subjects to groups

$O=$Test (pre test and post test)

$XI=$Mind mapping technique (experimental group)

$X2=$Outlining (control group)

There were two groups; experimental and control group. Both of them were administrated pretest and both of them received treatment. Experimental group, 11 IPA 1 received an unusual treatment that is this group made mind mapping activity in writing hortatory exposition text. The control group,11 IPA 2, on the other hand used conventional technique that was making

outline in writing hortatory exposition text. Both groups were post tested and the result compared. In order to test the hypothesis, t-formula was used.

The population of this research was the eleventh year students of SMA 5 Padang. This population was chosen because based on the curriculum used, hortatory exposition is a genre that is taught to the eleventh year students.

The cluster sampling was applied since two classes were chosen randomly. Then the writer determined which one of the two classes as experimental group and another as control group. The result was 11 IPA 1 as an experimental group and 11 IPA 2 as a control group.

The instrument of this research was a writing test. The test was about writing a hortatory exposition text. There are several characteristics of an instrument of writing test. They are validity and reliability.

a. Validity

According to Gay (1987), validity is concerned with a test which measures what it is supposed to be measured and for whom it is appropriate.

b. Reliability

Gay (1987) states that reliability is the degree to which a test consistently measures whatever it measures.

The instrument of this research was valid because it tested what was supposed to be tested. The eleven year students have learned hortatory exposition text based on the curriculum used at school. Also, the topics given in this test were chosen from students' English book and have been discussed with the thesis advisors and one of English teacher of SMA5 Padang. The topics were (1) television (2) home schooling (3) play station and (4) Free sex. In addition, the aspects scored in this test were based on the curriculum. The aspects were generic structure and language feature of hortatory exposition text.

The instruments were also reliable because it measured consistently whatever it measure. The aspects of language structure and generic structure were measured in hortatory exposition text based on the curriculum. Also, the topics were chosen by the students them shelves.

There were two scorers in scoring pretest and posttest in this research. The scorers were one of the English teachers of SMA 5 Padang and the researcher herself. The tests were given to both of experimental and control group. The students' score on pre test and post test were compared to see whether the treatment give the effect towards students' ability in writing hortatory exposition texts.

The tests were administrated twice; pre test and post test. The range of time of the pre test and post test was one month or eight meetings. The range of time was used to give treatment for the two groups; experimental and control group.

The students who were in experimental and control group got the same test. They were given four topics to be developed in hortatory exposition text. They were asked to write a hortatory exposition text based on the four given topics. The allocated time that given is 90 minutes or two hours of teaching and learning process. After finishing the test, the students were asked to collect their writing to the researcher who is responsible for it.

Finally, the hortatory exposition text written by the students was analyzed.

The data of this research was writing test score which were achieved after giving post test. The post test was administrated to the samples treatment given for about eight meetings. Treatment was given after the pretest given to the students. The treatment was teaching students a hortatory exposition text by making mind mapping as a technique in pre-writing activity. Then, the students' writing was revised to correct the generic structure of the hortatory exposition. Finally, editing was done in order to correct the language feature of hortatory exposition text.

The data were analyzed by using statistical analysis at level of significant .05 in order to identify whether the writing ability for both experimental and control group was significantly different from the control group at the end of the research. To see the result is statistically significant, the different means was analyzed by using t-formula as proposed by Gay (1987) as follows:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\left(\dfrac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

t = the value of t-calculated

X_1 = mean of the experimental group

X_2 = mean of the control group

SS_1 = sum of square of the experimental group

SS_2 = sum of square of the control group

n_1 = number of the experimental group

n_2 = number of the control group

If t-calculated $\leq$ t-table, the hypothesis that is proposed in chapter I is rejected. In the other hand, if tcalculated> t-table, the hypothesis that is proposed in chapter I is accepted.

IV. FINDINGS AND DISCUSSION

The data were students' scores in writing hortatory exposition texts. The scores of students were collected by administrating pre test and post test. The pre test was administrated in the first meeting while the post test was conducted at the end of the meeting. Both of these tests were administrated to the two groups, experimental and control group.

The pretest was assigning students to make hortatory exposition texts based on four optional topics. The allocated time for the pre test was 90 minutes or two hours teaching and learning process. The aspects scored were both language features and generic structures of hortatory exposition texts. The students' writing was scored by two scorers in order to enhancing reliability of the tests. Two scores from the scorers were totalized and then divided by two to get the score. The highest possible score of students writing was ten and the lowest possible score of students writing was nol.

The information in the table above can be simplified as following diagram.

