



**THE EFFECTIVENESS OF BRAINSTORMING AND MIND
MAPPING TECHNIQUES TO TEACH WRITING
NARRATIVE TEXT TO STUDENTS WITH EXTROVERT AND
INTROVERT PERSONALITIES**

**The Case of the Eleventh Grade of SMAN 2 Tegal in the
Academic Year of 2019/2020**

a Thesis

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by
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Menyatakan bahwa yang tertulis dalam tesis yang berjudul **“The Effectiveness Of Brainstorming And Mind Mapping Techniques To Teach Writing Narrative Text To Students With Extrovert and Introvert Personalities”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis/disertasi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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MOTTO AND DEDICATION

Motto:

Dedication:

This thesis is dedicated to my family, friends, and colleagues in Universitas Negeri Semarang.

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Semarang, August 12, 2019

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ABSTRACT

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Keywords: Brainstorming, mind mapping, writing, narrative text, students' personalities

Teaching English in SMA is teaching and learning a foreign language as a part of national education. Moreover, modern teaching technique should be developed to encompass the reality. This study aimed to measuring the effectiveness of brainstorming and mind mapping to teach writing narrative text with extrovert and introvert personalities. This research used 2x2 factorial experimental designs. The subjects were the students of class XI IPA 1 and XI IPA 2 of SMAN 2 Tegal. It was divided into two groups, they were extrovert and introvert personality. The instruments were used test, questionnaire, pre-test, and post-test. The finding of this research indicates that brainstorming technique was more effective than mind mapping technique to students with extrovert personality. While there was no significant difference between a student who was taught by using brainstorming technique and those taught by using mind mapping technique with introvert personality. It means that brainstorming technique is more effective to the students with extrovert personality, while mind mapping technique is effective to the students with introvert personality. Based on findings, the researchers conclude that both brainstorming technique and mind mapping technique can help and improve the students in writing skill for both students with extrovert and introvert personality.

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CHAPTER I

INTRODUCTION

This part discusses eight main sections; background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, definition of key terminologies, and outline of the research.

1.1 Background of the Study

As an international language, English has become an important language that connects people around the world who want to communicate with other people from different countries. In our country, the international language that students learn in school is English. Considering this reason, Indonesia decides to include English in the school curriculum. In Indonesia, English has to be taught from elementary school up to university. The purpose of teaching English is to enable the student to master English, so they can apply it in communication.

Teaching English in SMA is teaching and learning a foreign language as a part of national education. In senior high school (SMA), the teaching and learning follow the demands of the curriculum, generally known as *Kurikulum Tiga Belas (K-13)*. The government of Indonesia, through the Ministry of Education and Culture, has made several curriculum changes to provide a solution to global challenges and requirements. Following *Badan Standar Nasional Pendidikan (BSNP)*, K-13 is a curriculum of values that emphasizes character building.

In studying English, four skills must be learned by the students. They are reading, speaking, writing and listening. As one of the language skills, writing is

one of the skills of communication, which can help us to express our idea, feeling, and opinion in written language. Writing as a productive skill is considered to be more difficult than any other productive skill. Writing becomes a difficult subject especially for students because writing is the activity when someone expresses his/her idea, emotion, thought and transfers them into a piece of paper. Most of the students felt that writing is boring because the process of writing is time-consuming.

Writing is a process of delivering ideas, thought, and feelings through the text. Based on reality, learning to write is difficult especially for writing in a second or foreign language in an academic context. Writing is one of the most difficult productive skills that require specialized skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

Most students think that writing is a difficult skill to be learned. The students still work hard in dealing with those aspects of writing. Some of the problems that students are facing limited vocabulary which causes word repetition, confused in getting the ideas to start their writing, confused in choosing the correct word to share their ideas in their writing. It is also supported by Richards and Renandya (2002) who state that writing is the most difficult skill for foreign language learners. The difficulty is not only in generating and organizing ideas but also in translating the ideas into a text.

Writing is a complex process. Writing is not a skill that can be acquired by people naturally. As stated by Richards and Renandya (2002), written language is

complex at the clause level. According to their statements, writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. In writing, the writers need to learn how to generate ideas, how to organize sentences into a good paragraph, how to choose appropriate vocabulary, and how to implement correct grammar rules. That is why writing is called the most complex skill. The process of writing is not only about combining words into a sentence, sentences into a paragraph, or paragraphs into a text. However, it invites the writers to communicate with others with the piece of writing they produce. The process of writing engages the writers to transfer what they think, react, experience into a visible form that can be seen and understood by the readers. Therefore, when learners are invited to write, they start to think (Hyland, 2003).

To solve the problems above, the students need a technique to help them understand new words easily. As a teacher, we have to apply some techniques to develop the material and make them more active and interested in class. Brainstorming technique is one of the alternative techniques that can be used in teaching English. In this research, the researcher uses Brainstorming technique as a teaching technique in teaching English.

As stated by Brown (2001), brainstorming is a technique that helps someone initiate some sort of the thinking process. By using brainstorming activities, the students can create as many ideas as possible and it means that they also produce sentences into paragraphs related to the topic.

The goal is to develop as many ideas as possible in the shortest possible time to solve a predefined problem. It is not so much about going into detail about the ideas or choosing one of them. Brainstorming is not just about discussing and exchanging ideas, but it is a technique for developing more creative ideas more quickly.

Another technique to express and organize their ideas easily is mind mapping. Mind mapping technique helps students in calling their ideas before they start writing in paragraph form. Using mind mapping techniques, students are expected to improve their ability in writing skills. Mind mapping is a way to note effectively and creatively in mapping the ideas literally (Buzan, 2005). This technique can improve students' creativity and make them happy in learning because it consists of colors, pictures, and some keywords that can also make them find it easy to learn English especially in writing skills.

In this study, the implementation of mind mapping technique involved process writing approach. The process writing approach has a lot of benefits for the students' writing. Brown (2007) mentions some benefits of the process writing approach, namely focusing on the process of writing that leads to the final product; helping students to understand their composing process; giving the students time to write and rewrite; and placing central importance on the process of version.

That is why the researcher used brainstorming and mind mapping techniques to teach students' writing skill. It is because some benefits are offered by the brainstorming and mind mapping techniques in the English teaching-

learning process, especially in writing skill.

Besides that, passive students are having more difficulty in their writing. They also feel nervous to express their opinions in writing. Thus, it can be concluded that students have a feeling of fear and little enthusiasm in writing class. In writing, the lack of self-confidence and being shy in class activity are the causes of unsuccessful learners. Active students often communicate with teachers and friends. While the passive students prefer to remain silent. According to Gilakjani (2012), many people see an association between personality attributes and the successful learning of a foreign language.

Based on the situation above, applying various prewriting techniques, strategies, and method which match with student personality is very crucial. Those ways will lead the students to feel free to express their idea and thoughts in written form. Nevertheless, students practically still have a hard time in applying suitable grammatical features, punctuation, word choice, spelling, and capitalization.

According to the standard competency in the syllabus of senior high school, the students are expected to be able to write various texts. Among the texts, the narrative text should be learned in Senior High School. A narrative text is usually used to introduce several stories and deliver them to readers. Aside from introducing several stories, the purpose of the text itself is to amuse and entertain the reader.

Referring to the explanation above, this research is aimed at the implementation of Mind Mapping and Brainstorming techniques in teaching

writing the narrative text to senior high school students. Besides, this research has a moderator variable which is an extrovert and introvert personality.

1.2 Reasons for Choosing the Topic

Considering the benefit of using brainstorming and mind mapping techniques mentioned above, the researcher wants to find out the effectiveness of both techniques to teach writing to students with extrovert and introvert personalities. Based on the problems above, applying the appropriate techniques in language learning becomes very crucial.

There are several reasons for choosing the topic. First, in teaching writing skill especially in writing text, students have difficulty in generating ideas and organizing them into good paragraphs. They tend to be stuck in generating ideas before they develop sentences into paragraphs. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. Some of the students spend much time at the planning stage yet they are still confused about how to start their writing. Moreover, they often make some grammatical errors in their writings.

