

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Literature Review**

This chapter discusses some relevant theories which are related to the study. Those are divided into the nature of writing, mind mapping, and teaching writing using mind mapping.

##### **2.1.1 Writing**

###### **2.1.1.1 The Nature of writing**

Writing is an activity of exploring opinions and ideas into words. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for the first language. Writing needs a good preparation and a lot of practices.

According to Richards and Renandya (2002: 309), state that written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

In relation to writing, Brown (2001: 335) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow these steps to produce a final product.

Writing is a skill that needs a process so that ideas that have been possessed can be expressed through writing. It needs teaching-learning so that process can be done well. Certainly, writing in English is not easy. Expressing ideas is not enough, because the ideas still have to be told in English. For that reason, a technique that can support the learning process is needed.

#### **2.1.1.2 Micro – skills for English Writing**

To increase the writing skill of the students, the teacher must be able to guide the students in upgrading the competence of their writings. The subdivisions of writing skills into macro and micro-skills have been proposed by several experts.

Spratt et al (2005), state writing involves several sub-skills. Some of these are related to accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly.

According to Brown (2001), there are twelve skills that must be mastered by the students to increase the writing skills. The micro skills for writing production are: (1) Producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions; (2) Producing writing in a good management rate of speed to suit the purpose; (3) Producing an acceptable core of words and using appropriate word order patterns; (4) Using acceptable grammar systems (e.g., tense, agreement, and pluralisation), pattern and rules; (5) Expressing a particular meaning in many types of grammatical forms; (6) using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas; (7) Using the rhetorical forms and conventions of written discourse; (8) Appropriately accomplishing the communicative functions of written texts according to form and purposes; (9) Conveying links and connection between events and communicate such relations as main idea supporting idea, new information, given information, generalization, and exemplification; (10) Distinguishing or differentiating between literal and implied meanings when writing; (11) Correctly delivering cultural in specific reference; (12) Developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

The process of writing emphasizes on the balance between process and product. The students need a process to make a good writing. The process of writing has four basic writing stages those are planning, drafting, revising and editing. The final product should be done through the process.

### **2.1.1.3 The Nature of Teaching Writing**

Teaching can be defined as helping someone to learn something. This is supported by Brown (1994) who defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. This means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Many years ago, the writing was taught by the teacher only focusing on the final product of writing. It can be in the forms of essay, report, and story. For the composition of the writing, Brown also adds his opinion that the writing should meet certain standards of prescribing English rhetorical style, use accurate grammar, and be organized properly based on the audiences' environment.

According to Shih (2001: 335-336), states some processes of approaches of the writing. Those processes are considered as the modern way of writing that has been discussed earlier in this chapter. They are as follows. 1) Focusing the activity on the process of writing that leads to the final writing product. Stages of

writing are important to be applied. 2) Helping the students to understand their own composing process. 3) Helping the students to build repertoires of strategies for prewriting, drafting, and rewriting. 4) Giving students a chance or time to write and rewrite their ideas. 5) Placing central importance aspect of writing on the process of revision. 6) Giving students a chance to discover what they want to say as they write. 7) Giving students feedback through the process of writing (not just on the final product) as they attempt to bring their expression closer and closer to intention. 8) Encouraging feedback from the instructor and peers. 9) Including individual discussion between the teacher and the students during the process of composition.

The nature of teaching technique is a way that can be used to guide the students to achieve the goal. That is why, writing teaching technique can improve students motivation in writing, creates an idea, and it can help the students find it easy to arrange their ideas be a meaningful sentence so the goal of writing can be achieved maximally.

Students need to perform their skills after they were shown the techniques of writing and the components of writing itself. In performing the product, there are some types that can be used. Brown (2001: 343-346) explains some performances in writing learning. These are the types of classroom writing performance.

1. Imitative or writing down

In this type, students learn how to form the letters, words and simple sentences. They will write down English letters, words or sentences to learn the conventions of the orthographic codes.

2. Intensive or controlled

The function of this performance is to improve the grammar ability of the students. This type will be like a written grammar exercise. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3. Self-writing

This type will only use the students as the audience, so they write for themselves.

4. Display writing

The shapes of this performance are short answer exercise, essay examination, and research report.

5. Real writing

There are three types of real writing: academic, vocational, and personal. Academic gives the opportunity for the students to convey genuine information to each other. Vocational is used for advancement in the students' occupation. Personal involves the writing of diaries, letter, postcard, notes, and personal message.

The concept of the research focused on the implementation of the mind mapping to improve the students' writing skill. In this case, the teacher is as an instructor and also as a supervisor for students' work.

