

CHAPTER II

REVIEW OF RELATED LITERATURES

This part deals with the literatures related to the present study. It discusses the theories which contains the needs of the research (1) Teaching Writing, (2) Narrative Text (3) Mind-Mapping Strategy,(4) The Implementation of Mind Mapping Strategies in Teaching Writing, (5) The Theoretical Framework.

A. Teaching Writing

Mastering written language is absolutely necessary in today's modern life because that skill is required in several fields. Writing as a skill is the ability to express ideas or thoughts to the other party with the media writing. Every writer must have a goal with his writings, among others, invite, inform, persuade, or entertain readers. Writing is a creative process of expressing ideas in the form of written language for the purpose, for example to tell, convince, or entertaining. The result of this creative process commonly referred to as essay or writing⁹.

1. The Concept of Writing

Generally, writing ability has a role that is essential for human life. In every activities it is required to support the implementation of the various activities. While at school, the ability to write can a support for students in the process of teaching and learning activities. Related to this role, the ability to

⁹ Nurchasanah dan Widodo, Hs. *Writing Skills and The teaching*, (Malang: UM Faculty of Literature, 1993), 45.

write has been taught by teachers to students since elementary level¹⁰. This capability will be developed further to the next level

Basically, writing is a whole series of activities in order to express one's ideas and communicate through written language to others to be easily understood. This means that a good writing is a writing that can be understood by others. writing is a process of pouring or presenting information in the form of thoughts, feelings, or the willingness to use written language by specific settings in accordance with the rules of the language used by the author. From the definition it can be concluded that there are four elements involved in the delivery of messages through the media writing. writing is like the talking. One way is the middle set of words, expressions and see the effect.

Writing is required to describe the problem, pour a thought that feels important to know. Writing is a whole series of activities of a person who expresses ideas and communicates through written language to understand the readers. This implies that the actual writing is a series of activities that require a process of continuous learning. Through applied learning at school, students experience the process of writing activities in accordance with what is taught by the teacher¹¹.

Some the understanding above, that writing is to put or organize graphic symbols that express an understanding of a language in such a way that others can read graphic symbols as part of the presentation of the unit

¹⁰ Melvin L. Silberman, *Active Learning 101 Ways to Student Active Learning Method*, (Bandung: Nusamedia, 2006), 169.

¹¹ Hisyam Zaini dkk, *Active Learning Strategies* (Yogyakarta: CTSD, 2007), 53.

expressions. Writing is a place where a writer like pouring all your ideas, thoughts, and feelings to others the readers.

According to some opinions that have been stated above, it can be concluded that the writing process is a series of ideas for activities, ideas, and feelings in the form of graphic symbols that express an understanding of the language.

In the course of writing, it is also important about the right choice of words (diction). Diction is the selection of words for expressing 'feelings or ideas and feelings. Good diction is the choice of words effectively and accurately within the meaning of, and appropriate for the subject matter, audience, and events. Thus, diction has a very important position in essay writing. Diction has some principles as follows; (1) The diction must be appropriate, (2) simple words, and (3) assertive in some points

1. The diction must be appropriate.

It means that the words we choose should be revised according to the level of the constituents. We have to know the readers. Using the right words is not rather right. It is only a matter of consulting with a good dictionary to choose the right words.

2. Simple words

Words must be chosen in accordance with the purposes and objectives so that no waste words. Sometimes, more words or sentences can make the writing not focus on the main idea.

3. Assertive in some points

Choosing the assertive words if we want to make a strong attention is necessary in writing. In some points, we have to make expression as like happiness, anger, sad. There are some words that make your writing becomes alive¹².

In this present life, writing ability is needed. With the ability of to write, one can record, note, convince, inform, report, and influence. All that can be achieved by someone who can organize their thoughts clearly. It depends on the clarity of thought, organization, word, and sentence structure. It can be concluded that the activity of writing is to communicate. Where communication activities try to convey messages to others so accepted and understood. Message delivery and receipt of messages occurs also writing activities. In this case, the author tried to convey his thoughts, his will, or perhaps his feelings through the medium of written language in order to understand by the reader. Thus through good writing and true writer will be able to communicate clearly to the reader through writing. Here are some criteria of a good writing; (1) Clarity, (2), (Conciseness) 3, (Correctness), (4) (Unity), and, (5) (Coherence)

1. Clarity

The definition of clarity is writing must be readable and understandable by the reader, what is meant by the author are not misinterpreted by the reader because the sentence is not clear.

