

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with theories used as the basis of the study. It mainly covers the discussion of writing and mind mapping. In the discussion of writing, the research elaborates the nature of writing, the writing skill, the teaching of writing at SMA and the writing assessment. In the discussion of mind mapping, the researcher elaborates the nature of mind mapping, how to make mind mapping and the benefit of the mind mapping in writing.

#### **A. Writing**

In this part the researcher presents the nature of writing, writing skill, the teaching writing at Vocational high school and the writing assessment.

##### **a. 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. It is generally believed that writing is more difficult than listening, speaking, or reading. Writing needs a well preparation and a lot of practices. According to Richards and Renandya (2002) 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) states that writing makes the product

through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to produce a final product.

In writing, the students should have an ability to produce a sequence of sentence arranged in a particular order and linked together in certain ways. They must be able to formulate words in standard grammar. 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.

#### **b. Writing Skills**

Heaton (1975) states a view that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The varied skills are grouped into five general components or main areas. They are:

1. Language use: the ability to write correct and appropriate sentences;
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;

5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Matthews, et al. (1985) states that writing skills have several specific skills which are grouped under five headings; they are graphical or visual skills, grammatical skills, expressive or stylistic skills, rhetoric skills, and organizational skills. Details of each heading are as follows:

1. Graphical or Visual Skills. Under this first heading, graphical or visual skills, there are sub headings, i.e. writing graphemes, spelling, punctuation and capitalization, and format.
  - a. Writing graphemes is the use of letters of the alphabet, in upper or lower case as appropriate, joined in the standard way. This skill is especially difficult for students whose first language is written in a different alphabet.
  - b. Spelling. As a result of the first language interferes, students may apply the phonetic conventions of their native language to spelling English words.
  - c. Punctuation and capitalization. Here students' attention needs to be drawn to the fact that conventions differ from language to language, i.e. in English in a numeral with at least four digits, a comma is inserted after every three digits, counting from the right, but in Indonesia a period is used instead.

- d. Format, such as the layout of a letter, or memo. Again these differ from one language to another.
2. Grammatical skills refer to the students' ability to use a variety of sentence patterns and constructions.
3. Expressive or stylistic skills refer to the students' ability to express precise meanings in a variety of styles or registers. In order to do this, they will not only have to be able to select appropriate vocabulary, but also appropriate sentence patterns and structures for the written medium.
4. Rhetorical skills is the students' ability to use linguistic cohesion devices such as connectives, reference words, ellipsis, and so on, in order to link parts of a text into logically related sequences.
5. Organizational skills are similar to those involved in rhetorical skills above, but here they concern with the organization of a piece of information into paragraphs and texts. This involves the sequencing of ideas as well as the students' ability to reject irrelevant information and summarize relevant points.

Another classification is suggested by Brown (2001) which identifies and enumerates micro skills of writing as follows: (1) producing graphemes and orthographic patterns of English; (2) producing writing at an efficient rate of speed to suit the purpose; (3) producing an acceptable core of words and using appropriate word order patterns; (4) using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules; (5)

expressing a particular meaning in different grammatical forms; (6) using cohesive devices in written discourse; (7) using the rhetorical forms and conventions of written discourse; (8) appropriately accomplishing the communicative functions of written texts according to form and purpose; (9) conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meaning when writing; (10) correctly conveying culturally specific references in the context of the written text; develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

So, writing is an act of expressing ideas or thoughts in communication using graphic symbols that are arranged based on certain rules and conventions. And all of that uses aspects of content, organization, word choice, language usage, and mechanics. The content aspect speaks of the ability to think creatively and develop thinking, not including all irrelevant information. Organization is a logical sequence of sentences presented so that sentence settings make sense; this involves unity and coherence. Vocabulary is the ability to choose and use various appropriate words, and idioms. The use of language is the ability to apply sentence structure and other grammatical features. Mechanical aspects related to.

### **c. Teaching Writing at Vocational High School**

English in Vocational High School According to Permendiknas no.22 (2006) about *Standar Isi*, English in vocational high school is an adaptive subject. The aims are to provide the learner English communication skill in communication context which is needed in the vocational field, oral or written language. The scope of English in vocational high school involves communicating using English in the level of Novice, communicating using English in the level of Elementary and communicating using English in the level of Intermediate.

Writing in vocational high school is different from writing in senior high school which is in the equal grade with vocational high school. Writing in vocational tends to be more specific in the vocational field. According to Permendiknas no.23 (2006) about *Standar Kompetensi Lulusan* for vocational high schools, there are some demands on writing in vocational high school. The demands are writing descriptive text, a memo, an invitation letter, notes, curriculum vitae, a message, reports, business letters, and other business documents. Those writing demands require the students to master the writing skill to achieve the goal of the study..

