

CHAPTER II

THEORITICAL REVIEW

The researcher divides this chapter into three parts which discuss review of related literature. The first part deals with writing (the definition of writing, the writing process, the difficulty of writing), the second parts deal with teaching writing (the definition of teaching, writing activities, and media), and the last part deals with the definition of mind mapping technique.

A. Writing

In writing section, it will discuss about the definition of writing, the writing process, the difficulty of writing.

1. The definition of writing

Writing is a form of communication to the person indirectly with another person. According to Tricia Hedge (1988: 5), writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitaion.

People use language as a means of communication in terms of four skills. They are reading, writing, speaking and listening . These skills are often divided into two types. It is receptive skills and productive skills. Productive skill is the term for speaking and writing skills where students have to produce language (Harmer, 2007: 265).

As a productive skill, there are some features of writing. As stated by Harmer (2004: 7-8), writing transcends time and space and it tends to be permanent. Written words stay around, sometimes, for hundreds or thousands of years. In addition, the final product of writing is not so instant. The researcher has a chance to plan and modify what will finally appear as the finished product. So, there is a 'process' to produce a written product. Meanwhile, spoken communication is only temporary and less process.

2. The writing process

Writing is a skill that deals with process and product. Adapted from Brown (2001: 335), when a teacher teaches writing, it is not only about the final product such as the essay, report, or story, but also, to compose a good writing, the teacher can get advantages to let students as the creators of language. Some experts have already proposed several model of writing process, one of them is Harmer (2004: 4). He mentions four stages of writing process. They are planning, drafting, editing, and final version.

The further explanations of the writing process proposed by Harmer (2004: 4) will be described as follows.

1. Planning

There are three important points that have to be considered in this phase. The first is the purpose of the writing. Researchers have to specify the text type, the language use and information that are included in writing later on. The second is audience that they are writing for. The

audience influences the shape of the writing and the choice of language. The last one is content structure; that is how to sequence the facts, ideas, or arguments.

Nation (2009: 114) mentions several sub processes in planning phase of writing process. They are considering the goals of the researcher, having model of the reader, gathering ideas and organizing ideas. Furthermore, Harmer (2007: 327) states if a teacher wants the students to write certain genre, the teacher will have them study the real example to discover facts about the construction and specific language use in activities which are part of pre-writing phase.

2. Drafting

The first piece of writing is called as draft. It means that it will be developed later. Lots of draft may be produced in order to make a final version.

3. Editing (reflecting and revising)

When researchers have written a draft, they then examine what they have made to see where it works and where it does not. Reflecting and revising are usually helped by other readers or editors who make comment and suggestions. Nation (2009: 120) states if the feedback from classmates or teacher occurs several times, it is useful to encourage students to edit through the feedback they get.

4. Final version

Once researchers have edited their draft and made necessary changes, they produce their final version. The result may be different from both original plan and the first draft since some things have changed in the editing process. The writing is now ready to be presented to intended audience.

In short, a researcher needs to go through several stages of writing process to produce a good writing. In writing teaching and learning process, the activities which are done by a teacher and students are essential to maximize the output of each stage in writing process.

3. The difficulty of writing

Among listening, reading and speaking, writing skills can be called as the most difficult skill to be learnt for L2 learners. Richards and Renandya (2002: 303) assert that writing is the hardest skill for L2 learners to master. L2 learners have to put much attention to various aspect of writing such as organizing ideas, translating the ideas into readable text, and even to low level skills like punctuation, spelling and word choice.

Besides, writing can be called as the most difficult skills in language because writing needs a long way to become a good written product. Brown (2001: 335) explains that written products are often the result of thinking, drafting and revising procedures. Hence, it needs various procedures to arrange a good written product.

Furthermore, Silva (1993) in Brown (2001: 339) found out that L2 researchers did less planning, and that they were less fluent (used fewer

words), less accurate (made more errors), and less effective in stating goals and organizing material. Differences in using appropriate grammatical and rhetorical conventions and lexical variety were also found among the features.

Moreover, Franken (1988) in Nation (2009: 117) argues that one of the biggest blocks in writing is a lack of ideas. Techniques that help learners gather ideas will have good effects on all other aspects of their writing.

Indeed, learners have some hindrances in producing a good written text. The hindrances are mostly in terms of writing aspects such as grammar, vocabulary, mechanics, fluency, and organization. The problem also occurs in gathering and organizing ideas to write a text. Hence, appropriate teaching strategies can be useful to overcome those problems.

