

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with theories used as the basis of the study. It mainly covers the discussion of mind mapping, writing and recount text. In the discussion of mind mapping, the researcher elaborates definition of mind mapping, the step of making mind mapping, the benefits of mind mapping. In the discussion of writing, the researcher elaborates definition of writing, the elements of good writing, and the writing process. In the discussion of recount text, the researcher elaborates the concept of recount text. Furthermore, the researcher elaborates the application of mind mapping in improving students' writing skill of the eighth grader students' in class VIII/2 at MTsN Tanjunganom - Nganjuk.

#### **A. Mind Mapping Method**

##### **1. Definition of Mind Mapping**

An alternative approach, and one which some claim works with both halves of the brain by harnessing its powers of visualization and association, and thereby improves both memory and creative thinking, is mind mapping.

In 1960s, an English psychologist names Tony Buzan introduced and developed this idea which is later well-known as Mind Mapping Technique. Buzan introduces mind mapping is the one of technique and

developed it become a good way of creative thinking for students especially.

Mind mapping is a creative thinking involves all of mentality skills of brain. In the usage of mind mapping, students not only use their left side of the brain to identify words but in the same time they also use the right side of the brain in learning language.

Mind map helps students to learn, arrange, and store information in their brain. Information can be illustrated with symbols, words, color, images, links, and attachments to add context, helping to reveal new directions, greater clarity, and big ideas. Because of mind map illustration using a creative method (symbols, words, color, images), it easy and pleasure to see, read, understanding, and memorized it. Mind mapping can solve problem in a large areas, it is possible to make decision, and collect the data.<sup>1</sup>

Furthermore, mind mapping is a good method to help students' in creative thinking ad effective way to improve their activeness in writing activity.

## **2. The Steps of Making Mind Mapping**

A teacher must be able to choose appropriate method to improve students' writing skill especially in writing recount text.

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<sup>1</sup>Satriawan, Mind Mapping/Technique/Effective, <http://satriawan35.blogspot.com/2012/06/mind-mapping-technique-effective-in.html>, accessed on May 16<sup>th</sup> 2013, 7:36 p.m.

One of methods can be chosen is mind maps. Mind maps enhance the writing activities in writing recount text by encouraging students to put many words and write in their own paper as the base of making a draft for their recount text. There are some steps to make a good mind mapping<sup>2</sup>.

They are as follows:

- 1) Start in the CENTRE of a blank page turned sideways. Why? Because starting in the centre gives your brain freedom to spread out in all directions and to express itself more freely and naturally. It means that the students can make their mind mapping more variatif and having widely sides to adding their ideas.
- 2) Use an IMAGE or PICTURE for your central idea. Why? Because an image is worth a thousand words and helps you use your imagination. A central image is more interesting, keeps you focussed, helps you concentrate, and gives your brain more of a buzz! It means that by using an image can involved their imagination (in case: the students) and it makes easiest in making mind mapping.
- 3) Use COLOURS throughout. Why? Because colours are as exciting to your brain as are images. Colour adds extra vibrancy and life to your mind map, adds tremendous energy to your creative thinking, and is

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<sup>2</sup>Tony Buzan, about/Mind Mapping, <http://www.tonybuzan.com/about/mind-mapping/>, accessed on May 16<sup>th</sup> 2013, 7:37 p.m.

fun! It means that colors attract the students to make their mind mapping more colorful and make their thinking creativity increased.

- 4) **CONNECT** your **MAIN BRANCHES** to the central image and connect your second- and third-level branches to the first and second levels, etc. Why? Because your brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily. It means that through connecting the main branches can help the students understand easily.
- 5) Make your branches **CURVED** rather than straight-lined. Why? Because having nothing but straight lines is boring to your brain. It means that straight lines will lead us in boring situation, and give bad effect to our mind mapping also.
- 6) Use **ONE KEY WORD PER LINE**. Why? Because single key words give your mind map more power and flexibility. It means that by using a key word in every line make our brain think flexible and empowering to adding some words after.
- 7) Use **IMAGES** throughout. Why? Because each image, like the central image, is also worth a thousand words. So if you have only 10 images in your mind map, it's already the equal of 10,000 words of notes! It means that every images that we putting on our mind mapping will lead us to enrich our vocabulary to help us in making a good draft in writing recount text.