#### **2.1.1.4 Teaching Writing in SMA**

Senior high school students should achieve English accomplishments in three levels, namely perform, functional, and informational levels. The focus of English lesson in senior high school is to achieve the informational level since the students are prepared to continue their study to a higher education level. Moreover, according to the Regulation of National Education Ministry (Permendiknas) no. 22, the year 2006 about the standard of competences and basic competencies for English teaching-learning process which has proposed by BSNP 2006 (Badan Standar Nasional Pendidikan) the Senior High School students grade X in the first semester have to pose several competencies as follows.

**Table 1**  
**Standard of Competence and Basic Competence of Writing Skill for**  
**Senior High School Students Grade X Semester One**

<b>Standard of competence</b>	<b>Basic competence</b>
To express an idea in a short functional written text in the context of daily life.	To express an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally in accurate, fluent, and acceptable way, in the context of daily life.
To express short, simple, functional essays in the genres of narrative, narrative, and procedure in the context of daily life.	To express meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genres of narrative, narrative, and procedure

From the curriculum above, it can be applied by using the mind mapping. The materials come from a narrative text which has own characteristics. The writer makes some steps in teaching writing especially the narrative text. Then some treatments were given in the process of teaching-learning by the writer. The students are expected to master the materials during 3 cycles.

The writer used the mind mapping as a technique to improve the students' writing skill.



## **2.1.2 The Mind Mapping**

### **2.1.2.1 The Nature of the Mind Mapping**

Nowadays, mind mapping is a common technique in the English teaching learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the center. It is a good technique that can help our memory because it enables us to arrange the facts and ideas. Mapping knowledge which will help us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas.

Mind mapping is a creative note taking technique in a visualization and graphic forms that are used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6 ; Buzan 2008: 10). In this definition, five important concepts of mind mapping are used.

Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly,

the mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts.

Based on DeP Potter and Hernacki as translated into English (in Abdurrahman, 2008:153), "Mind mapping is the use of whole brains technique by using the visualization and other graphics infrastructure to make an impression". Besides, mind mapping is one of the techniques which can make the students more enjoyable and interesting in studying vocabulary.

All mind maps are using color and the form is radiant thinking. All mind maps have nature structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with the brain. By using the mind map, long list information could change into the colorful diagram, well regulated, and easy to memorize.

### **2.1.2.2 How to Make the Mind Mapping**

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and happily. Buzan (2005:15) mentions seven stages to make a mind mapping as follows.

1. Putting the main idea in the center

The beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in “landscape” style. Placing the main idea or topic in the middle of the page will give maximum space for other ideas to radiate out from the center.

2. Using a picture or photo for the central idea

Picture and photo are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.

3. Using colors

Color makes mind map more alive and adds the energy on creative thinking. It can be used to capture eye’s attention and interest.

4. Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on

Trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. The human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.

5. Making a curve line connector, not a straight line

A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like tree branches are more interesting for eyes.

6. Using one key word for each line

It is because a single key word gives more energy and flexibility for mind mapping.

7. Using pictures

Image and symbol are easy to remember, and they stimulate new creative association.

According to Murley (2007: 176), to make a mind map, take a large sheet of white paper and turn it lengthwise, that is, in a landscape orientation. Using pens in multiple colors and varying thicknesses, write the main topic or idea in the center, preferably using an image to aid memory. Place subtopics or chapter

headings on thick branches radiating from the main topic, place sub-subtopics on thinner lines radiating from each subtopic or chapter heading. Use images, symbols, and color codes where possible to indicate emphasis and associations.

So, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can make the students happy in studying because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

### **2.1.2.3 The Benefit of the Mind Mapping in Writing**

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life.

According to Murley (2007: 176), there are some advantages of mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarly, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Beside, mind mapping makes relationships and connectors easier to see, it is more

flexible than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial awareness, a sense of wholeness, imagination, day dreaming and color, and the left side, which is the more analytical, logical side.

According to DePorter and Mike (2008: 172), the mind mapping has four benefits. They are as follows.

1. It is flexible.

Flexible in case that missing idea can be added in every place in mind mapping.

2. It focuses attention.

In mind mapping, we do not pay attention in every word. We only mention such words which become ideas. Thus, we can concentrate more in ideas.

3. It increases understanding.

Mind mapping will improve the comprehension and produce valuable frequent note later.

4. It is fun.

The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.

So as we can see that mind mapping has many benefits in writing, the writer applies it in teaching writing for the tenth grade students in senior high school.

