

The Implementation of Mind Mapping Technique to Teach Descriptive Text Writing at SMAN 15 Surabaya

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Abstrak

Pelajaran Bahasa Inggris yang diajarkan di sekolah tidak hanya menonjolkan pengetahuan saja namun kemampuan berbahasa lainnya juga. Salah satu kemampuan berbahasa dalam pengajaran bahasa Inggris yang harus dikuasai oleh siswa adalah menulis. Menurut Harmer (2007), siswa mengalami kesulitan mengekspresikan ide dalam menulis. Untuk memecahkan permasalahan tersebut, peneliti menganjurkan penerapan teknik *mind mapping* di pengajaran menulis. Berdasarkan Buzan (2005), *mind mapping* dapat menjadi sebuah alternatif yang membantu siswa dalam mengorganisir ide mereka di kegiatan pra menulis. Peneliti menggunakan penelitian deskriptif kualitatif. Tujuan dari studi ini adalah untuk mendeskripsikan penerapan teknik *mind mapping* untuk mengajar menulis teks deskriptif dan untuk mendeskripsikan hasil tulisan teks deskripsi siswa sebagai hasil dari penerapan teknik *mind mapping*. Ada dua pertanyaan ilmiah yang dapat dijawab dengan menggunakan daftar periksa observasi, salinan percakapan, dan tulisan siswa. Studi ini diadakan di SMAN 15 Surabaya. Subjek penelitian adalah guru dan murid-murid kelas 10 dari kelas MIPA 5. Berdasarkan hasil penelitian, ada dua kesimpulan yang dapat diambil. Yang pertama, penerapan teknik *mind mapping* kurang efektif karena dilakukan sekali dalam tiga kali pertemuan. Yang kedua, hasil tulisan siswa tidak memuaskan. Meskipun murid-murid mempunyai banyak ide pada tulisan mereka, namun, mereka kurang mampu mengembangkan ide tersebut menjadi tulisan yang koheren dan logis. Pelajaran Bahasa Inggris yang diajarkan di sekolah tidak hanya menonjolkan pengetahuan saja namun kemampuan berbahasa lainnya juga. Salah satu kemampuan berbahasa dalam pengajaran bahasa Inggris yang harus dikuasai oleh siswa adalah menulis. Menurut Harmer (2007), siswa mengalami kesulitan mengekspresikan ide dalam menulis. Untuk memecahkan permasalahan tersebut, peneliti menganjurkan penerapan teknik *mind mapping* di pengajaran menulis. Berdasarkan Buzan (2005), *mind mapping* dapat menjadi sebuah alternatif yang membantu siswa dalam mengorganisir ide mereka di kegiatan pra menulis. Peneliti menggunakan penelitian deskriptif kualitatif. Tujuan dari studi ini adalah untuk mendeskripsikan penerapan teknik *mind mapping* untuk mengajar menulis teks deskriptif dan untuk mendeskripsikan hasil tulisan teks deskripsi siswa sebagai hasil dari penerapan teknik *mind mapping*. Ada dua pertanyaan ilmiah yang dapat dijawab dengan menggunakan daftar periksa observasi, salinan percakapan, dan tulisan siswa. Studi ini diadakan di SMAN 15 Surabaya. Subjek penelitian adalah guru dan murid-murid kelas 10 dari kelas MIPA 5. Berdasarkan hasil penelitian, ada dua kesimpulan yang dapat diambil. Yang pertama, penerapan teknik *mind mapping* kurang efektif karena dilakukan sekali dalam tiga kali pertemuan. Yang kedua, hasil tulisan siswa tidak memuaskan. Meskipun murid-murid mempunyai banyak ide pada tulisan mereka, namun, mereka kurang mampu mengembangkan ide tersebut menjadi tulisan yang koheren dan logis.