¹² B. Suryosubroto, *Teaching and Learning at Schools*, (Jakarta: Rineka Cipta, 2009), 141.

2. Conciseness

The meaning is that the brevity of the sentence are composed not only short but also do not use excessive expression. This means no swirling in presenting ideas.

3. Correctness

Writing should be able to convey to the reader the idea of grain-matched as the author intended. This means that what is desired by the exact same author understood by readers.

4. Unity

The cohesion is there an idea in one paragraph. Paragraph much as one may have only one principal thought with some subject matter descriptors.

5. Coherency

The point is inter-linked with each other part (between paragraphs or sentences). The connector between paragraphs can overcome lack of knowledge, for example by using the words "thus", "therefore", "even", "therefore", and so on¹³.

2. Basic Writing Ability

Writing skills is one of the four skills that should be possessed by the student. The four skills are reading, writing, speaking, and listening. They all have a relationship of mutual regard and mutual support between the skills one

¹³ Akhadiah, *the Development of Writing Ability Indonesia* (Jakarta: Erlangga, 1989), 45.

skill to another. For example, a student to be able to write well is also necessary skills in reading, listening and speaking. Thus the four skills is an interrelated complexity¹⁴.

Basically, creative writing has three essential elements, namely: (1) creativity, (2) provision of language skills, and (3) provision of literary ability.

Creativity is very important to encourage the emergence of new ideas, capture and finalize ideas, optimally utilizing the language, literature and supplies utilizing to produce literary works are new. Equity language has a very important position, because language is a means of writing. The language used by the author has a very high association. Someone who never wrote even be able to write properly honed through creativity, language skills and literature supplies.

The appearance of creativity is not based on innate talent and sheer. Creativity is determined by the combination of elements: first, the ability to think critically. With critical thinking, the soul will continue to live by driven search and search for others. Second, Sensitivity emotion. Emotional sensitivity is necessary, so that a person can catch and felt something of what is in the vicinity. Third, Talent. It can strengthen one's creativity but not the only element that determines. Last, the power of imagination. With the imagination of people able to associate what they see, smell, felt, heard with something else.

¹⁴ Nurudin. *The Basics of Writing*, (Malang: UMM Pres, 2007), 21.

The findings in this case is the idea that the acquisition process will be discussed or gotten an idea to be discussed or written. Although for many writers it is intuitive process, but it can be learned how to direct it with the use of formal procedures to analyze and examine it. The idea may appear by itself or through a variety of fishing process. The stimulation process can be through a variety of ways or strategies and constant effort to bring a creative idea.

Through structuring the process that is intended to fundamentals discovery process that enables to organize setting ideas in a way that is easily understood and trusted by readers. While the style selection is the process of determining the sentence structure and diction to be used in the text to be drawn. The division of the process solely for ease of writing. The third process is part of a whole mental process that takes place simultaneously, which in actual fact it is difficult to be separated from each other¹⁵.

Related to writing ability, creativity has a very important role. Creativity that arise in a person, has several stages. The creativity stages are as follows; (1) The appearance of an idea, (2) The development of ideas, (3) The development of ideas, (4) The expression of ideas, and (5) The completeness of ideas.

1. The appearance of ideas.

The idea may appear at any place; the idea is often passed quickly and disappears again. Ideas can also come up with ways stimulated

¹⁵ Ibid, 45.

through: increasing knowledge and experience learn the ideas of others, do reflection, often practice, critical thinking and associative.

2. The development of ideas

Ideas that often appear vague need processing and refinement. Development of ideas can be assisted by the details of its elements. Moreover, the idea can be maximized by reflection and discussion.

3. The expression of ideas

Ideas often face the difficulties in using language, psychological, and smoothness constraints. To that end, a writer must have a mastery of vocabulary, language rules, the barrel languages, and systems of meaning. In addition, an author must have the courage to free from fear, shame, distress that can inhibit writing, and must frequently exercise.

4. The completeness of ideas

The work of the ideas that have emerged need to be read back. This is done directly or indirectly by the authors themselves or others.

Someone is said to be able to write if they meet the characteristic marker writing skills include: to express information by means of language in essay form through cognitive processes, develop a customized essays with targets and essays in various kinds of essays, arrangements capable of organizing, able to choose the word, and applying spelling. Of these processes is expected that students are able to produce a good writing, clear, according to the rules, and has significance. Good writing is writing that can communicate effectively with the readers to whom the writing

was addressed. The characteristics of good writing are: meaningful, clear, round and whole, and fulfill the rules of grammar.