Second, techniques are an important aspect of students' writing mastery. Techniques are directly related to teaching and learning activities. It influences students' learning mastery. When the techniques used are appropriate with the situation and condition, the students will have the good acquisition. Therefore, brainstorming and mind mapping techniques are suggested in this research. Those techniques hopefully can be used as alternative techniques to teach their writing

because they can develop their ideas, the audience they will address, the varied formats for writing, and the expected content so they can make them feel freer to write. They can be used to help the students to improve their writing ability.

Third, the main factor comes from the students themselves. This condition occurs in SMA Negeri 2 Tegal. It means that students tend to assume that English was a difficult subject to learn, especially writing. It makes them passive in learning writing. Most of the students experience the writers' anxiety. They have a pessimistic feelings about writing. It makes them hesitate to start writing. In writing, the lack of self-confidence and being shy in class activity are the causes of unsuccessful learners. So, this can lead to two different personality types namely extrovert and introvert personalities.

1.3 Research Problems

Based on the background of the study above, this study attempted to address the following research problems:

1. How are the interactions among techniques (brainstorming and mind mapping), writing narrative text, and students' personalities?
2. How is the effective of brainstorming technique to teach writing narrative text to students with extrovert personality?
3. How is the effective of brainstorming technique to teach writing narrative text to students with introvert personality?
4. How is the effective of mind mapping technique to teach writing narrative text to students with extrovert personality?

5. How is the effective of mind mapping technique to teach writing narrative text to students with introvert personality?
6. How is the different in effectivenessbetween brainstormingand mind mapping techniques to teach writing narrative text to extrovert students' personalities?
7. How is the different in effectivenessbetween brainstorming and mind mapping techniques to teach writing narrative text tointrovert students' personalities?

1.4 Objectives of the Study

This study is intended to:

1. To analyze the interactions among techniques (brainstorming and mind mapping), writing narrative text,and students' personality.
2. To analyze the effective of brainstorming technique to teach writing narrative text to students with extrovert personality.
3. To analyze the effective of brainstorming technique to teach writing narrative text to students with an introvert personality.
4. To analyze the effective of mind mapping technique to teach writing narrative text to students with extrovert personality.
5. To analyze the effective of mind mapping technique to teach writing narrative text to students with an introvert personality.
6. To analyze the different in effectivenessbetween brainstorming and mind mapping techniques to teach writing narrative text to extrovert students' personalities.

7. To analyze the different in effectiveness between brainstorming and mind mapping techniques to teach writing narrative text to introvert students' personalities.

1.5 Significance of the Study

The result of this study can contribute some benefits related to theoretically, practically, and pedagogically. The answers to the question number 1 theoretically is expected to give significance to increase the theoretical bases of interactions particularly in the apply of techniques by students with extrovert and introvert personality, practically it may increase the readers' insight about the interactions among techniques (brainstorming and mind mapping) applied in writing narrative text by students with extrovert and introvert personality, pedagogically it can motivate both teacher and students as feedback on teaching writing activities so that the objectives of the English program especially the aims and goals of the writing can be achieved.

The answers to the question number 2 theoretically is expected to give significance to enrich the theoretical bases of effective particularly in the apply of brainstorming technique by students with extrovert personality, practically it may enrich the readers' insight about the effective of brainstorming technique to teach writing narrative text by students with extrovert personality, pedagogically it can motivate both teacher and students to be more concerned about the apply of brainstorming technique to teach writing narrative text by students with extrovert personality.

The answers to the question number 3 theoretically is expected to give significance to enrich the theoretical bases of effective particularly in the apply of brainstorming technique by students with introvert personality, practically it may enrich the readers' insight about the effective of brainstorming technique to teach writing narrative text by students with introvert personality, pedagogically it can motivate both teacher and students to be more concerned about the apply of brainstorming technique to teach writing narrative text by students with introvert personality.

The answers to the question number 4 theoretically is expected to give significance to enrich the theoretical bases of effective particularly in the apply of mind mapping technique by students with extrovert personality, practically it may enrich the readers' insight about the effective of mind mapping technique to teach writing narrative text by students with extrovert personality, pedagogically it can motivate both teacher and students to be more concerned about the apply of mind mapping technique to teach writing narrative text by students with extrovert personality.

The answers to the question number 5 theoretically is expected to give significance to enrich the theoretical bases of effective particularly in the apply of mind mapping technique by students with introvert personality, practically it may enrich the readers' insight about the effective of mind mapping technique to teach writing narrative text by students with introvert personality, pedagogically it can motivate both teacher and students to be more concerned about the apply of mind

mapping technique to teach writing narrative text by students with introvert personality.

The answers to the question number 6 theoretically is expected to give significance to enrich the theoretical bases of effective particularly in the apply between brainstorming and mind mapping techniques by students with extrovert personality, practically it may enrich the readers' insight about the effective between brainstorming and mind mapping techniques to teach writing narrative text by students with extrovert personality, pedagogically it can motivate both teacher and students to pay more attention and learn about the apply between brainstorming and mind mapping technique to teach writing narrative text by students with extrovert personality.

The answers to the question number 7 theoretically is expected to give significance to enrich the theoretical bases of effective particularly in the apply between brainstorming and mind mapping techniques by students with introvert personality, practically it may enrich the readers' insight about the effective between brainstorming and mind mapping techniques to teach writing narrative text by students with introvert personality, pedagogically it can motivate both teacher and students to pay more attention and learn about the apply between brainstorming and mind mapping technique to teach writing narrative text by students with introvert personality.

1.6 Scope of the Study

In this experimental study, the researcher wants to explain the effectiveness of brainstorming and mind mapping techniques to teach writing narrative text to students with extrovert and introvert personalities at eleventh graders of SMA N 2 Tegal in the academic year of 2019/2020. The scope of the study is about the students' writing ability before and after being taught by using brainstorming and mind mapping as learning techniques through students' extrovert and introvert personalities to teach their writing.

1.7 Definitions of Key Terminologies

Regarding this study, there are some key terms that should be understood by readers, including curriculum 2013, brainstorming, mind mapping, writing, extrovert personality, and introvert personality.

a. Curriculum 2013

Kunarsih and Sani (2014) assert that the curriculum is emphasized more in 2013 with the thought of competency based attitude, skills, and knowledge. In addition, Wayan (2013) states that this curriculum is developed base on standard-based education and competency-based curriculum theory. In line with two definitions above, Nasir (2015) states that the 2013 curriculum also has a similar basis with the basic competency of the curriculum which aims to create competent and competitive students. Moreover, based on Merriam-Webster Dictionary, curriculum deals with the courses offered by an educational institution. From some definitions above, it can be concluded that

curriculum 2013 is the newest curriculum implemented in Indonesian education which aims to improve competence based on attitude, skills, and knowledge.

b. Brainstorming

Brainstorming is one of the techniques for fostering group creativity by which ideas and thoughts are shared among members spontaneously to reach solutions to practical problems (Gogus, 2012). According to Jarwan (2005), brainstorming means the use of the brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems. In line with definitions before, Hermasari (2015) claims that brainstorming might inhibit the creativity of silent students since they have a tendency to be reluctant in expressing ideas through spoken and conversation. In the Merriam-Webster dictionary, brainstorming is a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. From some definitions above, it can be concluded that brainstorming is a group creativity technique that was designed to generate a large number of ideas for the solution problems.

c. Mind Mapping

Mind mapping is a creative thinking tool that tells reflects the natural way of how the brain works (Buzan, 2006). Another definition explains that mind mapping is a powerful graphic technique which provides a universal key to unlocking the potential of the brain (Buzan, 2004). Rahmawati (2017) states that mind mapping is a technique which helps students arrange their ideas and

concept from the main topic spreading into the major subtopics. In the Cambridge dictionary, mind mapping is a type of diagram with lines and circles for organizing information so that it is easier to use or remember. Therefore, it can be concluded that mind mapping is used to generate, visualize and classify ideas. It means that it can help students rearrange and visualize the ideas based on their mind.