B. Teaching Writing

Teaching writing is one of categorized writing skill taught in several high school that included in syllabus and standard competence. In this section of teaching writing, it will discuss about the definition of teaching, writing activities and using media.

1. The Definition of Teaching

According to Harmer (2003: 56) “teaching means to give (someone knowledge) or to instruct or train (someone)”. Thus, language teaching means giving certain knowledge from the teacher as the instruction or training the specific knowledge to the students. Since the teacher roles as a

facilitator of teaching, so it is necessary to have a particular education background or training. This requirement regards the activity of teaching which obligate the teacher to create and explain several proper sources of material in teaching learning process.

According Brown (2007: 8) “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” This statement clearly explain that the teacher ought to guide the students become active and the activity of teaching requires the teacher to facilitate the students by using a suitable media in order to make the teaching learning process easier. Besides, having a conducive environment is a necessary aspect to encourage students’ attention in teaching learning process.

2. The Writing Activities

There are various kinds of writing tasks which are given by the teacher in order to enhance students’ writing skill. Mc Donough, Shaw and Masuhara (2013: 185) mention several writing activities that are usually done in teaching and learning process. The activities are listed in the following numbers.

1. Controlled sentence construction

If the focus of a language program is on the accuracy, then the students’ writing output will be the priority. The typical approaches include:

- a. Providing a model sentence and asking students to construct a parallel sentence with different lexical items.
 - b. Inserting a missing grammatical form.
 - c. Composing sentence from tabular information with a model provided.
 - d. Joining sentence to make a short paragraph.
2. Free composition

A free writing task requires learners to create an essay on a given topic. Sometimes students are simply asked to write on personal topic such as their hobbies, holiday, interesting experience and so on. Reading passage of the same topic is needed to be provided in the middle of the two activities as a stimulus for a piece of writing.

Thus, the writing activities like inserting missing grammatical form and joining sentence to make a short paragraph are essential to the students' writing accuracy. Before giving free writing task, the teacher can essentially provide the students some texts of the same topic that they are going to be written down.

3. Media

Six basic types of media used in learning and instruction based on Heinich and Molenda (2004) :

- 1. Text is alphanumeric characters that may be displayed in any format-book, poster, chalk-board, computer screen, and so on.

2. Audio includes anything you can hear, a person's voice, music, mechanical sounds, noise, and so on.
3. Visual are regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographs, graphics in a book, cartoons, and so on.
4. Motion media are media that show motion, including videotape, animation, and so on.
5. Manipulative are three dimensional and can be touched and handled by students.
6. The sixth category of media is people. These may be teachers, students, or subject matter experts.

C. Mind Mapping Technique

In this section of mind mapping technique, it will discuss about the definition of mind mapping technique, the benefits of mind mapping, and how to make a mind map.

1. The Definition of Mind Mapping Technique

Visual mapping (mind mapping) can be defined as a graphic tool which is used to collect, create, manage, and exchange information. It represents information via the spatial organization of concepts/topics, ideas, words, or other items linked to and arranged in a connected pattern around a central concept (Krasnic, 2011: 25). Subsequently, Buzan (2004: 10) states that Mind Map is a colorful, visual form of note-taking which can be worked on by one person or a group of

people. Mind Map is frequently used to help people to explore idea, concept or problem. In relation to writing skill, mind mapping is a technique that is commonly used in pre-writing activity in order to help students to gather ideas of what to write. As stated by Mc Donough, Shaw and Masuhara (2013: 193), mind mapping is one of the activities when learners gather and organize ideas before actual writing. Added to this, Hedge (2005: 58) asserts that making a mind map is a strategy for writing down the ideas about the topics and developing ideas as the mind makes associations. Therefore, mind mapping can be an appropriate activity to solve problems related to having lack of ideas. The following figure is one of the examples of Tony Buzan's mind mapping model.



Table 2. 1 : Buzan's mind map model (Buzan, 2005: 94-95)

The figure above shows that a Mind Map consists of a central topic which is associated with several ideas and it is drawn in colorful images. In relation to this, according to Buzan (2004: 11), mind mapping are different from usual note-taking in terms of way it works. It is different from common note-takings which only use lines, letters, numbers and list. Mind mapping technique works by activating the

right side of the brain which uses color, image, rhythm, and spatial awareness and it also uses letters and numbers.

