

CHAPTER II

REVIEW OF RELATED LITERATURE CONCEPTS, AND THEORETICAL FRAMEWORK

In this chapter the writer presents some theories of concepts, review of previous studies and research model of writing, which are related to this study.

2.1. Theory

2.1.1. Definition of Writing

There are some definitions of writing that have been proposed by some linguists. Gould, DiYanni, and Smith (1989: 18) defined writing as “a creative act, the act of writing is creative because its requires to interpret or make sense of something: a experience, a text, and event”. Susan (1976: 97) said that “writing is a process when students develop their own word from simple sentences to good paragraph or composition using brain, ideas, based on experience and fact”. Then Serrano et al (1971: 38) explained that “writing is an art, and like any other art, it has to be learned”.

The purpose of writing is to give some information. According to Homby (1987: 342) “writing is making letters or other symbols (e.g. ideographs) on a surface with a pen or pencil on paper. Writing is one of skills; it is both physical and cognitive activity in which the writer is required to produce a number of variables that consist of word, spelling,

sentences structure, punctuation and so on, in order to make possible transmission of message”.

Similarly, Brown (1987) and Hartfield (1985) said that writing is the process of exploring one's thought and learning from the act of writing itself what these thought one. Likewise Gethardt (1988) said that writing is a way to explore the material, a way to discover made into subject. Meyers said that writing is an action. This means that when we wrote something down, we have already thinking about what we are going to write. Then after you have finished writing, we read over what we have written and make changes and corrections. Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherence and cohesion.

From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol by writing, we can share our idea, feeling or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who to be able to write a good writing, they must learn to write regularly.

2.1.2 Types of Writing

Finnochiaro (1974: 85) "stated that naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to ease the speech with which students learn to write. According to Finnochiaro there are two types of writing".

1. Practical or Factual Writing

This type of writing deals with facts. We can find it in the writing of letter and summaries.

2. Creative of Imaginary Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.

The type of writing which is given to the students to do will depend on their age, interest, and level. For example, we can ask beginners to write simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students.

Here are no limits to kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

2.1.3 Purpose of Writing

According to O'Malley and Pierce, there are three purpose of writing that describes the kinds of students writing. They are in the following.

1. Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effect, and developing new ideas or relationships.

2. Expressive Writing

Expressive or Recount Writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing is often used for entertainment, pleasure, discovery, poems, or short play.

3. Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer, product, or controversial issues.

2.1.4 Steps of Writing

Serano and Bello (1971) mentioned some steps of writing (1) selecting a subject, (2) limiting a subject, (3) organizing a composition, (4) making an outline, (5) writing a composition or text and (6) revising.

In addition, Broyles et al. (1987:152) divided writing process into four simple steps

- a. Think about what you are going to write, read about it or tell about it

with others. Gather as many ideas as you can. This step is called rewriting.

- b. Decide which of your ideas belong together plan the order you will use when you write. This step is called organizing.
- c. Put your ideas on paper, do not worry about handwriting, commands, or end mark. Just try to put down your ideas clearly. This step is called writing.
- d. Read what have you written; decide how you can improve what have written. Then make a neat copy. This step is called revising.

2.1.5 Aspect of Writing

Rarabachter (1980) and Adrew D.Cohen (1991) pointed out three essentials for effective writing, they are as follows:

- a. Machanical correctness (standard grammar, spelling, punctuation, and general form)
- b. Content (something to do)
- c. Organization as for presetting the content.

2.1.6 Procedure Text

Procedure is a series of specific actions, actions or operations that must be executed or executed in a standard way (same) to always obtain the same results from the same circumstances, such as health and safety procedures, School Entry Procedures, School Departure Procedures, and so on. According Ismail Masya (1994: 74) Procedure is a range of tasks that

are interconnected only a certain time sequence and procedure to carry out repetitive work done.

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. Procedure text is a text designed to illustrate how something is accomplished through the sequence of actions or steps.

So it can be concluded here, the procedure text is a type of text that aims to describe a command or instruction about how something is achieved in the order or the correct steps. And usually the title of the text procedure begins with "How to". Examples such as "How to make a cup of tea", "How to use the computer", and so on.