d. Writing

Nunan (2003) says that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statements and paragraphs. In addition, Meyers(2005), writing is a way to produce language you do naturally when you write. In line with two definitions above, Sinaga (2017) states that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. From the Oxford dictionary, writing is the activity or skill of writing. It is the activity or occupation of composing the text for publication. From some definitions above, it can be concluded that writing is a progressive activity. It means that when you first write something, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and made changes and corrections.

e. Extrovert Personality

Jung (1971) describes the extrovert attitude as one in which decisions and actions are based on objective conditions. Naiman, Frohlick, Stern, and

Todesco (1978) believe that the extroverts who are sociable and open to other people are more successful in learning languages than introverts. In line with definitions before, Hajimohammadi (2011) says extroverts are more sociable and better risk-takers and consequently, they would be inclined to learn faster and better than their introverted counterparts. The meaning of extrovert in the Cambridge Dictionary is an energetic happy person who enjoys being with other people. From some definitions above, it can be concluded that extroverts tend to appear much more social because they are eager for the stimulation that comes from meeting new people.

f. Introverted Personality

Eysenck (1947) describes introvert as the opposite of extrovert which is an outgoing, sociable, enthusiastic, and somewhat impulsive personality. However, Swain and Burnaby (1976) believe that well-organized and serious introverts are seen as better learners as far as the systematic study is concerned. Sinaga (2017) defined introversion as the state of tendency one's own mental life in being wholly or predominantly. In the Oxford Dictionary, an introvert is a person predominantly concerned with their thoughts and feelings rather than with external things. From some definitions above, it can be concluded that the people who have introvert personalities tend to be quiet, not energetic, and like to sit alone.

1.8 Outline of the Research

This thesis consists of five chapters. The first chapter is introduction. It contains the background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, definitions of key terminologies, and outline of the research. The background of the study about writing is one of the most difficult productive skills that require specialized skills. Then, it is focused on the brainstorming and mind mapping techniques to teach writing narrative text with different students' personality. Moreover, the reason for choosing the topic develops the explanation of background of study related to the importance of conducting the present study. The research problems include seven research questions that integratedly have the objective to analyze the interactions among techniques (brainstorming and mind mapping) to teach writing narrative text with different students' personality. By determining the objectives, the present study is supposed to be able to disclose the effective found in the students' narrative text writing as well as give theoretically, practically, and pedagogically significance for those who were concerned about the apply of techniques. In dealing with the scope of the study, as stated above, it is about the explain of effectiveness of brainstorming and mind mapping techniques to teach writing narrative text to students with extrovert and introvert personalities at eleventh graders, and in the definitions of key terminologies, the researcher puts the definition of curriculum 2013, brainstorming, mind mapping, writing, students' personality, extrovert and

introvert personality. Additionally. This section also provides the outline of the research which covers how this thesis is organized from chapter I to chapter V.

Chapter II deals with review of related literature which comprises three sections, namely reviews of previous studies, reviews of theoretical studies, and theoretical framework. In this case, the relevant previous studies are categorized into six parts which are grouped into curriculum 2013, brainstorming technique, mind mapping technique, writing skill, narrative text, and students personality (extrovert and introvert personalities). In terms of review of theoretical studies, they include curriculum 2013, writing skill, genre, brainstorming, mind mapping, and personality. Here, the theory proposed by Tan (2007) and Clark (2003) are applied because they give a suitable point of view related to the benefit of brainstorming technique seen from each context. The theories of Buzan (2005) and Hedge (1990) are utilized in this study in the area of mind mapping technique. In this respect, the most appropriate theory is Kaenzig (as cited in Sofeny, 2014) theory which divides several different characteristics of extrovert and introvert personalities. In addition, the theoretical framework of the study is also provided in this section in the form of figure that describes the procedures of conducting the present study.

Chapter III is research methodology. This chapter comprises the research design, subject of the study, population and sample, variables, hypothesis, type of data, instruments for collecting data, method of analyzing data, and triangulation. The design of this research is quantitative method, because this research needed a statistical analysis for analyzing the data. The subject of the study deals with the

eleventh graders students of SMAN 2 Tegal and the object of the study was teach writing narrative text by using brainstorming and mind mapping techniques. Referring to the population, this study took 45 students of two classes, and the sample in this research used purposive sampling. In this study, the researcher uses three variables, namely independent, dependent, and moderator variables. Then, the researcher chooses null hypothesis to answer the related questions. In addition, as the instruments for collecting data, the researcher used questionnaire, then the data are analyzed based on the theory chosen. This experimental study was conducted using a procedure to collect the data. In analyzing the data, the researcher use SPSS for analyzing to tabulated score. Finally, to evaluate and validate the result of analysis, the triangulation was conducted methodological triangulation.

The fourth chapter explains about result and discussion of this study which were supported by evidences and interpretation. The result show that there was no significant interaction between brainstorming and mind mapping techniques to enhance writing skills of students with extrovert and introvert personality. However, there were significant difference between brainstorming and mind mapping to students with extrovert personality. While, there was no significant difference between students who were taught by using brainstorming technique and those taught by using mind mapping technique to students with introvert personality.

The five chapter deals with conclusions and suggestions related to the results of this study. Based on the result, it can be concluded that there was no

significant difference between brainstorming and mind mapping techniques with extrovert and introvert students' personality. However, the brainstorming technique was more effective with extrovert students' personality than mind mapping technique. While, mind mapping technique was more effective with introvert students' personality than brainstorming technique. At last, this study involved the suggestions for the English teachers, English language learners, and further researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part discusses three main sections; review of previous studies related to the topic of the study, review of theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

This part conveys several previous studies related to this study. In this research I refers divide 6 groups, namely are curriculum 2013, brainstorming technique, mind mapping technique, writing skills, narrative text, and students' personalities. Since the present study focuses on the writing narrative text, some related previous studies have also been adopted.

The first category of previous study deals with curriculum 2013 (K-13). The researcher has read some similar studies related to K13 curriculum which were conducted by Andariyani and Nurhajati (2016), Ashar and Irmawati (2016), Retnawati, Hadi, and Nugraha (2016), Ulya (2015), Arifin (2014), Yuliani (2017), Zulhernanda (2018), Bettin Juniaria HS, et al. (2017), and Mahardika (2014). The previous studies were concerned with the implementation of the 2013 curriculum in teaching English. Most of them employed the descriptive qualitative method. The findings of previous studies showed that the 2013 curriculum was good to be applied because the new curriculum not only had students' centered approach but also complete requirements and few materials. The relation with the present study was about the implementation of curriculum 2013 in teaching English. However,

this research is different from the previous studies, the researcher employed the experimental research design.

The second category of previous studies is brainstorming technique. The researcher has read some similar studies related to brainstorming technique that have been conducted by Emami (2013), Maghsoudi and Haririan (2013), Manouchehry (2014), Hashempour, et al (2015), Hermasari (2015), Sabarun (2015), Erlin (2015), Ernidawati (2017), and Abdelkarim (2018). The previous studies were conducted using only the brainstorming technique or compared with another technique. They conducted studies on speaking or writing ability. The result of the studies showed that brainstorming could improve the students' ability. Here, the relation with the present study is the implementation of brainstorming in teaching writing. However, this research is different from the previous studies, the researcher compared brainstorming with mind mapping techniques in writing skills.

As the third category of previous study, the study using mind mapping technique has been conducted by Laksmi (2017), Saima (2016), Khadim (2016), Rahmawati (2017), Pratiwi (2016), Hayati (2015), Rofi'i (2014), Tze (2014), Anggrayani (2015), Muhib (2014), Riswanto and Prandika (2012), and Sari (2018). They conducted research related to a close relation between mind mapping technique and teaching writing. The previous studies were conducted by using only the mind mapping techniques or compared it with another technique. The result of the studies showed that by implementing mind mapping, the students are actively involved in the teaching- learning process. Here, the relation with the

present study is the implementation of the mind mapping techniques as a media in the teaching-learning process. However, this research is different from the previous studies, the researcher compared mind mapping with brainstorming techniques in writing skills.