Kata kunci : menulis, teks deskriptif dan *mind mapping*

Abstract

English subject which is learned at school highlights not only knowledge but also the skills. One of the skills in the English teaching that has to be mastered by students is writing. According to Harmer (2007), students have difficulties in expressing their ideas in writing. In solving the issue, the researcher proposed the implementation of mind mapping technique in teaching writing. Based on Buzan (2005), mind mapping can be an alternative way to help students in organizing their ideas as a pre-writing activity. The researcher used descriptive qualitative research. The purposes of the study are to describe the implementation of mind mapping to teach descriptive text writing and to describe the students' descriptive text writing as the result of implementing mind mapping. There are two research questions which can be answered by using observation checklist, transcript, and students' writing. The study was conducted at SMAN 15 Surabaya. The subjects of the

study are teacher and tenth graders of *MIPA 5* class. Based on the result, there are two conclusions. Firstly, the implementation of mind mapping technique is rather ineffective since it was held once in three meetings. Secondly, the students' writing result is not satisfactory. Though students have a lot of idea in the composition, however, the students are lacked in developing their idea to be a coherence and logical writing.

Keywords : writing, descriptive text, mind mapping

INTRODUCTION

Since Indonesia becomes one of the countries which is influenced by the globalization era, Indonesia has to be ready to face the change. As it is mentioned in *Permendikbud* number 69 (2013) that the globalization era changes the lifestyle of citizens from being farmer and doing traditional trading to be more modern and even doing modern trading. It completely transforms citizens' habit and the way they do for living. In addition, this change forces Indonesia to have good human resource. That means, Indonesian citizens have to be able to use English as the international language. Then, English is put into the subject of what students are going to learn at school.

In order to be able to communicate using English, four language skills have to be mastered, such as: listening, speaking, reading, and writing. One of the big concerns in the research is writing skill. Writing is defined as mental work of producing ideas and thought that is organized to be paragraph (Nunan, 2003: 99). Its purpose is to express ideas or thought that can be easily understood by the readers. Since it is considered as a communication in form of written language, the ability of writing becomes the learning goal.

Based on Cahyono and Widiati (2011), writing is the most complex skills than others (listening, speaking, and reading). It is supported by Alves (2008) that teacher tends to neglect writing skill because generating ideas is difficult, the process of organizing ideas is difficult, and during writing activity students tends to not enjoy the process of it as it is given limited time. In addition, because of consuming much time, teacher relegated the writing assignment as homework without little or no discussion as assistance (Alves: 2008). Besides, Harmer (2007) mentions that students are not confidence enough in writing because they have nothing to write.

According to the statements above, it indicates that teaching writing is quite hard to be taught in the class. Moreover, students have

difficulties in composing. They neither have idea to write nor express their idea, so producing written text is difficult to be faced by students. Thus, the teacher has to find a way to guide and assist them to start writing since they felt difficult to express what they want to write.

During writing process, the role of teacher plays very important that is to encourage and to guide them. Furthermore, teacher can activate, stimulate their prior knowledge about the topic of writing, and give model of writing text that are to provide students an idea about what they are going to write. Thus, students are guided to compose step by step instead of writing a piece of writing. In order to make students understand how to write, the writing process is applied.

Considering the case, to make a composition, students can be led to do various stages in writing process. Harmer (2004: 4) states that writing process is a stage that writer has to go through to make a composition until its final version of composition. Writing process consists of pre-writing or planning, drafting, editing, and final version which produces the final written product after going through those (Harmer: 2004). The first stage is planning or pre-writing which is basically the important stage to start the writing activity. Thorne (1993) in Hashempour, Rostampour, & Behjat (2015) believed that pre-writing is the most important skill to be mastered in the basic writing. It is also supported with Hashempour, Rostampour and Behjat (2015) statement that the pre-writing is difficult part to be dealt with, thus, the students can employ and focus to the pre-writing activity. In pre-writing activity, students gain a lot of ideas related to the topic. One of the way that can effectively collect information and ideas is to make a mind mapping.

According to Buzan (2005), mind mapping is the easiest way to organize thought and facts. In line with the former statement, mind mapping can be an alternative way in helping

students to generate ideas before going further to make the final writing. Mind mapping can visually present their thought, another words, students can know exactly what they are going to write. They also can explore and put more information to the mind mapping. According to Hashempour, Rostampour, and Behjat (2015), using mind mapping can give them an experience to plan the writing and make them to be more familiar in using it; In this way, it can enhance the quality of learning itself.

This study wants to investigate the implementation of mind mapping especially in teaching descriptive text. Since SMA Negeri 15 Surabaya is as the place to be taken data, it focuses on how the teacher and students implement mind mapping technique in teaching descriptive text in the class. It also concerns on the students' descriptive text writing which is the result of the mind mapping implementation.