Characteristics of the procedure text are:

1. Using Simple Present Tense (S + V1)
2. Imperative shaped / command form
3. Using action verbs, eg make, take, boil, cook
4. Using temporal conjunctions, eg: First, then, next, after that, and last.

An example of procedure text can be seen in the following text.

How to Make a Glass of Coffee

Ingredients :

- water
- Sugar
- Coffee
- Glass,
- Spoon
- kettle

Steps :

- boil the water First
- Second, take two spoons of coffee and two spoons of sugar. put into a glass
- Next, pour the hot water into a glass
- Then, stir it gently
- Finally, your coffee is ready to drink

2.1.7 Defenition of Mind Mapping Technique

“Mind map is a note-taking technique which is created based on the actual physical interaction among the human neurons (Buzan, 2009). This visual aid usually starts from the center and spread out, uses shapes, lines, and symbols to show the importance of ideas or information because the brain reacts better towards visual information in picture, symbols, colors, etc”.

A mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually structure your ideas to help with analysis and recall. A mind map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept. A mind map can turn a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things. A mind map can be used as a simplified content management system (CMS). It allows you to store all your data in a centralized location to stay organized. With the various mind mapping software programs out today, you can attach files to different branches for even more flexibility. You can also change to various different views in

order to find one that suits you best.

2.1.8 How to Make Mind Mapping

There are three steps to make a good mind map, in the following

1. Create a Central Ideas

The central idea is the starting point of your Mind Map and represents the topic you are going to explore. Your central idea should be in the center of your page and should include an image that represents the Mind Map's topic. This draws attention and triggers associations, as our brains respond better to visual stimuli. Taking the time to personalize your central idea, whether it's hand drawn or on the computer, will strengthen the connection you have with the content in your Mind Map.

2. Add Branches to your map

The next step to get your creative flowing is to add branches. The main branches which flow from the central image are the key themes. You can explore each theme or main branch in greater depth by adding child branches. The beauty of the Mind Map is that you can continually add new branches and you're not restricted to just a few options. Remember, the structure of your Mind Map will come naturally as you add more ideas and your brain freely draws new associations from the different concepts.

3. Add Keywords

When you add a branch to your Mind Map, you will need to include a

key idea. An important principle of Mind Mapping is using **one word per branch**. Keeping to one-word sparks off a greater number of associations compared to using multiple words or phrases.

For example, if you include 'Birthday Party' on a branch, you are restricted to just aspects of the party. However, if you simply use the keyword 'Birthday', you can radiate out and explore the keyword, party, but also a wide variety of different keywords such as presents, cake etc.

One word per branch also works well for chunking information into core topics and themes. The use of keywords triggers connections in your brain and allows you to remember a larger quantity of information. This is supported by Farrand, Hussain and Hennessy (2002) who found that medical students who adopted Mind Mapping experienced a 10% increase in their long-term memory of factual information.

4. Color code your Branches

Mind Mapping encourages whole brain thinking as it brings together a wide range of cortical skills from logical and numerical to creative and special. The overlap of such skills makes your brain more synergetic and maintains your brain's optimal working level. Keeping these cortical skills isolated from one another does not help brain development which the Mind Map seeks to do.

One example of whole brain thinking is color coding your Mind Maps. Color coding links the visual with the logical and helps your brain to create

mental shortcuts. The code allows you to categories, highlight, analyze information and identify more connections which would not have previously been discovered. Colors also make images more appealing and engaging compared to plain, monochromatic images.

5. Include Images

Images have the power to convey much more information than a word, sentence or even an essay. They are processed instantly by the brain and act as visual stimuli to recall information. Better yet, images are a universal language which can overcome any language barrier. We are intrinsically taught to process images from a young age. According to Margulies (1991), before children learn a language, they visualize pictures in their minds which are linked to concepts. For this reason, Mind Maps maximize the powerful potential of imagery.

2.1.9 Teaching Steps in Using Mind Map to Improve Writing Procedure Text

1. Explaining; The teacher explain about mind, how to make it and used it to make a procedure text.
2. Teacher draw or show an example of mind mapping to the students.
3. Teacher ask the students to make mind mapping.
4. Teacher gave correction to students mind map.
5. Teacher gave evaluation about students mind map.