The fourth category of previous studies is writing skills which were conducted by Rukmini (2009), Mujiyanto (2018), Amperawati (2019), Hidayat (2019), Anggraeni (2015), Anggraini (2014), Prabasiwi (2017), Purba (2017), Yuliana (2018), Ningrum (2018), Susilawati (2017), Sulaiman (2017), Nurani (2017), Manikowati (2017), Anggani, et al (2018), Margiyanti (2013), and Suraya (2013). The previous studies were conducted about writing skills. They used some techniques in writing skills. The findings showed that important techniques improved the students' skills in writing narrative texts. The relation with the present study is the implementation of the technique as a media in teaching writing narrative text. However, this research is different from the previous studies, the researcher used brainstorming and mind mapping techniques to teach writing a narrative text.

The fifth category of previous studies is related to the narrative text has been written by Mamduhan (2019), Swarini (2018), Sulistiyanto (2018), Faridi (2016), Sari (2016), Larasati (2016), Hastuti (2015), Rahmawati (2014), Permatasari (2013), Utami (2013), Wibowo (2013), Wuzaro (2012), Mubaro (2012), and Herlina (2012). The previous studies were conducted a narrative text in various skills. The result of the studies showed that by using narrative text, the students can be interesting in teaching and learning activities. Here, the relation with the present

study is the implementation of narrative text as a genre in the teaching-learning process. However, this research is different from the previous studies, the researcher used narrative text to teach writing.

The last category also has read some similar studies related to students with extrovert and introvert personalities. They were conducted by Akbar (2015), Valentine (2017), Mall-Amiri (2013), Sri, et al (2017), Hastuti (2014), Agesta and Yudi (2017), Sofeny (2014), and Sumarno (2014). The previous studies investigated significant differences among personality types in students' achievement. Some of the results of the previous studies showed that there was a significant difference between an introvert and extrovert students. Based on the result of the research, it is proved that the students with introvert personality have better results in the reading comprehension test than those with extrovert personality. The relation with the present study is about the focus on students' personalities. However, this research is different from the previous studies, the researcher focused on teaching writing narrative text with extrovert and introvert students personalities.

This present study is different from the previous studies mentioned above. The previous studies above only investigated one technique of Brainstorming or Mind Mapping technique. The difference from the previous studies is that this study also has a moderator variable, they are extrovert and introvert students' personalities. It is obvious from those studies above that Mind Mapping was successful in teaching writing. But, there are still limited studies that focus on brainstorming or mind mapping techniques in teaching writing narrative text. Furthermore, there is still no study that is more specified on the effectiveness of

brainstorming and mind mapping techniques to students with extrovert and introvert personalities. Besides, this research also focused on the interaction between techniques and vocabulary proficiency. The population of this research is the eleventh-grade students of SMA N 2 Tegal. The researcher chose two classes based on the teacher. They were divided into the first experimental group and the second experimental group.

2.2 Reviews of Theoretical Studies

This part discusses six main sections; curriculum 2013, writing skill, genre, brainstorming, mind mapping, and personality.

2.2.1 Curriculum 2013

This part discusses four sections; the notion of curriculum, the goal of 2013 curriculum, perception of 2013 curriculum, the implementation of 2013 curriculum.

2.2.1.1 The Notion of Curriculum

The curriculum is very important in the education system. According to Doll (1996), the components of curriculum such as objective, content, and learning experience are three major components of the organization of the curriculum. The three components of the curriculum affect learning and teaching experiences including both students and teachers. Therefore, school as a field to deliver an education system must pay attention to the curriculum that is already applied. English teaching in Indonesia is also based on the curriculum and has been changed several times.

Recently, the government changed KTSP curriculum to 2013 curriculum. It becomes the full attention of the government who is responsible for the development of curriculum, students for whom it is developed and teachers who use it in such a way to give their best to the students. As people know learning English is important not only in the past but also at this time, that's the reason teaching English must be upgraded.

The purpose of mastering the English language is to sharpen the four skills that consist of listening, reading, speaking, and writing. Due to the purpose, in the past during the colonial period, English was the first foreign language obliged to be taught at junior and senior high school. At present English has been taught from an early age.

2.2.1.2 The Goal of 2013 Curriculum

Curriculum 2013 (K13) is the improvement of the KTSP. It has the aims to prepare the Indonesian people to have the ability to live as an individual and citizens who are devout, productive, creative, innovative, and effective that also can contribute to the society, nation, state, and world civilization. Mulyasa in Arifin (2014) said that the objective of the curriculum change is to continue the development of the competency-based curriculum that has been initiated in 2004 with the attitude, knowledge, and skills competency in an integrated manner.

2.2.1.3 Perception of 2013 Curriculum

The previous curriculum or KTSP only focused too much on covering broad content and cognitive aspect, which made Indonesia students have low-quality performance in the learning process. Nowadays, the curriculum that we use is

related to the needs of the globalization era. The difficulties gave an impact on English as a foreign language in Indonesia. According to Wachidah (2013), English Curriculum seems to be the reactions or correction of the previous curriculum. The expert mentions that most high-school learners can hardly use English in the real situation, even for simple purposes. To deal with the problem faced in the previous curriculum, the 2013 English curriculum brings back the true goal of English teaching, which is meaningfulness and communicative function.

The final goal of English teaching is developing communicative competence in the English language. CLT (Communicative Language Teaching) is adopted in the 2013 curriculum. Communicative Language Teaching can develop students' language ability or motivation because teachers continue to focus on teaching language forms through the communicative-based textbook (Gahin-Mayhill, 2000).

2.2.1.4 The Implementation of 2013 Curriculum

2013 curriculum was implemented in one of the public schools in Solo. A few years ago teachers used conventional teaching method and when 2013 curriculum had to be implemented, the teachers were shocked. They had to change the methodology in teaching students to meet the expectation of 2013 curriculum. The challenge in this new curriculum is that students are expected to be independent. Independent in this context refers to student-centered where students are required to participate more in the learning process. The new curriculum made teachers realize that they should have pedagogy competence

which means they must have better teaching skills to produce great students (Richard-Farrel,2005).

Dealing with the problem,the use of new curriculum is considered to be more beneficial 2013 curriculum was expected to create better students and teachers as the facilitator should change their mind which means when they teach, they have to master all the students' need.The strategy is needed to overcome ignorance in implementing the new curriculum. If teachers can not adapt to the new English curriculum, it will become a serious problem for students. Students have to learn English well because they should dig more related to knowledge about English and they should have a lot of experience in applying English skills (listening, speaking, reading, and writing).

Furthermore, Syaodih (2007) asserts that the curriculum covers all learning, activities,and experiences of the students with guidance from the school both inside and outside the classroom. The expert statement above suggests the new curriculum should be implemented. The 2013 curriculum is based on the active learning approach that encourages students to do observing, questioning, associating, experimenting, and networking. Students are encouraged to find out not to be told.It could help teachers to motivate students to participate more in the learning process.

2.2.2 Writing Skill

This part discusses six sections; nature of writing, purpose of writing, process of writing, genre-based writing, teaching writing in senior high school, and strategy in teaching writing.

2.2.2.1 Nature of Writing

The definition of writing will be explained before explaining the nature of writing. In this study, writing is a transcription of speech. It is considered a productive skill because the writer creates a new language and does not only interpret existing information. It is a visual form of communication, either printed in hard-copy or electronic form. It comes from a complex process that requires the author to be aware of and combine various components of a language successfully.

Based on the definition of writing above, it can be inferred that the nature of writing begins with personal observation and experiences of others. It is exploratory and reflective, which means that it records what the writer has seen and seen again. It is also relational, which means that it is about interconnection and interrelationship that form our world.

The forms and languages of the nature of writing are many and varied, but each seeks to share what the writer has felt and known in times of living with nature. It means that the writer is part of the natural world and draws the readers to put hope, faith, and love of the world into words for the world.