3. Writing as a Process

The ability writing is a process of activities. In the teaching of writing, the process is a series of deliberate steps aimed to achieve a specific result. A process has a beginning, middle, and end. One of the key learning good writing or writing is aware of the fact that when students start writing mood she was in the process; aware of every step in this process, and control it well, It is expected to further facilitate and stimulate activities that succeed in achieving the goals¹⁶.

Learn writing skills are not enough to learn the grammar and learn the knowledge of the theory of writing, let alone memorize the definitions of terms contained in the field of composing. Writing skills grow with exercises to overcome anxiety and indecision leads to self confidence thus writing should be taught through a continuous learning process and the stages by stages so that the process of learning to be meaningful. Through the many exercise teachers can improve and develop the capabilities of students.

Writing is our best minds in the process of thinking on paper about a topic. Writing is a process, a series of steps, and at the time we write, we can control the steps. One of the keys to learning to write well is aware of simple facts that when students start writing course she was in the atmosphere, and by

¹⁶ Ibid, 62

being aware of each step in this process and control it well, is expected to further facilitate the writing activity and success in achieving the goal.

Outline writing activities has three steps: (1) pre-writing, (2) writing, (3) post-writing. However there are nine steps writing activities in detail: (1) collecting information, (2) find the idea of the information, (3) selecting and narrowing a topic to write about, (4) forming a main idea about the topic, (5) select and organize supporting the idea of information-information that has been collected, (6) writing an outline or rough draft essay, (7) revise the draft, (8) write the final draft, and (9) read test script.

In the prewriting stage, of activities are undertaken to determine the topic. Topics can be obtained from various sources such as: experience either through observation or reading, observation of the environment. From then drafted the outline of your topic, ie to solve the sub-topics into subtopics. The following step is the stage of writing. In the writing stage to discuss any topic item that is in the outline prepared, developed the idea into a complete essay. The next stage is the stage revision, re-read, improve, reduce, or expand.

Based on the above theory, it can be concluded that there are stages that must be passed by an author in order to convey to the reader the information that can be clearly understood. These stages are: (1) pre-writing stage, which includes the step of finding ideas and the development of ideas, (2) the writing phase, which includes the step of presenting a bouquet to notice

the choice of words, a complete and coherent, (3) the post-writing, which includes the revision stage.¹⁷

4. Teaching Writing Based on Experience

Activities in the process of writing a series of ideas, ideas in the form of information in written form in accordance with the rules of writing, addressed to the reader. Through the process of learning that the student is required to improve their ideas into written form. The idea can be extracted from their experiences through the process of thinking. Starting from the experience was a bona fide student of a concept of matter as a source of learning.

Teaching experience equips students with an alternative learning experience with classroom approaches, such as the direction of the teacher lecture. Where this strategy provides an opportunity for students to perform learning activities actively with personalization. Teaching experience gives students a set / series of learning situations in the form of actual experience designed by teachers.

Writing based on experience will be more easily understood by students. In this hilarious experience is used as a learning resource to the media's imagination. Experiences that have been experienced by the students will be reflected in the process of learning to write. Thus will facilitate

¹⁷ Josep Hayon, *Reading and Writing Discourse Practical Instructions for Students*. (Jakarta: Grasindo, 2007), 12.

students in expressing ideas fluently and be more purposeful and meaningful learning.

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B. Narrative text

This section will discuss about The Definition of Narrative Text, Kinds of Narrative Text, and The Elements of Narrative Text. Those will be detailed below.

1. Definition of Narrative Text

It has been mentioned in several references that a narrative text is an imaginative story to entertain people. Based on the dictionary, narrative text is a spoken or written account of connected events; a story. Then, the narrated part of a literary work, as distinct from dialogue.

Generally, Narrative text is a form of discourse that is the main target behavior is woven and coupled into an incident that occurred in a unit of time or can also be formulated narrative is a form of discourse that illustrates very clearly to the reader that an event has occurred.

Narrative text is concerned with a chronological sequence of events, events, and issues. Author acted as a historian or storyteller. He has the sole purpose is to convince the reader or listener to the street to tell what he saw and he knew.

