

INTRODUCTION

According to Tarigan (1994:3), writing is a skill of language which is used to communicate with others indirectly. On the other hand, Sudaryanto (2001: 64), says to express something in mind and feelings, we need a person's ability in writing skills. In line with opinion, Hyland (2004: 9) says writing is a way to share personal meanings. Furthermore, Harmer (1998) states writing is a basic skill. Writing helps to express student's ideas. Based on the explanation, it can be stated that writing is an activity to express ideas, thoughts, experiences and knowledge in the form of notes by using characters, symbols that are systematically made so that they can be easily understood by others

But, based on the data that the researcher had read, mostly, students recognize that writing is hard to do because when they communicate with others by using the written form they have to write correctly based on grammar especially in descriptive text. Most of students get the problems when they have to compose a paragraph. They get some problem in choosing appropriate words to present their ideas. Besides it, they are frustrated when they have to write. There are some reasons why they are frustrated. First, Students are low motivation in writing because they do not know what should be written and when they have got ideas, the lack of vocabulary, grammatical structure made their ideas can not be conveyed precisely. Not all the students can develop and organize the ideas well. Second, most students are not focused. For instance, students are busy with their own business in the classroom, such as playing mobile phones or gossiping with friends. They do not pay attention in writing, only a few students are active. Consequently, it affected the score in writing test. In line with the fact above, Richards and Renandya (2002:303) states that the hardest thing in writing is connected to the vocabulary mastery.

Among the problem above, the main cause also that makes students get the case is related to the technique of learning process that be given by the teacher is monotonous and boring. In teaching writing especially in descriptive. Most of teachers usually teach from a material book, and ask the students to read and translate the text, and finally the students will make the sentence about descriptive based on their words. Of course this teaching learning gets bored.

Considering the problem above, the teacher has to find an innovative teaching technique that can improve and motivate students in descriptive writing. In general, descriptive writing is a kind of text which describes a noun. One of the students' problem in descriptive writing is in used "has and have". Most of students did not understand when has and have are used.

In descriptive text, have is a to be plural (I, You, They, We) and has is a to be singular (She, He, It).

To solve the problem above, the researcher suggests that the use of the appropriate strategy is the significant way to increase the writing ability. In this research the researcher wants to teach writing using a new strategy is called “mind mapping”. Mind mapping was introduced by Tony Buzan. According to, Tony Buzan (2002), this technique is like an elaboration of the ideas. As (Riswanto &Prandika, 2012) states mind mapping can be used used to explore a wide range of topics in writing.

Based on the explanation above, by using this technique, the activity of writing will be fun. The researcher eager do a study entitled “ The effect of mind mapping technique on students achievement in descriptive writing”