2.1.10 The Advantages of Mind Mapping Technique

There are some advantages of mind mapping technique, in the following

1. **Speed:** You can develop ideas fast. This is because you draw your ideas in the form of keywords, shapes, and arrows. You can review your ideas fast, too, as you don't have to skim through different pages of notes. All information is in one page, a single sheet of paper.
2. **Remember more:** it is widely accepted that a mind map can greatly stimulate your brain in new ways than normal linear notes can't. Using mind mapping tools enable you to generate a lot more new ideas, identify the right relations among the information stored in your brain and ultimately improve your retention. Mind maps give you the freedom to think out of the box and stay creative all-day long. Ultimately, you will be able to remember up to six times more thanks to the use of both images and words.
3. **Eases the study process and makes it fun:** one of the biggest advantages of mind mapping tools is that you can use them to make studying a breeze. Not only that you will learn faster, but you will also be able to have fun along the way. The use of colors, keywords and images can boost your creativity while giving you a feeling of happiness and self-content. Once you begin to like your new activity, you will become more motivated to remember all those important details.
4. **Easy to add ideas later on:** mind mapping tools make it easy to add new

ideas. It's as simple as adding more branches to a virtual tree.

5. Connected facts: mind mapping tools teach you how to focus on relationships and links that exist between ideas in order to help you get connected facts. This way you won't have to deal with disconnected facts that can stop you from reaching your goal.

6. Adaptable: mind mapping tools can easily adapt to a wide variety of tasks, from lectures to reading from books and writing essays or business plans.

7. Perfect overview of your ideas: probably the biggest advantage of mind maps is that they help you create a deeper understanding of the topic of interest, which means you will get a perfect overview of all related ideas, concepts and thoughts.

2.1.11 Definition of Classroom Action Research

Class room action research is research action that is carried out by the teacher

in the class. Basically research action is a series of research-action conducted in a row in order to solve the problem.

According to Kemis and Mc. Taggart (1988:11-14), action research typically involves four broad phases (Planing, action, observing, reflecting).

2.2 Review of Previous Studies

There are some studies done by previous researchers related to mind mapping as a device to improve students' skill in writing.

Salem (2016) conducted a research entitled "Improving students' writing descriptive text using mind mapping teaching strategy of the tenth-grade students of SMA Negeri 4 Kupang in academic year 2018/2019." The objectives of her study were to find out the use of mind mapping teaching strategy can improve the writing ability of tenth grade students, to find out the weakness and strength of mind mapping teaching strategy. This research was classified as action research.

The result of her study was showed that the use of mind mapping effectively improved the students writing ability. Based on the qualitative data, the students were able to generate their ideas to produce well-organized recount texts. They were also able to use the appropriate vocabulary, correct grammar, punctuation, spelling, and capitalization in their writings. During the teaching and learning process, they also showed positive response toward the lesson. Based on the quantitative data, the students' mean score improved. In the pre-test, the students' mean score was 60.58 The students' mean score in the post-test 1 is 70.81 and the students' mean score in the post-test 2 is 78.60, which the last mean score is higher than KKM which is 75.00. It means that there are differences between the students' writing descriptive text before and after the action research.

Werang (2014) conducted a research entitled " The Implementation of Mind Mapping to Improve Students' Critical Reading Comprehension of

Report Text: A Classroom Action Research to the Eight Grade Students of SMPK Sancta Familia Sikumana Kupang in the School Year 2014/2015.” The Result of her study was very low and categorized as “poor”, in which the average score was 38.00 of 100 and only 3.45% of the subject was able to pass the test. The result of cycle I indicated improvement but still below the standard of achievement and categorized as “average”. The average post test score was 66.25 of 100 and only 51.72% of the subject was able to pass the test. The average product score was 2.16 of 4.00 and the average score of student’ behavior and respond was 2.87 of 4.00. While the result of cycle II showed that the average of the post test score increased to 74.42 of 100, which is categorized as “good”. 70.00% of the subject was able to pass the test. The average product score was 3.12 of 4.00 and the average score of students’ behavior and respond was 3.25 of 4.00. With the satisfactory result obtained in cycle II, there was no need to proceed to the next cycle. Students had passed the standard of achievement applied, which was 70.00 in the score and more than 60% of the subject had been able to pass the cycle II posttest.