The main characteristic of narrative is motion or change of state of a time into another state in the next time, in the events that are coupled. Thus it can be concluded that narrative discourse is a form of narrative text that describes a series of events or events that evolve over time. In narrative text literature there are figures, times and events or events linked by an author into a story.

By some definitions that have been mentioned above, it can be concluded that the narrative text is a form of narrative discourse that describes a series of events or events that evolve over time. In narrative literature there are figures, times and events or events linked by an author into a story.

Narrative text discourse purpose is outlining a series of connected events in such a way that it's meaning arise or thrive in it. Narrative more emphasizes on narrative storytelling and depiction of the sequence of events that occurred, so that the meaning of the story will present itself when the time sequence was clearly illustrated. In the narrative text discourse between the events that are associated with the following events, so that at the end of the story can be taken a conclusion of the event described.

Through narrative text, an author trying to tell how an event experienced by a character who strung in development time. In writing a narrative explaining what and how an event has occurred. In this case the narrative text brings readers into the series of events experienced actors. It provides a mental maturity. That mental preparation that involves the reader with feelings, sympathy or antipathy even involves them to the event itself.

2. Kinds of Narrative Text

Kinds of Narrative Text is based the author's involvement in the preparation of the event is divided into two, namely, factual and fictional narratives. Factual narrative is the author's narrative role in determining the events recounted in the narrative. Narrative fiction is that the author's narrative role in determining the order and arrangement of events that evoke suspense to the reader particularly because there is a meaning behind it.

Narrative text is divided into two parts that based on the goal, expository and narrative suggestive narrative. Expository narrative is a narrative that conveys information about an incident or event with the aim of adding or expanding knowledge of the reader after reading the story. While suggestive narrative is a narrative that tells a story in order to give meaning to events in disguise. That is, in the suggestive narrative meaning of an event is not delivered explicitly, but implicitly¹⁸.

¹⁸ Gorys Keraf, *Argumentative dan Narrativ*, (Jakarta: Gramedia, 2004), 23.

The kinds of narratives that others, namely, autobiography and biography, anecdotes and incidents, sketches, and profiles. Here is an explanation of some kind of narrative text.

a. Biography and autobiography

The difference between autobiography and biography of the problem lies in the narrator namely, who tells the story in this discourse. The narrator is a character in his own autobiography, while the narrator is someone else in the biography. However, both have in common is delivering an engaging story about the life and personal experiences. The main target of autobiography and biography are present or present dramatic events, and try to benefit from all the rich personal experience for the reader and the other members of society.

b. Anecdotes and Incidents

Anecdotes and incidents often serve as the only part of the autobiography and biography or history. As part of the narrative discourse of the other longer, they narrate a sequence of behavior in a unit of its own time. Such anecdotes are short stories aimed at delivering interesting or peculiar characteristics of a person or a thing. Incidence has more freely character than anecdotes. Its appeal lies in the distinctive characters and alive, which explains the act or event itself. What is described is usually exciting.

c. Sketch

Sketch is a short form of discourse, which is always categorized in narrative writing. Sketch developed using the details selected based on a framework of narrative action. The main objective is to present a sketch of the things that are important from an event or events in general and selective, and not to present completely.

d. Profile

Profile is a modern discourse that seeks combines narration, description, and exposition is woven in various proportions. As reflected in the terms used to refer to this discourse, the profile shows the main characteristics of a character who is described based on a framework that has been outlined previously. The most important part that is intended in the profile is a character sketch, which is structured in such a way as to develop the subject¹⁹.

3. The Elements of Narrative Text

Narrative Text has different characteristics to the type of essay to another. These characteristics are typical character of the essay form narrative because the narrative text contains the elements builders. Elements builder's characteristics are as follows.

The narrative Text contains elements of the characters, events, and time. This is consistent with the understanding of the narrative that is motion or change of state of a time to be other circumstances at the time of

¹⁹ Ibid, 45.

the next, through the events that sequential. It is concerned with the chronological order of a narrative story. The sequence of an event or events that are important markers of a narrative text.

In the suggestive narrative, telling a story in order to give meaning to events in disguise. That is, the narrative meaning of an event is not delivered explicitly but implicitly. Moreover, in the narrative, expository, narrative is to convey information about an event or events in order to add or expand knowledge readers after reading the story.

C. Mind-Mapping Strategy

Discuss about a good learning from the past would not be apart from a good method. Method and right style will motivate the achievement of the students in general. The learning process is increasingly accumulating also a specter that haunts the students and teachers themselves. Learn where students are required to complete, so teachers should be able to complete the learning.