In accordance with K-13, the teaching writing of the research takes basic competences (KD) 3.7 and 4.10. The following basic competences 3.7 and 4.10 are presented below:

Basic competence 3.7:

"Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya."

Basic competence 4.10:

"Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks."

According to both basic competences above, the descriptive text is used as the learning material in the research. Descriptive text can be defined as a text which describes people, place or location and things (Hammond, 1992). In the research, it specifically used famous tourism object (place) as the chosen topic.

To implement mind mapping technique, it can potentially fail due to the students find it unfamiliar with this technique, or they are not creative enough to make it, and others possibilities. Therefore, there are three research questions in which those can answer the curiosity of the researcher, they are:

1. How is the implementation of mind mapping in teaching descriptive text writing at SMAN 15 Surabaya?
2. How is the students' descriptive text writing composition as the result of implementing mind mapping technique?

METHODOLOGY

This research is categorized as descriptive qualitative research which means the research would be described using words without any numbers. According to Ary, et all (2010), qualitative research basically puts the research in natural setting in which it is attempted to investigate and to interpret the phenomenon. Ary, et all (2010) also stated that qualitative research is seen as a unique social reality which happens among society.

Based on the first research question, this research gains the information about the mind mapping implementation to teach descriptive text writing which was taught to tenth graders. It is aimed to have information about the process of applying mind mapping in teaching descriptive writing. Besides, this research conducted the second research question which is about students' descriptive text writing. The researcher observed the process of teaching descriptive writing towards tenth graders and analyzed students' writing.

To obtain data for this study, the place which was chosen is SMAN 15 Surabaya. The subjects of the study are teacher and tenth graders of *MIPA* 5 class in which they consist of 37 students. They were chosen because of their willingness to be observed.

The research was conducted for three meetings. To gain the data of the research, it was collected through observation checklist, transcription, and students' writing. To analyze students' writing, five students' writing were chosen as representatives of *MIPA* 5 class students. The representatives' writing would be analyzed by using ESL Composition Profile from Jacob et al.

According to Ary, et all (2010), the process of qualitative research was the long process which consumes much time because there were amount of data needed to be investigated and interpreted. Ary (2010) added that analyze the data consists of three stages. The researcher listened to the audio recording recorded about the whole process of teaching and learning process, then, she

had to write into the transcripts. The transcripts themselves contained three meetings of conversation between teacher-students and student-student. After turning them into transcripts, it was time to read transcripts over and over to comprehend occurrences in the classroom. The observation checklist which was already filled during the teaching and learning process has to be read over and over again, so that it would give the understanding of subjects' behaviors which were appeared in the field. Students' writing was also be read and reread. The second stage is coding and reducing. In this stage, all of data were categorized based on its importance whether it is important or not important. The students' writings were also analyzed and categorized into excellent to very good, good to average, fair to poor, and very poor. The last stage is interpreting and representing. Ary (2010) stated that this stage should be described and explained about the occurrences in the field. The observer can explain and describe what she obtained in the field by interpreting it. It can be presented through images, tables, and words.

RESULT AND DISCUSSION

The research comes with two research questions. The first research question discusses about the implementation of mind mapping to teach descriptive text writing. Then, the last research question discusses about the students' writing.

The Implementation of Mind Mapping in Teaching Descriptive Text Writing

The research was held in three meetings. In the first meeting, teacher did not start it by introducing the mind mapping technique toward students. Teacher started it by building knowledge of the text. She taught the descriptive text toward students. She can use some time to review the descriptive text briefly rather than use a lot of time to make them learning descriptive text. Since it can waste the time, students can use the time to practice in making mind mapping.

In the second meeting, teacher started to introduce mind mapping technique by providing slides. Students were asked to pay attention to the slides. She also gave a model of good mind mapping. However, there was a problem. The lcd which presented the lesson was not quite clear to be seen. Students who sat at the back row could not see clearly. Therefore, When the model of mind

mapping presented in the class, they came in front of class and took a photo of it. Teacher gave a time to let them taking a photo of it, so the class was quite noisy at that time. Here is the conversation which represents the situation in the class:

Teacher : Very good! I have already prepared this for you. Could you see the slides clearly?