2.2.2.2 Purpose of Writing

The purpose of writing can be explained through the nature of writing. It means that the purpose of writing is the reason or reasons why a person composes a particular piece of writing. Focusing on a purpose as one writes, helps a person to know what form of writing to choose, how to focus and organize the writing,

what kinds of evidence to cite, how formal or informal of writing style should be used, and how much should be written for communication.

As stated by O'Malley and Pierce (1996), three purposes of writing describe the kinds of students' writing, they are:

1) Informative writing

Informative writing supports the writers to conquer new ideas and investigate new knowledge. Thus, the writer can distribute knowledge and information, direction, and thought. There are several examples such as explaining phenomenon or experiences, analyzing draft, considering causes and effects, developing new ideas.

2) Expressive or narrative writing

Expressive or narrative writing is the production of story or composition based on the imaginative expression. These kinds of writing are used for consolation, happiness, innovation, poem, or short play.

3) Persuasive writing

The writers try to influence the others and initiate steps or change. This kind of writing consists of assessment of book, movie, consumer product, or controversial phenomenon.

In writing, those purposes of writing are very dominant. Before the writer publishes his/her text, he/she should pay more attention. The identity in writing will make the reader easy to know the writer and can differentiate it from the other writing.

2.2.2.3 Process of Writing

The process of writing involves the steps necessary to produce a good quality final piece of writing. Arifin (2014) states that writing is not a spontaneous skill, but a skill to be learned and practiced all the time. It takes much time that must be done to get a good result in writing. Harmer (2004) suggests that the process of writing should contain four main elements as follows :

- a. Planning
It is the first process of starting the writing process. It is the most important stage because a writer plans what he/she is going to write by choosing and narrowing a topic. It also includes the process of gathering information and organizing it. To start writing, a writer has to plan and consider the purpose, audience, and content structure.
- b. Drafting
Then, the next element is drafting. Drafting is the process of writing in the first version. It is often done on the assumption that it will be developed later. Therefore, a writer may produce several drafts on the way to the final version to produce good writing.
- c. Editing (reflecting and revising)
Then, he/she reflects and revises his/her draft to make appropriate revisions considering the grammar, capitalization, punctuation, spelling, etc. Revising can include adding, deleting, rearranging, or substituting words, sentences, and even entire paragraphs to make his/her writing more accurately represents the ideas.
- d. Final version
Finally, he/she produces his/her final version.

Writing skill is a complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. There are five components of writing (Brown, 2002).

a. Content

Content here is about the logical development of ideas. The ideas are concrete and thoroughly developed or not, whether the essay addressed the issue or not, is there any extraneous material present or not in the text. The

reader will know the writer's intention, idea, or meaning by seeing the content itself. Whether all sentences support the topic and clear enough, or even its meaning is difficult to understand and causes miscommunication.

b. Organization

It consists of an introduction, body, and conclusion. It's about how the writer makes a good relationship between the titles, introductory paragraph, and the topic, the body of paragraph, generalization, and conclusion. It's about whether all of the components above are supporting each other and composed orderly by the writer or not about how the writer organizes the text orderly and correctly. It's about how the composition of the text is made, whether the supporting sentences support the main idea or not, whether the conclusion is based on the arguments or not, about how the writer should write a quotation, a theory from another book, references, etc.

c. Vocabulary

It's about style and quality of expression. How the writer uses precise vocabulary, parallel structures, word choosing, etc.

d. Language Use

It is about all the rules of language application used by the writer. For example, native like fluency English grammar, the correctness of using relative clauses, propositions, models, articles, verb forms, and tense sequencing, etc. It's about how the writer arranges the words correctly, structurally, orderly. It includes the use of tenses, adverbs, nouns, adjectives, and all about grammatical rules correctly. The writer has to

understand how to make a sentence correctly based on its arrangement and obey the grammar and language rules.

e. Mechanic

It's about the punctuation, spelling, and all of the graphic convention of the language. It's about correctly using English writing conventions; all needed capitals, paragraph indentation, using a comma, full-stop, etc. The writer should place all punctuation marks correctly, so it will not make an ambiguous text for the readers and they will be easier in finding out the content and idea inside the text.

The scoring guide is chosen as the criteria to present the basic aspect of writing. The basic aspects of writing adapted from Brown (2002) is presented in Table 2.1, as follows:

Table 2.1
Scoring of Writing Rubric by Brown (2002)

PART	ASPECT	SCORE	CRITERIA
A	CONTENT	30 – 27	EXCELLENT TO VERY GOOD: knowledge; substantive; thorough development of thesis; relevant to assigned topic
		26 – 22	GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; most relevant to topic; but lacks detail
		21 – 17	FAIR TO POOR: does not show knowledge of subject; little substance; inadequate development of topic
		16 – 13	VERY POOR: does not show knowledge of subject; not substantive; not pertinent; or not enough to evaluate
B	ORGANIZATION	20 – 18	EXCELLENT TO VERY GOOD:

		17 – 14	fluent expression; ideas clearly stated/supported; succulent; well-organized; logical sequencing; cohesive
		13 – 10	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
		9 – 7	FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development VERY POOR: does not communicate; no organization, or not enough to evaluate
C	VOCABULARY	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
		17 – 14	GOOD TO AVERAGE: adequate range; effective word/idiom choice; usage but meaning not obscured
		13 – 10	FAIR TO POOR: limited range; frequent errors of word/idiom form; choice, usage; meaning confused or obscured
		9 – 7	VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, word form; or enough to evaluate
D	LANGUAGE USE	25 – 22	EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		21 – 18	GOOD TO AVERAGE: effective but simple constructions; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

		17 – 11	FAIR TO POOR: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments; meaning confused or obscured
		10 – 5	VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
E	MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few of spellings, punctuation, capitalization, paragraphing
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
		3	FAIR TO POOR: frequent errors of spelling, punctuations, capitalization, paragraphing; poor handwriting
		2	VERY POOR: no mastery of conventions; dominated by errors of spelling, punctuations, capitalization, paragraphing; handwriting illegible; or not enough to evaluate
TOTAL SCORE: (A+B+C+D+E)= 100			

2.2.2.4 Teaching Writing in Senior High School

Writing is one of the major subjects taught to students of senior high school. Writing involves elaborating grammatical rules and vocabularies. It is the most difficult subject in school curriculum. Therefore, the activity encourages students to produce a text they have learned.

Writing skill is one of the four English language skills. Hogue (2008) states that writing is a productive skill which enables students to express their idea and feeling in written form. Writing skill includes productive skill just like speaking skill. Teaching writing in school has not been done through the correct process. Teachers often give assignments to write without giving proper steps to be able to get the result of good writing.

Academically writing is important for students. According to Harmer (2004), the teaching of writing focused on the written product rather than on the writing process. In other words, the students tend to do *what* rather than the *how* of text construction.

In writing, students have to produce written text using English. Mostly, they get difficult to write, because English is a foreign language. In a teaching-learning process, teachers have to know what the students need in learning and how to bring learning more enjoyable and interesting. In this case, the teacher can use brainstorming and mind mapping techniques as media to improve in learning how to write a narrative text.

2.2.2.5 Strategy in Teaching Writing

According to Anon (2014) there are some strategies in teaching writing, they are:

1. Identify a strategy worth teaching

Identifying the strategies worth teaching means looking for strategies that will be genuinely helpful. In the case of struggling writers, strategies worth teaching are the ones that will help them overcome their writing difficulties. We

can decide the best way to identify such strategies by talking with struggling writers, asking them about how they write, what they think about while writing, and what they see as difficulties. Additional insight can be gained by studying student papers to infer where writers are having difficulty and by observing writers at work.

2. Introduce the strategy by modeling it

Introducing strategies by modeling them generally means some form of composing out loud in front of students. Many of the teachers in studies prefer to do this for groups or whole classes by writing at an overhead projector. They speak their thoughts while writing, calling particular attention to the strategy they are recommending for students. Sometimes they ask students to contribute to the writing the teacher is doing, to copy the writing for them, or to compose a similar piece of writing in connection with the writing the teacher is doing.