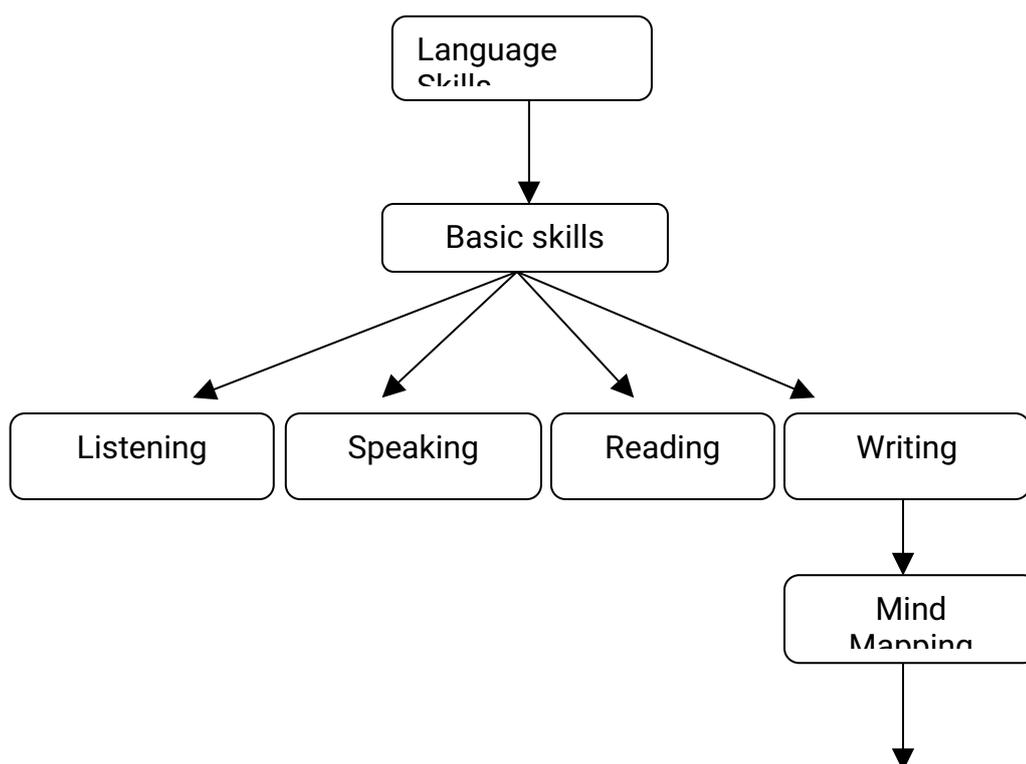
Nurlaila (2013) conducted a research entitled “The use of Mind Mapping Technique in Writing Descriptive Text”. The results indicate that there is a significant improvement in students writing ability, as can be seen from the results of the test, in that is higher than the trite ($7.821 > 2.021$) at the level significance 0.05 (two-tailed). Furthermore, the results of questionnaires show that most students (86.1%) gave positive responses toward the use of mind mapping technique in writing Descriptive text.

Finally, the results of interviews suggest that the students loved this technique because it successfully motivated them to write Descriptive texts in an enjoyable way to improve their writing Descriptive texts, to increase vocabulary and creativity, to arrange sentences and organize ideas. It is then recommended that mind mapping technique be used in teaching writing in different text types and levels of schooling.

Purnomo (2014) conducted a research entitled "Improving Descriptive Writing Skill through Mind Mapping Technique". The result shows that there are improvements in students' writing skill. It can be seen at the mean of pre-test and post-test. In the cycle I, the mean pre-test and post-test are 57,03 and 65,15. The mean of the pre-test and post-test in cycle II are 64,05 and 73,00. The process of research took place for two weeks, precisely it is four meetings. Students followed the teaching-learning process well. They showed their interest in the lesson. Based on the analysis the writer concludes that the eight grade students of MTs Muhammadiyah 1 Cekelan can improve their writing skill through mind mapping technique.

2.3 Research Model

This study belongs to language skills. Basic skills cover listening, speaking, reading and writing. Writing is focus of this study especially procedure Text using Mind Mapping. As a summary the following diagram is presented.



Writing
Procedure Text

**Examining Mind Mapping Technique Used by Eight
Grade Students of SMPK STA. Familia Kupang of
School Year 2018/2019 in Writing Procedure Text**