Mind Mapping is a structured and effective tool to help students and teachers performing better teaching. Since Mind Mapping stimulate left brain and right brain are synergistic. Mind Mapping will be very beneficial in learning, especially in competency record and remember.

1. Definition of Mind-Mapping Strategy

In the process of learning in the classroom, it is needed a teaching strategy to achieve specific goals. in the world of education can be defined as a learning strategy plan contains a series of activities designed to

achieve specific educational goals. Learning strategy is a set of learning materials and procedures that are used together to cause the student learning outcomes. Based on these definitions, in this study, the researcher uses Mind-Mapping strategy in the learning process in the classroom.²⁰

Mind-Mapping is the most powerful tool that helps the brain to think on a regular basis. Mind-Mapping is the easiest way to enter information into the brain, and to retrieve information from the brain.

Mind-Mapping or mind map is also a method to learn a concept invented by Tony Buzan in the 1970s. The concept is based on the way our brains work to save the information. According the results showed that our brains often given information in the form of images, symbols, sounds, forms, and feelings. Mind_mapping uses visual reminders and sensory in a pattern of related ideas, such as road maps are used to study, organize, and plan. This map can generate original ideas and trigger memories easily.

2. Benefits of Mind-Mapping

Mind Mapping always uses color, lines, symbols, words, and images, based on a set of simple rules, basic, natural, and familiar to the brain. By using Mind Mapping, a long and tedious list of information can be transformed into colorful diagrams, easy to remember. So that, using Mind Mapping before writing provides many benefits or advantages.

²⁰ Mc Crimmon, *Writing with a Purpose*, (Boston: Houghton Mifflin Company, 1984), 6.

First, It gives almost absolute freedom. The biggest obstacle is writing a lack of confidence. By mind mapping, we are supported and motivated to pour whatever we want and then discharged without fear about right or wrong. Second, put into function synergistically second brain hemisphere. Good writing is produced by the two parts of the brain, left brain and right brain. Mind-mapping to help us in writing to use two parts of the brain. Third, detect more early if we desire to write some material that is in us or not. Sometimes we want to write an interesting topic. However, it turns out after we began to write and get out a few sentences related to the topic you wish to write us, we encounter congestion. Sometimes, bad writing makes us frustrated. With mind-mapping, we can check and issue advance what we want to write material that was stored. Fourth, network mapping thoughts. Maybe in the past we used the technique Outlining (create outline) when want to write. Obviously, this technique is not able to associate a material with other material. Write so much more easy and flowing. Fifth, help write creatively. A writer interprets creativity as a great power that can bring new things. Mind-mapping can help us to explore the uniqueness of ourselves. Sixth, help write quickly. Seventh, helped write in and mean. With mind mapping we were invited to explore the furthest reaches of what is stored. Mind mapping stimulates us to remove anything and dig very deep in us. The case should be able to open our eyes and mind mapping method is very helpful in writing activity. Mind mapping could

suggest a writer rich in ideas, help authors associate information of one another, and help writers more quickly pouring creative ideas. Therefore, Mind mapping method is expected to be one of the options for the author not only good for creative writing but also academic writing.