#### **2.1.2.4 Teaching Writing Using the Mind Mapping**

There are so many ways and methods that can be used by teachers in the teaching-learning process. They can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching method that is going to be used in delivering the teaching material. One of them is proposed by Feez and Joyce (2002: 27), there are some stages used to teach writing. Those can be described as follows.

##### **1. Building Knowledge of the Field (BKOF)**

In this stage, the students have to think what they are going to learn. They can share it with their teacher and friends. This is pre topic before students studying material in details. In this stage, students together with the teacher can develop the vocabulary words of the topic and conjunctions, which are needed, and also introduce the strategy they are going to use to study the topic. Concerning with the planning of the teacher, the teacher will use this step to introduce the students about the material, the strategy and also the grammar which are needed for them.

## 2. Modeling of the Texts ( MOT)

This stage includes showing the example of the texts to the students. The teacher explains from general to specific. From general means, the teacher has to explain the definition, technique and the benefits of mind mapping. It is the stage to make the students understand about the theoretical foundation of building the discussed texts. Finishing this stage, the teacher hopes the students understand well about the strategy that is going to be used in writing. The teacher also explains how to write a good paragraph and how to develop their idea that they made using mind mapping into their writing.

## 3. Joint Construction of the Texts ( JCOT)

In this stage, the students have to joint together to have an exercise related to the topic. The material is about writing a paragraph. In this case, the students have to know about the vocabulary words they have to use and how to write using mind mapping. In this stage, the teacher will get the students to write their idea by using mind mapping. It is only a plan for the students before they write their ideas. The teacher will give the students a topic, their activity at their holiday and they can do it with their partner. They have to make mind mapping as their construction before writing their ideas. In another meeting, the teacher also asks the students to write



their ideas as a writing plan about their experiences using mind mapping individually.

#### 4. Independent Construction of the Texts (ICOT)

In this stage, in speaking aspect, the students have to be able to practice their speaking. For example, the students can tell about their daily activity in front of the class. In writing aspect, the students are hoped to be able to write their ideas in to writing. Related to the project, the teacher will get the students to develop their idea using mind mapping that they made in the previous meeting into their writing.

#### 5. Linking Related Texts

In this stage, students investigate how what they have learned in this teaching learning cycle can be related to other texts in the same or similar contexts, future or past cycles of teaching-learning. Activities which link the text type to related texts include: comparing the use of the text type across different fields, researching other text types used in the same field. Thus, the teacher should make sure that the task in the preceded stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the independent tasks.

A research on the use of mind-mapping software in enhancing the students' writing ability was conducted by Al -Jarf (2009). The findings of the research are presented as follows:

The sample groups consisted of students who had difficulty generating ideas in writing paragraphs with topic sentences and supporting details. A mind-mapping software was used to help students brain-storm, Generate ideas, relate main ideas and supporting details. The mind-mapping software uses lines, colors, arrows, branches to show connections between the ideas generated on the mind map. Every week the software was used to create mind maps for the essays they had to write.

## **2.2 Conceptual Framework**

The concepts of the mind mapping technique to improve students' writing skills have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. That is why writing is considered as one of the most difficult productive skills that require

specialized skills because we need some process in writing. In fact, based on the observation at SMA PASUNDAN 2 BANDUNG, there are some problems that are found in writing skills. The first one is about expressing ideas. The students at SMA PASUNDAN 2 BANDUNG have difficulties to express their ideas in writing something. Some of them said that they had a lot of things to write in their mind but they did not know how to start writing. The second one is about vocabulary. The students at SMA PASUNDAN 2 BANDUNG have limited vocabulary that is why they get difficulties to express their ideas in writing. Therefore, it is not surprising if the students find difficulties in mastering writing skill. Teachers should find the effective ways of teaching writing.

On the basis of theoretical review, it can be seen that the mind mapping technique can help the students because it enables them to arrange the facts and ideas. Buzan (2008: 10) says that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides he also says that by using mind mapping, it is easy for people to put information into their memory.

Therefore, the mind mapping is a good technique that can be used to teach writing at SMA PASUNDAN 2 BANDUNG especially in class X. The use of the mind mapping is expected to help the students express and organize their ideas into a good text. Besides, it is also expected that the use of the mind mapping in the teaching-learning process can make the students comfortable to learn writing, and it does not waste the time. The implementation of an appropriate teaching technique is very essential in determining the success of the teaching-learning process. In this case, the mind mapping can make the students arrange a text easily. In the process of making the mind mapping, the students are provided some features such as image, key word, and color. Through those features the students can imagine and generate their ideas to produce a good text. Asking the students to create the mind mapping enables them to identify clearly and creatively what they have learned or what information they got.