3. Scaffold students' learning of the technique

Scaffold the learning of a writing technique means helping students to try the technique with teacher assistance. This is best done in a writing workshop. The workshop setting is ideal for giving varying degrees of assistance according to individual needs. It is also ideal for conferring with individuals and for setting up partnerships and peer groups so that students can assist each other in the learning of strategies. Even when a writing workshop is not used, some amount of in-class writing with teacher assistance is necessary to make sure that writers practice using the technique being taught.

4. Repeated practice and reinforcement

Helping students to work toward independent mastery of the technique through repeated practice and reinforcement means give them opportunities to use the technique many times with decreasing amounts of assistance each time. The idea here is that it is better to teach a few key writing strategies well than it is to teach many of them insufficiently. Students master the things we have for them to do repeatedly. In a way, this gets back to identifying strategies worth teaching—look for ones that are crucial to writing processes, such as strategies for planning particular types of writing, or for structuring texts in certain ways. Then model, practice and repeat.

2.2.3 Genre

The literature reviews consist of kinds of genre, and narrative text.

2.2.3.1 Kinds of Genre

Grouping of text together in terms of genre. Genres are intended to comprehend the draft and to analyze a type of text that students will write. Thus, the term genre is an activity of grouping of the texts from social function, schematic structure, and language features. It helps the students to create communicatively effective texts.

There are two different kinds of genre or text types. They are story genre and factual genre. The story genre consists of narrative, anecdote, recount, and spoof. While, factual genre consists of procedure, explanation, report, exposition, discussion, description, review, news item, and commentary.

Thus, it can be stated that there are many kinds of genres. Based on the curriculum and syllabus of the tenth graders in senior high school, the students should master the genre of narrative text.

2.2.3.2 Narrative Text

The narrative is about telling the story based on the time order it happens. Murcia and Olshtain (2000) state that the narrative is structured around the chronological development of events and is centered on a person or hero. Thus, the narrative is the events that relate to the person as the subject or object of the story which is told by personalized or individualized. The narrative is about telling a story but in written form. It has the purpose to entertain the readers, but it must be provided in an organized way. The reader can't see the expression of the characters and they only imagine what the words mean.

There are grammatical features of narrative. According to Knapp and Watkins (2005), when sequencing people and events in time and space, narrating typically uses action verbs, here using verb 2 (showing past event) and also use temporal connectives, such as after, then, next, etc. There are generic structures of narrative. First is orientation. It is a set of a scene such as time and place of the story. Besides that, orientation refers to introducing the participant of the story. Second is a complication. It is used to explain the beginning of the climax problem of the story. Third is resolution. It provides the solution to the complication in happy or sad ending. The last is re-orientation (optional). Here, it gives a closing remark to the story which consists of a moral lesson or advice.

Besides that, we can make a narrative text from our experience or imagination. In this study, the researcher used a writing test to measure students' ability in writing texts. To score the test paper, the researcher used the analytic score which is categorized into some categories.

2.2.4 Brainstorming

This part discusses four sections; stages of problemsolving in brainstorming technique, advantages of brainstorming, significances of brainstorming, and types of brainstorming technique.

2.2.4.1 Stages of Brainstorming Technique

A popular tool that will help people to generate creative solutions to problems or problem solving is brainstorming. It is designed to facilitate lateral thinking. This is based on the premise that the human brain is a pattern recognition machine. The techniques used in this research aims to disrupt these patterned ways of thinking and facilitate a more lateral approach to dealing with a writing question. To make easier, there are some stages of using brainstorming technique according to Rizi (2013):

- a. Stage one: introducing the brainstorming rules. The first stage consists of introducing the rules. By writing the list of rules on the whiteboard, we can direct the class processes. When students see the rules, they try not to deviate from the main route.
- b. Stage two: stating the subject or problem. In this stage, the teacher should select a topic for which there are no explicit materials in the book. Students should have at least a little information about the topic. Topics about which students have no knowledge are not suitable. Also, the topic which has only a few specified solutions are not suitable. In order to begin, you can give the students some concise introductory but interesting information about the topic. It is recommended that a set of thought-provoking questions be prepared for this stage.

- c. Stage three: expressing ideas. This can be done in different ways. One way is that a person presents his/her idea and then the next person takes turns to do the same, hence a revolving current of expressing ideas.
- d. Stage four: exhibiting ideas for combination and improvement. So far many ideas have been presented. Now ask the group to screen and refine ideas, that is, to discard repetitious, similar, or inappropriate ones. Be careful not to discard original, creative ideas just because of being unusual.
- e. Stage five: evaluating ideas. Now we have several classified ideas. Some people mistakenly believe that group brainstorming is the whole process of problem solving; while actually, it is just one of the stages of idea seeking, the latter itself being just one of the stages of creative problem solving.

Brainstorming is a tool used to gather information or generate ideas. It requires the students to think carefully, to enlarge their brain, to make their thinking creative about the topic in limited time. Brainstorming is a group creativity technique that was designed to generate a large number of ideas for the solution. It is particularly helpful when students need to break out of stale, established patterns of thinking so that the students can develop new opportunities, where you want to improve the service that students offer.

2.2.4.2 The Rules of Brainstorming

Brainstorming belongs to the freewriting technique which consists of implementing a method of gathering ideas together whereby a group solution to a certain problem by pooling all the ideas which are presented at the same meeting. Rizi (2013) states some rules of Brainstorming technique for teaching writing skill as follows :

- a. Withhold criticism: While expressing their ideas, none of the members should criticize an idea presented by others, even if it is absurd. At the end of the session, opinions about different ideas will be surveyed.

- b. Flying in dreams: This means that during the session, the members should put aside all restrictions of thinking. In fact, for creative thinking, one should trespass ordinary logic and usual red lines.
- c. Focus on quantity: The more the number of ideas, the easier their classification.
- d. Documentation: Each idea, however banal, should be recorded and then exposes to others to see it.
- e. Combine and improve ideas: Before ideas are evaluated, they should be completed. Through this, the ideas which were recklessly presented are now revised and completed.

Based on the quotation above, it can be seen that Brainstorming technique needs high skills from the students, it uses the students' level of thinking to show their idea about something and then they show it in the form of writing. This technique uses the metaphor of the wheel of a chart to describe a cumulative, stage-based Brainstorming technique.

2.2.4.3 Advantages and Disadvantages of Brainstorming

The use of brainstorming is to get ideas on the page, explore topics, find a topic that interests you, think through a topic, make the subject matter relevant to get the bad ideas out. Using brainstorming in the teaching and learning process has some benefits as stated by Halka (2010) as follows:

- a. Solutions can be found rapidly and economically
- b. Results and ways of problem solving that are new and unexpected
- c. A wider picture of the problem or issue can be obtained
- d. The atmosphere within the team is more open
- e. The team shares responsibility for the problem

- f. Responsibility for the outcome is shared
- g. The implementation process is facilitated by the fact that staff shared in the decision-making process

On the other hand, using brainstorming in the teaching and learning process has some weaknesses as stated by Wilson (2013) as follows:

- a. There is often no good way to match ideas that come up in brainstorming with an insight that occurs outside the brainstorming room that might just be the missing ingredient to a brilliant concept.
- b. The focus on the number of ideas can be derailed easily by criticism or poor facilitation.
- c. It can be chaotic and intimidating to a quiet or shy person.
- d. It can reduce individual recognition for good ideas.
- e. Sorting through hundreds of ideas and choosing the best ones can be difficult.

2.2.4.4 Significances of Brainstorming Technique

The brainstorming technique is one of the effective tools in writing. Brainstorming is beneficial in helping students finish their writing projects. There are some benefits of brainstorming dealing with writing skills. They are elaborated as follows:

1) Brainstorming helps to generate ideas

The entire process of brainstorming is aimed at idea generation. Many students get stuck in the writing process because they feel burdened of the writing project. They cannot deliver their ideas well. However, holding a brainstorming technique with others or even alone might be useful. As stated by Scarry and Scarry (2008) brainstorming helps students deliver their ideas that come to mind. It helps students think about and develop a topic to be delivered on paper (Langan, 2008). Moreover, brainstorming allows students to make connections with the subject and noting everything that comes to mind (Chesla, 2006). In

short, brainstorming encourages students to start with the general ideas and then find the detail information about the ideas.