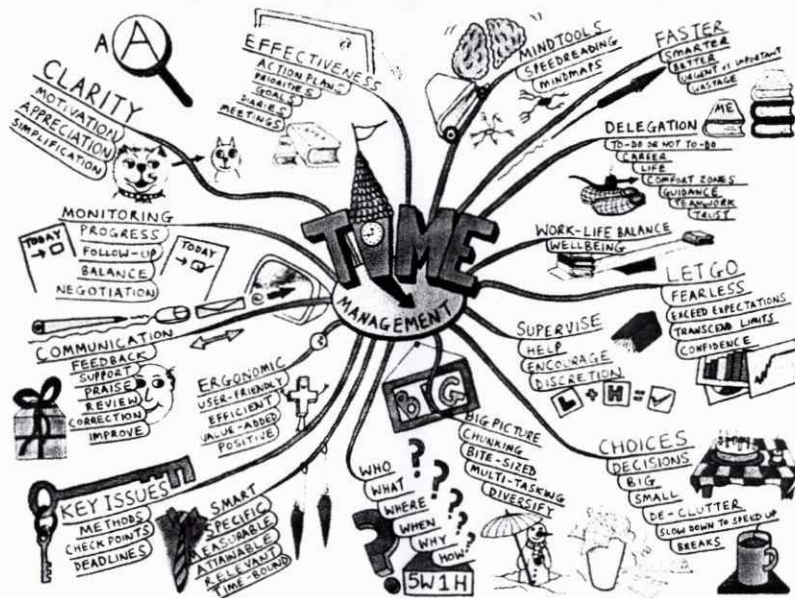
3. The Steps of Mind-mapping strategy

In the world of authorship, Mind mapping can liberate a person to record information by linking the information with the idea that led to creativity and new ideas. Such a strategy outlining the shift pattern (creating the outline) which is less in giving you the advance freedom to associate information with each other. Make a Mind Mapping is easy if you know the technique.

More precisely, Start from the center of the side length of blank paper is placed horizontally. imagine a tree with branches. The tree is our main idea, while the sub-branch is the idea that we can come up with. Of course, the branch is very linked to the references we see, experience and imagination. This combination of several points that could result in a complete idea. Later, that information could be produced into an article or even a book. There are many clues in making mind-mapping. Namely, providing simple ways, imaginative, and empowering. Imagine our brain cells (neurons) like trees, each storing information relating to its branches. Arrange the return key points, of any topic we want to remove it or we absorb, on a sheet of white paper as the form of the tree (neurons) branching. Start with the core idea, usually with a symbol, in the middle of

the page, and then draw its branches spread all around. For example: If we want to describe Kediri town, use the Simpang Lima Gumul monument. Use the picture, because a picture is worth a thousand words would be meaningless.²¹ Try to record only one word or symbol for each point that we want to remember or are putting out, the main theme for each branch. Put the points related to the main branch of the same, each forming sub-branch. Use colored pencils or markers for related topics. Draw as many pictures or symbols. When we equip each branch, circled with colored boundary lines. Develop and hold any map on a regular basis. There is the possibility of an enlarged branch and many can we detach to become a new mind-mapping, and so on.

Here is an example of the application of Mind Mapping in writing.



(Source: <http://www.google.com/imgres?imgurl=http://www.mindtools.com/> jpg)

²¹ Tony Buzan, *Buku Pintar Mind Map* (Jakarta: PT Gramedia Pustaka Utama 2007), 33

Some important things to make a mind map is shown below, namely:

(1) ensure the main theme lies in the middle, (2) from the main theme, it would appear that the derivative themes are related to the theme principal, (3) to find the relationship between each theme and mark the lines, colors or symbols, (4) use uppercase. Capital letters will encourage us to just write the key points on the map of the mind alone. In addition, read a sentence in the image will be much easier than if the lowercase letters, (5) make a mind map on plain paper and eliminate the editing process. The idea of mind maps is that we think creatively. Hence it is advisable to use plain paper and do not easily tempted to modify the map of the mind in the early stages. Because if we are too early to do modifications on a mind map, it is often our focus will change that inhibits the absorption of an understanding of the theme we are studying, (6) leaving room for additional themes.

C. The Implementation of Mind Mapping Strategies in Teaching Writing

In the implementation of mind mapping strategies, there are several steps to make the good writing. Here are the stages (1) the stage of Finding and Developing Ideas, (2) Presents ideas with attention to word choice, Clarity, Conciseness, Correctness, Unity and, Coherency, (3) Stage of Revising.

1. The Implementation of Mind Mapping Strategies at the stage of Finding and Developing Ideas

Ideas In the process of finding an idea, an activity to explore the student experience on stories. At this stage, students are asked to mention funny experiences they know, either vicariously experience and from reading the results. Teachers strive to explore the ideas of students to be more creative. This is done in order to stimulate the brain so that the students are expected to appear fresh ideas about the experience. There are several steps that can be performed on stage appearance of the idea. There are several steps that can be performed on stage appearance of the idea. These steps are outlined as follows.

Before starting up with the idea of the experience of students, teachers must first provide examples of Mind Mapping on the board and an example to the student experience.

Based on the example of Mind Mapping on the board, teachers and students perform frequently asked questions about Mind Mapping so that students understand the meaning and function of Mind Mapping in writing²².

The next step teacher gives examples of humorous stories to the students to observe the use of language, spelling and punctuation as well as showing any students how to apply the funny experiences that students have if written into story form.

²² Ibid, 56.