Besides, the use of color and image means that they engage the left and the right side of the brain. Both sides simultaneously feed off and strengthen each other in a manner which provides unlimited creative potential. Furthermore, Buzan and Buzan (1993: 73) state that images are often more memory raising than words, more precise and potent in triggering a wide range of associations, thereby enhancing creative thinking and memory.

2. The Benefits of Mind Mapping

One of the benefits of mind mapping technique is to maximize the use of right brain since it deals with imagination, fantasy, color and dimension. Also, it helps to memorize things easily. As stated by Buzan (2005: 7), brain thinks and remembers in pictures. So, if someone wants to remember a certain thing, e.g. house, the best way to do is to draw a picture of it. Then, Willis and Willis (2007: 79), mention that Mind Map has some advantages which are helping students to focus on relevant information, to think of what aspects of the topic to talk or write about, and to organize information coherently. Moreover, Krasnic (2011: 30-31) mentions several advantages of visual mapping . They are:

1. Increased creativity

Visual maps' flexible structure encourages new ways of thinking about concepts and ideas and allows for personal organization of information.

2. Improved memory and understanding

Visual maps are very effective at bringing together the logical left brain and the visual creative right brain to improve memory and productivity. The visual maps ability of linking and layering information make the user can see the big picture and gain a deeper understanding of a topic.

3. Attractive, interactive, and fun

Visual maps are enjoyable to develop, review, and remember. Because visual maps are attractive and interactive, they maintain interest for much longer than traditional narrative text.

Added to this, Mapman (2013: 23) mentions some benefits of a mind map. First, it enables to help ones in organizing thoughts. Someone frequently has ideas that pop in his head but may not act them since they may just seem like random thought. Mind maps make it possible for people to work through a simple concept and turn it into something that can be executed.

Second, mind map is able to help broaden someone's ideas. It is possible that the idea is not great and is not going to be possible to execute but it does not mean that the idea is useless. People can extend

the idea by considering different element and breaking it down into smaller parts. A mind map can be essential in helping extend ideas and make them feasible for execution.

Third, it can help mobilize whole brain thinking. Since the mind maps include pictures, words, colors and shapes, it appeals to right and left side of the brain and can stimulate them in tandem.

Furthermore, Good enough and Woods (2002) discovered that the students in their study perceived mind mapping as a fun, interesting and motivating approach to learning. Some of these participants connected the fun aspect to the chance to be creative creating mind maps through lots of color, symbols, key words and design.

Based on some paragraphs above, mind mapping technique has some advantages. It enables to improve creativity, to help focus on relevant information, to organize thoughts and to boost students motivation in learning. Thus, it can be said that the mind mapping is an essential technique to be implemented in writing lesson.

3. How to Make a Mind Map

Mind mapping is one of the techniques which are used to gather ideas in pre-writing activities. In brainstorming stage, mind mapping can be a useful technique to support learning activities which needs large number of ideas. In doing brainstorming, as cited in Mapman (2013: 25), mind maps can be a tool to inspire creative thinking in the

moment it can also incorporate the combination free writing and word association.

Then, Mapman (2013: 31) explores the more detailed ways of how to make a basic mind map. The steps are presented in the following explanations:

1. Start with a central concept

The concept must be firm so it is broad enough to be explored with the mind maps and also it has to be narrow enough not to cause the researcher ends up with multiple mind maps.

2. Write down the different ideas related to the concept

Write down the words that come to mind as they related to the central concept and then link those words to the central concept using lines and underline the words. Use the keywords to identify different topics while supporting the images, lines and shapes used throughout.

3. Use images and symbols in place words

Use images and symbols instead of words whenever possible. Very basic stick figure or simple symbols can be used. The point is to add a visual element to the mind map to communicate a point.

4. Use shapes to group sets of words or images

Use shapes to show a relationship between words or images. For example, if the researchers are exploring a specific area of the central topics, they can put all those words and images in squares. The main goal is to give the mind map an interesting look.

5. Incorporate colors to show relationships

The colors should be used in addition to shapes, symbols and. Creativity is needed in using the colors. In brief, there are five simple steps to make a mind map. Students need to decide the main concept first then associate it with the ideas following the concept. To make the mind map more communicative and interesting, they need to draw some images and gave some colors to the mind map.