Student : Agak keliatan, Mam

Student : Yes

Teacher : Okay, look at the slides and I'll read it for you. Mind mapping, what is mind mapping? Mind mapping is used for managing information easier. There also some steps how to make a mind mapping. First one, as you can see here, start in the middle of blank page and find the topic. This is the topic, okay? It is Jatim Park. Second, develop the related ideas or sub topics of particular topic and connect sub topics to the topic with a line. So, this is Jatim Park, and it is developed to be three sub topics here. The sub topics are place, activities and facilities. The last one, make branch from sub topic to give detail information. The example of full mind mapping is like this. You can see it, right?

Students : Yes Mam.

Student : Itu dikembangkan lagi ya, Mam. Dari sub topics bercabang lagi?

Teacher : Yes! Do you understand?

Students : Yes, Mam.

Teacher : Do you have any questions?

Students : No, Mam.

Then, teacher asked them to make a mind mapping. Students were quite enthusiasm to make a mind mapping. Since teacher had requested them to bring a picture of a famous indonesia tourism object, the students stucked the picture in the middle of the blank paper and started to make sub topics. Teacher allowed them to find an inspiration by reading article on internet or books. By doing that, teacher can push them to gain a lot of information related to the writing topic. Students can explore their ideas and information from internet or books and turn them into sub topics within mind mapping. To make a mind mapping, it can help them in planning out their writing. Students were given time to write step by step that could encourage them to be more motivated in writing.

In the process of making mind mapping, some of students were difficult to make it since it was their first time to make it. Teacher came and helped them to explain how to make a mind mapping. After that, teacher asked them to develop their sub topic into detail information. After that, teacher asked them to make set of sentence from their mind mapping, but they did not understand what the teacher's instruction is. Another word, they did not know how to develop sub topics and their details of information of mind mapping into sentences. The sub topics and their detail information would be changed into sentences. Teacher explained more and went around the class to give a help. The consultancy session was opened to give a chance for those who needed it a help. After that, the teacher asked them to develop sentences into some paragraphs. Teacher instructed them to write down on a piece of paper.

The last day, teacher focused on finishing the writing process since the draft had been made by students. Students continued to compose their writing. Before asking them to write, teacher gave them feedback, so each of them could know what their error was. The teacher also showed the representative of bad writing to make them know what their error. After that, they were given a time to check and re-check, and revise their writing.

The research was held for three meetings. In the three meetings, there is only one meeting which focused on the implementation of mind mapping technique that is the second meeting. First meeting concerned to build the knowledge of the text. The last meeting, it only focused on the writing process which is revising step and the last step, producing of final version writing. So, in the second meeting, it focused on the mind mapping implementation.

Even though students succeed to produce mind mapping and draft, the fact that some of students struggle to produce mind mapping cannot be neglected. The implementation mind mapping can be done more than once in order to let them experiencing it more. After students take a part in producing their own mind mapping and feel familiar using it, the writing activity will go smoother. By producing mind mapping, it helps students in practicing to make a good content in which all of ideas or information will be put in the composition. It can improve their writing ability. Furthermore, In accordance with Cahyono and Widiati (2001), writing is categorized as the most difficult skill compared to other skills, this believe

can be decreased as mind mapping can be the alternative way. In short, the implementation of mind mapping which was done for once in three meetings is rather ineffective.

Students' Writing of Descriptive Text

Students of X- *MIPA* 5 were taken five students to be the representatives that would be analyzed, they are student A, B, C, D, and E. The result of their writing actually shows their comprehension about descriptive text and their ability in writing. The students' writing is analyzed based on writing composition rubric of Heaton (1988) and Jacob et al (1981). Here is provided students' writing result:

Writing component	students				
	A	B	C	D	E
Content	Excellent to very good	Fair to poor	Fair to poor	Good to average	Fair to poor
Organization	Fair to poor	Very poor	Good to average	Fair to poor	Fair to poor
Vocabulary	Good to average	Very poor	Good to average	Good to average	Fair to poor
Lang. use	Fair to poor	Fair to poor	Fair to poor	Fair to poor	Good to average
Mechanics	Fair to poor	Good to average	Fair to poor	Fair to poor	Good to average