The teacher asks students to share their experiences to teachers and tell at a glance that experience in front of the class. When students are told at the front, the teacher tried to explore the experience of students with a variety of questions that students' stories appear more clear and focused

Students tells in front of the classroom while demonstrating the movements and expressions in accordance with the atmosphere of the story. It is capable of causing an effect on the students who listened to other students.

The teacher gave the worksheets the form of mind maps. Students are asked to write down the funny thoughts into your mind map with detail and detail. Topics that have been found written in the midst of a mind map as a center of ideas, and then developed further by mentioning figures, character, setting (place, time, and atmosphere), the mandate, and the events that happen in the story. Topics can be sourced from the experiences. The selection of topics was determined to be interesting and really understood the students.

Then, the students develop the results of the mind map and the outline of the main points or milestones in order to think the authors discuss a pre-determined topic. Students must outline arranged chronologically and systematically.

2. The implementation of Mind Mapping Strategies in Stage of Presents ideas with attention to word choice, Clarity, Conciseness, Correctness, Unity and, Coherence

At this stage, the activities carried out are the students present the results of a mind map and outline into a humorous story with proper attention to word choice, spelling and punctuation, cohesion, respectively, and complete. First, Students develop a mind map and outline into narrative form. Second, Students do the imagination and clearly describe and detail each topic and subtopic that exist in the mind map. Every detail in the outline of the events described and narrated in chronological order by the students. Third, Students write a story with proper attention to word choice, spelling and punctuation, have cohesion between sentences, sequential (chronological), and complete with story elements builders.

3. The implementation of Mind Mapping Strategies in the Phase of Revising

The next stage after the students wrote a humorous story, and then students make revisions. At this stage of the activities carried out is re-examination results essay. Students can make revisions if the resulting essay has its drawbacks. Students must know these steps. First, at this stage, the revision is done by exchanging the results of essay to friends. Second, with the guidance of a teacher, students learn to find mistakes and shortcomings essay. Third, the teacher also asks students to publish the results of the essay in a way to read it in class. Last, Other students listen to deliver opinions and constructive criticism as corrective measures.

D. Theory Framework

The ability to write has a very important role in human life. In every activity in the least necessary writing skills to support the implementation of various aspects of activities. While in school, the ability to write a support for learners in the learning process. Relation to this role, the ability to write has been taught by the teacher to students ranging from elementary level. This capability is expected to be expanded again later next level through a variety of exercises and creative ways. Basically writing is the process of pouring or presenting information in the form of thoughts, feelings, or willingness to use written language based subordinate certain settings in accordance with the rules of the language used by the author. From that sense we can interpret that there are four elements involved in the delivery of messages through the medium of writing. The fourth element is the writer as a messenger, the message / content, channels / media in the form of writing, and the reader as the recipient of the message. All these elements constitute the basic unit is contained in a writing discourse.

In this present life, writing ability is needed. With the ability to write, one can record, record, convince, inform, report, and influence. All that can be achieved by someone who can organize her thoughts clearly. It depends on the clarity of thought, organization, word, and sentence structure. It can be concluded that the activity of writing is to communicate. Where communication activities try to convey messages to others so accepted and

understood. Through writing is good and true a writer would be able to communicate well to the reader.

Write stories using Mind Mapping strategy consists of several stages, namely: (1) pre-writing which includes finding ideas, developing ideas that make Mind Mapping, and prepare outline (2) presents a bouquet to observe the right choice, complete, coherent, accordance with the spelling and punctuation, and use the appropriate diction (3) post- writing which includes revision.

At this stage of the activities carried pre-writing focused on (a) the generation of schemata students, (b) deliver the learning objectives, (c) an explanation of the steps to write, (d) moving the students and stimulate students to find a topic, (e) develop the topic into subtopics with attention-linkages or relationships embodied in the activities of the mind mapping. The next step was followed by preparing the outline of your activities.

At the stage of writing the activities carried out are drafting, by pouring any ideas of subtopics that have been written in the mind map into a n essay text-based stories. Next on stage pre- writing, the activities carried out are editing and publication, its activity was revised essay to restructure the development of ideas, add, change, eliminate, or correct use of spelling errors and punctuation. The next activity is the publication of the results of directing students to read the essay in front of his friends so that students are able to give feedback and criticism as corrective measures²³.

²³ Liang Gie, *Skillfully Writing*. (Yogyakarta: ANDI, 2002), 34.