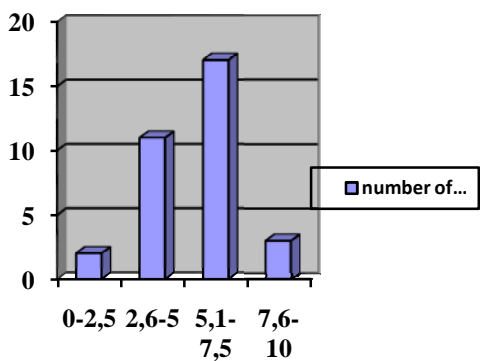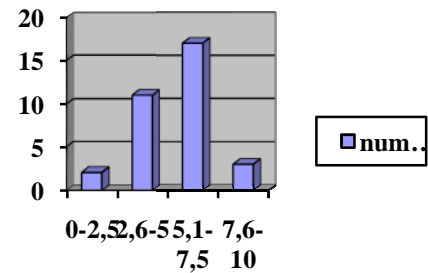**Diagram 3. The Scores of Pretest at Experimental Group**

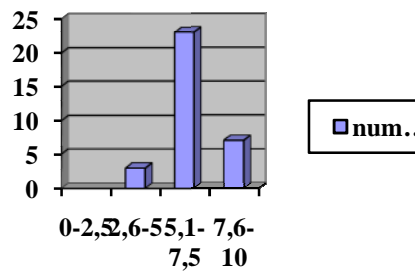**Diagram 4. The Scores of Pretest at Control Group**

After administrating pretest, the two groups, experimental and control group were given treatment for about eight meetings. The treatment for experimental group was making mind mapping as a technique in writing hortatory exposition text while the treatment for control group was making outline as a technique in writing hortatory exposition text. Both groups were given material and were taught by the same teacher.

Post test was administrated in order to measure the effectiveness of the treatment. The post test was administrated to the two groups. Students in the experimental group were asked to make a mind map before writing their hortatory exposition text. In the other hand, students in control group were asked to make an outline in

getting started to write their hortatory exposition. The allocated time was 90 minutes. The aspects scored were both language features and generic structures of hortatory exposition. The scores from the two scorers were totalized and then divided by two. The highest possible score was ten and the lowest possible score was nol.

Diagram 5. The Score of Posttest at Experimental Group

The highest score of students writing in hortatory exposition text was 8, 25 and the lowest score was 4.

Diagram 6. The Score of Posttest at Control Group
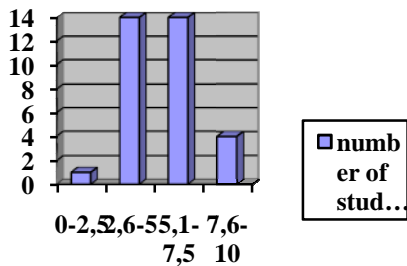
The data of this research is the students' scores in pretest and posttest. The results of each test were analyzed by using t-test formula which is commonly called t-obtained. And then each of t-obtained was compared to the t-table at the level of significance 05.To get the result of t-obtained, some aspects are considered. They are the number of students (n), the sum of scores ($\sum$X), the mean of scores (X), the sum of squared $(\sum X^2)$ and standard deviation (SD).

From the analysis, it is found that in pre test at experimental group, in which the number of students (n) is 33, the sum of scores ($\sum$X) is 183, 25, the mean of scores (X) is 5,5, the sum of squared scores is $(\sum X^2)$1087, 48 and standard deviation (SD) is 1, 47. At the control group in which the number of students (n) 33, it is found that the sum of scores ($\sum$X) is176,75, the mean of scores (X) is 5, 3, the sum of squared scores $(\sum X^2)$ is1024, 43 and standard deviation (SD) is 1, 54. The result of pretest analysis is simplified in the following table:

Table 1. The Result of Analysis of Students' Pretest

Group	N	$\sum X$	X	$\sum X^2$	SD
Experimental (X_1)	33	183,25	5,5	1087,48	1,47
Control (X_2)	33	176,75	5,3	1024,43	1,54

Explanation:

n   = the number of students

$\sum X$ = the sum of scores

X   = the mean of scores

$\sum X^2$ = the sum of squared scores

SD = the standard deviation

The t-obtained of pretest from experimental and control group is as followed:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{5,5 - 5,3}{\sqrt{\left(\frac{77,75 + 70}{33 + 33 - 2}\right)\left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$= \frac{0,2}{\sqrt{\left(\frac{147,75}{64}\right)\left(\frac{2}{33}\right)}}$$

$$= \frac{0,2}{\sqrt{(2,3)(0,06)}} = \frac{0,2}{\sqrt{0,13}} = \frac{0,2}{0,36} = 0,5$$

t-obtained of pretest is compared to the t-table at level of significance 05. The formula to de get t-table is

$$\text{df} = n_1 + n_2$$

$$= 33 + 33 - 2$$
$$= 64$$

As what is proposed by expert in education if df is more than 60 at the level of significance 05 the t-table is 1,980 (see appendix 14). So, t-table of this research is 1,980.