### **d. Writing Assessment**

In writing the students will rely on at least three types of knowledge. They are knowledge of the content, procedural knowledge to organize the content, and knowledge of convention of writing in composing a written

product. O'Malley & Pierce (1996) assert that these three types of knowledge used in writing have at least two implications for writing with EFL students. Firstly, writing assessment should evaluate more aspect of writing than just mechanic and grammar. Secondly, writing assessment should capture processes and complexities of writing so that the teacher can detect in which aspect the students are having difficulties (O'Malley and Pierce, 1996). Referring to this, there will be two kinds of assessment used in assessing students' writing. They are process and product assessments.

### 1. Process Assessment

Process assessment is kind of ongoing assessment used to keep track of students' progress in writing or monitor the students' progress in writing in which counting the number (score) of the composition is not regarded. It is designed to investigate how the students write, the decision they make as they write, and the strategies they use (O'Malley and Pierce, 1996). Therefore, the aim of this assessment is to give information about the students' performance such as how far the students' progress in writing and whether any change is needed in the way of teaching strategy or not.

The best ways to assess the students' progress in the writing process are to observe the students while they write and to note whether they engage in pre-writing activities, whether they focus on content rather than mechanics in their rough drafts, and whether they participate in writing groups (Tompkins and Hoskisson, 1995). Teachers can note how students move through the writing process stages, from gathering and organizing

ideas during pre-writing, to pouring out and shaping ideas during drafting, to meeting in writing groups to get feedback, to making substantive changes during revising, to proofreading and correcting mechanical errors in editing, and to publishing and sharing their writing in the last stage. Furthermore, O'Malley and Pierce (1996) state that direct observation of writing is one way to collect the information of students' progress in writing. To monitor the students' progress in writing, the teacher can use the writing process checklist.

## 2. Product Assessment

Product assessment focuses on assessing the students final composition. Dealing with writing product, it can be assessed through employing some methods of scoring. There are three types of rating scales generally used in scoring writing. Those are holistic, primary trait, and analytic scoring (Tompkins and Hoskisson, 1995). The first type is holistic scoring. It uses a variety of criteria to produce a single score. The specific criteria selected depend on local instructional programs and language objectives. The rationale for using this scoring system is that the total quality of written text is re than sum of its components (O'Malley and Pierce, 1996). Writing is viewed as integrated whole. The advantage is saving much time while the disadvantage is involving highly subjectivity.

The second type is primary trait scoring. It focuses on whether or not each paper shows evidence of the particular attribute that the scorer wants the students to demonstrate in writing. The trait could be a language-based



feature emphasizing any one or more of the criteria for holistic scoring indicated above such as idea development/organization or sentence fluency/structure (O'Malley and Pierce, 1996). The advantage is in focusing specific aspects of instruction that most reflect the objectives being covered when the writing assignment is given.

The third is analytic scoring. Different from the holistic one, analytic scoring system separates the features of composition into some components. The separated components are given sometimes in different weight to reflect their importance in instruction. As Weigle (2002) asserts that in analytic scoring scripts are rated on several aspects of writing or criteria rather than given a single score. Two advantages of this rubric are providing feedback to the students on specific aspect of their writing and giving the teacher diagnostic for planning instruction. The primary advantage of an analytical scoring method could perform certain diagnostic information about students' writing abilities (Weir, 1990). In this study use analytic scoring. Because if comparing those three scoring system, it seems that analytic scoring system tended to be closer to the criteria used in process writing.

## **B. Mind Mapping Technique**

In this part the researcher the researcher elaborates the nature of mind mapping, how to make mind mapping and the benefit of the mind mapping in writing.

### **a. The Nature of Mind Mapping**

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture (Buzan, 2006). He also says that mind mapping is a primary tool used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. According to Buzan (2006), the education system primarily focuses on the left and brain strength which includes the use of language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics.

The benefits of mind mapping have been discussed by several writers (McGriff, 2000; Buzan, 2007; Edward, 2011). They believe that mind mapping can balancing the brain, help to organize thoughts, improve the creativity, speed of learning and memory. Dawson et al. (2005) state that mind mapping is a type of prewriting method as the first stage of the writing process and as the point at to discover and explore our initial ideas about a subject. "Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing" (Dawson et al., 2005).

All students who claim writing are difficult, may have difficulty expressing their ideas into writing so they have to search for keywords first. Mind mapping can be a way to solve this problem. In applying this technique, the teacher can ask students to make a mind map before writing to stimulate

students' minds and provide some ideas in outline form. So, students can see their outline when they start writing.

### **b. 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) 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 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. 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 a 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.

So, mind mapping is a simple technique that can be used to write creatively and effectively. In addition, it can help students to memorize information. With this technique, ideas can emerge and can organize ideas into good sentences. In addition, mind mapping can make students happy in learning because there are colorful images. That's why mind mapping is a technique that can be used to learn writing skills

### **c. 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), 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. Besides, 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), the mind mapping has four benefits. They are as follows: 1) It is flexible. 2) It focuses attention. 3) It increases understanding. 4) It is fun.

So mind mapping has many benefits in writing. The researcher applies it in teaching writing for the tenth grade students in senior high school to increase students' writing skill.