(Table 1) Students' writing result

As it can be seen from table 1, students' writing result shows that generally was not good enough. students's writing result in every aspect mostly got fair to poor.

a. Content

As it is seen in the table, there is one student who got excellent to very good. There are three students who got fair to poor, and one student got good to average. The students generally are not good in developing the ideas that they had. So, they had their ideas to be developed into a good paragraphs, but they lacks of developing it into coherence composition. They lack of giving detail information about the topic, so the flow of writing is not smooth. There are also some of them who have limited knowledge about the topic, so the development of the writing is not good.

a. Organization

Based on the (table 1), there is one who got good to average. There are students who got

fair to poor, and there is one who got very poor. Most of student composed incoherent writing. For instance, a sentence is not related to other sentences. Another example, there is a paragraph in which its idea is confused to be understood. So, generally, students' writing result in terms of organization is not logically sequence.

b. Vocabulary

Students A, B, C, D, and E have no sophisticated range of vocabulary. It is shown in (table 1) that there are three of them who got good to average. There is one student who got fair to poor, and another got very poor. There are some of them who made mistake in terms of word error.

c. Language use

Since language use focuses on sentence structure, tenses or grammar, word order or function, preposition, there are a lot of things to be considered. Due to that fact, most of student made frequent mistakes in terms of language use. If it is seen in (table 1), there are four students who got fair to poor, and the rest got good to average.

Students commonly made a mistake in terms of sentence structure and tenses. There is someone whose writing is not understood because of the wrong word order or function. It affects on the meaning of the sentence itself. Then, most of them made mistake in terms of grammar.

d. Mechanics

Based on the (table 1), four students got fair to poor and the rest is good to average. Students often made error in terms of capitalization. There are some students who do not understand to use of capitalization. Even though it looks like trivial thing, it must be taken into account. Then, the punctuation is also not to be taken into account by students, so they made some error.

The students generally are not good in developing their ideas that they had. Some of them also have limited knowledge about the topic that can affect to the development of the writing.. Most of the composition is confused to be understood and is not logically sequence.

The fact that writing is a complex skill, Teacher did not neglect this skill and found a way to push students in the learning process. The teacher offered mind mapping technique to be implemented by students which is included in the writing process. It can assist students to not being afraid of composing writing. Since the result of composition is not satisfactory, however the writing process is a repetition process which makes the writer to do all the things again and again. The writer can plan, re-plan, draft, edit, re-edit, until the best final version comes out. As what teacher did to encourage students to write, the process of writing can be continued by students. However, the teacher realized that this would consume much time to be done. So, the teacher limited the writing process to

be done for two meetings. If the writing process can be done more two meetings, students' writing result can get better as well as their writing performance.

CONCLUSION AND SUGGESTION

Conclusion

There are two conclusion of this study. First, the implementation of mind mapping is rather ineffective. It is caused by lacking of the time for practicing to make a mind mapping. In accordance with the observation, the implementation of mind mapping was held once in three meetings. So, the students need several time to practice mind mapping in order to enhance their writing ability. However, they successfully made their own mind mapping even though some of students struggled to make it.

Second, Their writing results are not good enough, most of writing components that students got are fair to poor. Students mostly made mistakes in terms of coherence, lacking of detail information, lacking of developing ideas, the organization of the text, lacking of vocabulary, and composing sentence structure. However, since the mind mapping is quite helpful in organizing their thought and ideas during the planning steps, students writing are full of ideas which can be seen through their mind mapping and their writing. Students did not know how to turn and develop their ideas to be a coherence and logically sequence of composition.

Suggestion

Teacher can continue to use the mind mapping technique to be implemented in the planning stage. But, other technique can be implemented as well in the writing process. Since using this technique can help students in organizing the ideas, it can improve students' writing performance even though it takes time. But, students can keep practicing by implementing mind mapping as a writing planner before producing the draft. Teacher also needs to give feedback, so, students know what error is made by them.

For other researcher, they can still keep investigating more about the implementing of mind mapping in teaching descriptive text, but it is in form of experimenting and taken in different level. So, it can give more findings in mind mapping implementation. So, the solution of students'

difficulties in writing can be found for the English practitioners.

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