From the analysis of students' pretest, t-obtained is 0,5 while t-table is 1,980. **t-obtained< t-table**. It means that there is no significance between two groups.After conducting treatment for about eight meetings, the posttests were administrated for the two groups. At experimental group, in which the number of students (n) is 33, the sum of scores ($\sum X$) is 219,25, the mean of scores (X) is 6,6, the sum of squared scores ($\sum X^2$) is1622, 68 and standard deviation (SD) is 2,27. At the control group in which the number of students (n) 33, it is found that the sum of scores ($\sum X$) is183,25 the mean of scores (X) is 5,3, the sum of squared scores ($\sum X^2$) is1087, 48 and standard deviation (SD) is 2. The result of pretest analysis is simplified in the following table:

Table 2. The Result of Analysis the Students' Posttest

Group	n	$\sum X$	X	$\sum X^2$	SD
Experimental (X_1)	33	219,25	6,6	1622,68	2,27
Control (X_2)	33	183,25	5,3	1087,48	2

Explanation:

    n   = the number of students

    $\sum X$ = the sum of scores

    X   = the mean of scores

$\sum X^2$ = the sum of squared scores

SD   = the standard deviation

t-obtained of pretest from experimental and control group is as followed:

$$t = \frac{\bar{X}_1 - \bar{X}_i}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{6,6 - 5,3}{\sqrt{\left(\frac{166 + 136}{33 + 33 - 2}\right)\left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$= \frac{1,3}{\sqrt{\left(\frac{202}{64}\right)\left(\frac{2}{33}\right)}}$$

$$= \frac{1,3}{\sqrt{(3,15)(0,06)}} = \frac{1,3}{\sqrt{0,18}} = \frac{1,3}{0,4} = 3,09$$

t-obtained   =3,09

t-table   =1,980

t-obtained> t-table

Based on the analysis, t-obtained is bigger than t-table. It means that there is significant between the two groups.

From the analysis of data, it was found that t-obtained of students' posttest was 3,09 while the t-table was 1,980. T-obtained was bigger than t-table. It could be concluded that the hypothesis proposed that is making mind mapping in writing hortatory exposition text will give positive effects on students' writing ability in writing hortatory exposition texts was accepted.

Discussion

The data indicates that the result of pre test and posttest from the two groups: experimental and control group is different. The different could be seen from the hypothesis testing. T-obtained was bigger than t-table. It meant that the difference of the meant scores of the experimental and control group is significant. In short, making mind mapping as a technique in writing hortatory text gives positive effect on students' ability in writing hortatory exposition text.

The effects of mind mapping can be seen from students' writing. Most of students' writing had complete generic

structure of hortatory exposition text, thesis, arguments and recommendation. Each of generic structure was connected and the ideas are well unified. Also, students' writing is commonly focused on the topic and the ideas are connected. In addition, the arguments of students' hortatory exposition text are well explored. It is caused by students write many arguments and draw conclusion. Furthermore, students delivered the recommendation to appropriate audience.

CONCLUSION AND SUGGESTION

Conclusions

Based on finding of this research, it was found that making mind mapping as a technique in writing hortatory exposition text gave positive effects on students' ability in writing hortatory exposition text. It could be seen from students' writing. Most of generic structure was connected and the ideas are well unified. Also, students' writing is commonly focused on the topic and the ideas are connected. In addition, the arguments of students' hortatory exposition text are well explored. Furthermore, students

delivered the recommendation to appropriate audience. In language feature of the hortatory exposition text, students commonly write the language of texts correctly. For example, most of the sentences used the correct form of simple present tense, the tenses used in hortatory exposition text. Also, students wrote the correct form of processes, relational, material and mental processes in their hortatory exposition texts.

Suggestions

Based on the research finding, it is suggested for second and foreign language teachers to implement mind mapping in teaching writing, especially in teaching hortatory exposition text for students. It is also suggested for all of students to make mind mapping before writing a text because it will make the text to be focused, well arranged and well organized. For the next experts, it is recommended for you to conduct a classroom action research about the implementation of mind mapping to solve students' problem in writing texts. Finally, it is recommended for the reader to make mind mapping not only before writing text, but also to make

summary after reading a book or an article.

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