2) Brainstorming flips perspective

Students can often be caught up in one way of viewing things, especially if they write about a specialist topic regularly. One way of seeing ideas from a different standpoint is to brainstorm. It is because the rules of brainstorming state that there are no strict rules.

3) Brainstorming encourages creativity

Students get the benefit from the brainstorming process conducted in writing precisely because it is such a creative format. Brainstorming produces creative ideas which even the students themselves do not realize that they can think of those ideas. The techniques are conducted to let students find their creativity in delivering ideas for writing. Tan (2007) says that brainstorming techniques used in the classroom promote the creativity boost toward students, especially in developing writing.

4) Brainstorming helps to organize ideas

As discussed before, brainstorming is not simply helping in generating ideas but also helping in organizing ideas. Clark (2003) argues that brainstorming helps students in composing their writing ideas to develop good written texts. It encourages students to learn to organize their whole writing.

It can be concluded that brainstorming is an effective technique in encouraging students to start and organize their writing. It is one of the effective ways to enhance students' writing performance. By applying the brainstorming

technique, students can gather varied ideas and organize the paragraph well.

Hence, their writing performance will be increased.

2.2.5 Mind Mapping

This part discusses four sections; the function of mind mapping technique, mind mapping model in teaching writing, steps for using mind mapping technique, and advantages and disadvantages of mind mapping.

2.2.5.1 The Function of Mind Mapping Technique

The function of mind mapping technique is explained by Hedge (1990) this technique can be used to explore almost any topic. The function of mind mapping technique is also admitted as a draft of writing before it is revised and edited and become the final project.

Besides that, it is useful to throw away any unimportant information. Mind mapping is also used to call some ideas that come to our mind but it is difficult to be explained through the sentence directly. The function of mind mapping is not only for the existence of writing itself but also for the specific purpose.

For instance, we want to write some ideas about things or topics, to make it simple, we can use this technique to look for important vocabularies that are going to be written in our writing about general things or topics. It is expected that it can help us to write sufficiently, based on the importance of writing itself.

Buzan (2005) states that we can use mind mapping for planning, communicating, being more creative, saving time, problem solving, remembering, faster learning and so on. Mind mapping can be used by anyone

who wants to remember things easily and in a more organized way and also by anyone who wants to simplify a difficult concept. Note-taking can be turned to a more enjoyable activity by using the mind mapping

2.2.5.2 Mind Mapping Model in Teaching Writing

A mind map or spidergram is a strategy for making notes on a topic, before writing. It is a structured strategy that shows the relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which the students produce notes randomly on a paper.

Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' text. Making a mind map should be a spontaneous pre-writing activity. Students start with a topic at the center and then generate web ideas from that, developing and relating these ideas as their mind makes associations.

Muhib (2014) states that teaching writing of descriptive texts through the use of Mind Mapping for students with high writing achievement is effective because scores from pretest to posttest increased significantly. Mind maps work well as the visual design that enables students to see the relationship between ideas and encourages them to group certain ideas as they proceed. Mind maps work especially well when created in groups, since the discussion it engenders aids the production of ideas, and makes the tasks livelier and more enjoyable.

The mind map is a wonderfully easy-to-learn, easy-to-use, and powerful way to engage students in the process of writing. It can be particularly useful for teachers who are working with students from different language backgrounds.

2.2.5.3 Steps for Using Mind Mapping Technique

Buzan (2003) suggests many steps in using mind mapping technique, they are presented below :

- a. Take a piece of white paper in a landscape position.
- b. Start by drawing a colored image in the center of the paper and write the keyword with capital letters.
- c. Choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image.
- d. Add other main themes branches around the map.
- e. Make thick and colorful branches spanning out from your mind map.
- f. Write basic ideas about the keyword and still use the capital letters.
- g. Add an image to all the main branches to represent each key theme and also use images to visualize every important keyword on your map.
- h. Let your mind mapping be as imaginative as possible.

Moreover, generating a mind map has been a successful strategy for students. Some students may remember the colors, words, and some may remember the position of the information on the page. Teachers can use any means such as pictures, overhead, and data show to promote students generate suitable mind maps for their writing tasks.

2.2.5.4 Advantages and Disadvantages of Mind Mapping

The mind map gives a great tool to be able to prepare the lessons, deliver them effectively, and involve every student in the learning process. It also allows the students in a way that they can understand. We can put the label and category of something based on our own opinion anywhere in the mind mapping. Getting the subtopics we talk about with a focus on the main ideas easily. Keeping the focus on the keyword can help us to make it simple and it does not waste the time.

Using mind mapping in the teaching and learning process has some advantages and disadvantages as stated by Tze and Arman (2014) as follows:

Advantages of Mind Mapping technique, they are:

- a. Preparing notes from textbooks.
- b. Mind mapping principles are easy and interesting to follow.
- c. It is economical.
- d. Mind mapping involves the use of both right and left.
- e. It is the easiest and most famous thinking tool.
- f. Students can memorize better.
- g. Students can plan their daily routine with a mind map.
- h. The revision is quick and effective.
- i. Students will appreciate own product (mind map).
- j. It increases creativity.
- k. Parents and teachers can monitor the students' performance.
- l. Thinking through complex problems.
- m. Presenting information in a format that shows the overall structure of your subject.

However, Mind Mapping in teaching and learning process has some weaknesses, they are:

- a. It cannot be digitally stored other than as a scanned document.

- b. Map size is limited.
- c. Preference of user for mind mapping software advantages.

2.2.6 Personality

This section describes of the personality types and the characteristic of extrovert and introvert personality.

2.2.6.1 Personality Types

This research is going to discuss two types of personality. They are:

a) Extrovert Personality

Extrovert personality is someone's personality that is more sociable to others. They have many friends and want to be happy and like to go to the parties. The people who have the extrovert personality are sensation-seekers and risk-takers. They like jokes, energetic, and more active.

Extroversion and its opponent introversion belong to personality types. Extrovert characters tend to be gregarious, while introverts tend to be private. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. On the other hand, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982).

Bradley (1997) states that extroverts are energized by interacting with other people. Extrovert students are described as having their greatest energy from the

external world. Thus, it can be stated that extroverts are the people who interact with others and have many friends. They tend to be weak when alone and can be bored without the people around them. They will interact with others rather than alone. In general, people with extroverted personalities tend to speak first then think. Meanwhile, the introvert is more likely to think first before they speak.

Thus, it can be concluded the extrovert personality is more energetic, warm, funny, and more active than an introvert. They are easier to interact with new people.

b) Introvert Personality

An introvert is a complex person. The people who have this personality is contradictory to extrovert. Introversion is the opposite of extroversion which is described as an outgoing, sociable, enthusiastic, and somewhat impulsive personality (Eysenck, 1947). The people who have introvert personalities are out of their energy from the internal world. Besides that, they have just a few friendships. Bradley (1997) states that extroverts are energized by interacting with other people, while introverts are renewed by being themselves. Extroverts prefer to see the outside world of people and things, while introverts enjoy the inner world of concepts and ideas.

An introvert values quiet time alone for thinking while an extrovert wants time with others for action. In the case of social life, perhaps extrovert people are considered more desirable, but it does not necessarily signify that introvert tends to be the last person to converse with since they are bad people for instance. It is just the way they express themselves differ from those who are extrovert.

Shy people may not necessarily have an introvert personality. Introvert people prefer to be alone and have the comfort of exploring their ideas and feeling alone. Thus, it can be concluded that the people who have introvert personalities tend to be quiet, not energetic, and like to sit alone. Besides that, they have just a few friendships and not interested in attending parties and social activities.

2.2.6.2 The Characteristics of Extrovert and Introvert Personality

Extrovert and introvert are the type within the human personality. Carl Jung is the expert who popularized extrovert and introvert for the first time. Extroverts tend to be energetic, and like to interact with others, while introvert tends to be quiet and not interested in joining the social activity.

Ellis (2004) says that the goal of second language acquisition is to describe how second language acquisition proceeds and to explain this process and why some learners seem to be better at it than others. Personality consists of this draft in various types.

According to the characteristics extracted from an article by Burrell and Kaenzig (1999) in Sofeny (2014), there are several different characteristics of extrovert and introvert personalities, as follows :

Table 2.2 Characteristics of Extrovert and Introvert Personality

Extrovert Characteristics	Introvert Characteristics
Social-need people	Reserved, quiet and deliberate
Demonstrate high energy and noise	Form a few deep attachments
Communicative with excitement	Concentrate well and deeply
Draw energy from people-love parties	Communicate best one-on-one

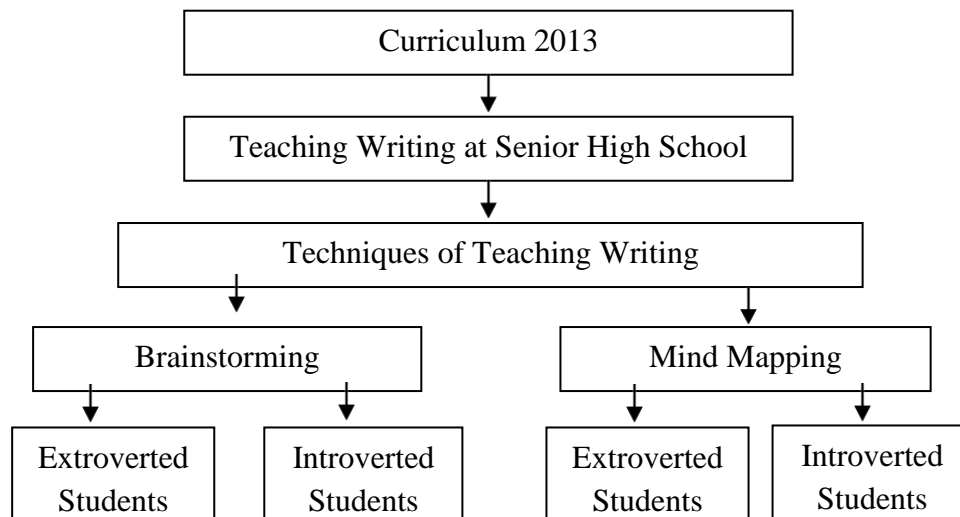
Lonely and restless when not with people	Think carefully before speaking
Establish multiple fluid relationships	Can be happy alone
Engage in lots of activities	Dislike attending parties
Have many best friends and talk to them often	Need time alone to recharge
Prefer face to face communication	Prefer non-group work
Respond quickly	Cautious in meeting people

Extroverted learners actively express their thoughts verbally, like learning together with groups and enjoy cooperative problem-solving processes. On the other hand, introverted learners tend to keep quiet, be passive, thoughtful, and reflective, avoid interference and concentrate on the topic longer (Prawira, 2013). The researcher could conclude that the extrovert tends to be easier to communicate with others than the introverts.

2.3 Theoretical Framework

The theoretical framework of this study is based on the effectiveness of brainstorming and mind mapping techniques to teach writing students with extrovert and introvert personalities of the eleventh grade in SMAN 2 Tegal is presented in Figure 2.1 and explained in the following section.

Figure 2.1 Theoretical Framework of the Study



The diagram above shows that the study was motivated by curriculum 2013. Here, the researcher conducted this research in senior high school. The researcher used some techniques to teach writing, they are brainstorming and mind mapping techniques. By using brainstorming and mind mapping techniques to eleventh grade students of SMAN 2 Tegal. The researcher chose two classes as the sample and give first class with brainstorming and second class with mind mapping. Every classes the researcher divided into two groups, there are extrovert students and introvert students. In the first experiment class, the researcher taught writing with extrovert and introvert students' personalities to create narrative text by using brainstorming technique. And for the second experimental class, the researcher taught writing with extrovert and introvert students' personalities to create narrative text by using mind mapping technique.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the research findings and discussion of this research. In this research, the researcher explains the conclusions which are taken from the whole research whether both brainstorming and mind mapping are effective to use in teaching writing narrative text to the students with extrovert and introvert personality. The researcher also gives suggestions to the reader, teacher, and next researcher.

5.1 Conclusion

This research emphasis is on the comparison of two techniques of teaching and learning writing. They are the use of brainstorming technique and mind mapping technique. The objectives of the research were to answer the seven formulated research questions. In the previous chapter, the data derived from experiment class one and experiment class two were analyzed. The results of the research are as follows:

The first result indicated that there was no interaction among the techniques, students' personality, and writing skill. It means that brainstorming technique is more effective to the students with extrovert personality, while mind mapping technique is effective to the students with introvert personality.

The second result indicated that there was a significant difference in the mean score between pre-test and post-test with extrovert students personality taught by using brainstorming technique. The result says brainstorming technique

is effective to use in teaching writing narrative text to the students with extrovert personality.

The third result indicated that there was a significant difference in the mean score between pre-test and post-test of experiment class one with introvert personality. It means that brainstorming technique is effective to use in teaching writing narrative text to the students with introvert personality in experiment class one.

The fourth result showed that there was a significant difference in the mean score between pre-test and post-test of experiment class two of students with extrovert personality. It means that mind mapping technique is effective to use in teaching writing narrative text to the students with extrovert personality.

The fifth result explained that there was a significant difference in the mean score between pre-test and post-test of experiment class two of students with introvert personality. It means that mind mapping technique is effective to use in teaching writing narrative text to the students with introvert personality.

Answering the sixth research questions, there was a significant difference in the effectiveness of brainstorming technique and mind mapping technique to teach writing narrative text to the students with extrovert personality. It can be seen that the mean score of students in experiment class one with extrovert personality was higher than that of students in experiment class two with the same personality type. It means that brainstorming technique is more effective than mind mapping technique to use in teaching writing narrative text to the students with extrovert personality.

While the last result explained that there was no significant difference in the effectiveness of mind mapping technique and brainstorming technique to teach writing narrative text to the students with introvert personality. It can be seen that the significant value (0.823) in the table 4.23 is more than 0.05 which means there is no significant difference. Moreover, there is no significant difference between the students taught by using brainstorming technique and those taught by using mind mapping technique with introvert students personality.

From the whole result, this research has proven that both brainstorming technique and mind mapping techniques can help and improve the students in writing skill for both students with extrovert and introvert personality. However, there were some weaknesses from both techniques. It can be seen that brainstorming technique was more effective than mind mapping technique to students with extrovert personality, while mind mapping technique was more effective to students with introvert personality than brainstorming technique. Thus, brainstorming technique was effective to be implemented with extrovert personality because students enjoy working with others. This technique should be done in group. While, mind mapping technique was easy implemented with introvert personality because they prefer to learn individually. They did not like crowded situation because they need full concentration.

5.2 Suggestion

Based on the conclusion above, it provides suggestions theoretically, practically, and pedagogically.

Theoretically, the research about the effectiveness of brainstorming and mind mapping techniques to teach writing narrative text to the students with extrovert and introvert personality can be used as an additional reference for teachers or other researchers who would like to analyze or conduct research on the use of that technique in writing skill.

Practically, this research can help the students to generate their ideas in writing. It can also help them to improve their writing. In addition, it can help the teacher to teach writing to the students with different personality. Moreover, those techniques are effective to use in teaching writing narrative text to the students with extrovert and introvert personality.

Pedagogically, the study can provide some references for the researcher, teachers, students and the readers how to apply brainstorming and mind mapping technique in teaching and learning process. It can also give sample information on the difficulties of academic writing faced by EFL students. Teachers should consider that implementation of brainstorming or mind mapping techniques is one technique in enhancing the mastery of writing narrative text. English teachers can use the result of the study as a feedback on teaching writing activities so that the objectives of the English program especially the aims and goals of writing can be achieved.

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