### 3. The Benefits of Mind Mapping

Mind mapping as a tool not only to improve students writing skill but also having some other benefits. As follows:

- 1) Helps students brainstorm and explore any ideas, concept, or problem.
- 2) Facilitate better understanding of relationships and connections between ideas and concepts especially in recount text.
- 3) Make it easy to communicate new ideas and thought processes.
- 4) Allow students to easily recall information (reinforcement)
- 5) Help students take notes and plan tasks.
- 6) Make it easy to organize ideas and concepts especially in recount text.<sup>3</sup>

Based on the above statement, mind map helps students to planning, communicate, be more creative, solve the problem during the writing process, concentrates attention, arrange and explain the ideas, remember well, learning quickly and efficient.

### B. Writing

#### 1. Definition of Writing

Writing is a process can be defined as the complex system people use when transcribing ideas into written form.<sup>4</sup> It means that writing is the most difficult skill. It is differs from speaking, listening and also

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<sup>3</sup><http://www.inspiration.com/visual-learning/mind-mapping>, accessed on May 16<sup>th</sup> 2013, 7:36 p.m.

<sup>4</sup>Stone, Jeanne M. (1990). *Cooperative Learning and Language Arts: A Multi-Structural Approach*. Riverside: University Of California Press. p.1:4

reading. It needs a passion to build a sense in writing. Writing is an activity to write a language by using signs or symbols.<sup>5</sup>It means that writing is representation of language in textual medium through the use of a set of signs or symbols.

Writing is one of language skill which must be taught to the students. It is the same importance as the other language skills. It is an indirectly way of communication but it is very important in human life in expressing thoughts and feelings in the form of writing especially for the students in writing a recount text.

## **2. The Elements of Good Writing**

Writing is not an easy activity, so it needs many exercises continuously. There are five elements of good writing, they are: 1) Purpose, 2) Audience, 3) Clarity, 4) Unity, and 5) Coherence.<sup>6</sup>

First, purpose is determines to help the students be a good writer. It means that before writing the students have to know why he or she writes.

In this case, the students write their story in recount text that used to entertain or to inform about the past events to the readers.

Second, audience is one of important parts of writing. Without audience, our written is useless. Keep the audience (in case: the readers) in mind through the story especially in recount text. Remember that every audience has their own expectations.

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<sup>5</sup>Satriawan, Mind Mapping/Technique/Effective, <http://satriawan35.blogspot.com/2012/06/mind-mapping-technique-effective-in.html>, accessed on May 16<sup>th</sup> 2013, 7:36 p.m.

<sup>6</sup>Richard Walker, Elements/Good Writing, <https://www.google.com/search?q=elements+of+good+writing+pdf&oq=elements+of+good+writing+pdf>, accessed on May 18<sup>th</sup> 2013, 12:08 a.m.

Third, clarity means the state or quality of being clear.<sup>7</sup> It means that the students must know their focus of their topic. Therefore, it also means understanding the topic, so the reader can catch the topic immediately.

Fourth, unity means in writing a paragraph the supporting sentence must be related to the topic and must therefore refer back to the topic sentence.

And the last is coherence. It means that the movement from one sentence to the next and in longer essays from one paragraph to the next must be logical and smooth. There are four ways to achieve coherence. The first two ways involve repeating key nouns and using consistent pronouns which refer back to key nouns. The third ways to achieve coherence is to arrange your sentences (in case: students) in logical order. In short, repeating key nouns, using consistent pronoun, transition signals and logical order are achieved coherence ways.

### **3. The Writing Process**

As almost any writer will tell you, getting started is the hardest part of the writing process. For students, this is often the case because we view a writing assignment as an obligation to fill five pages rather than as an

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<sup>7</sup>Richard Walker, Elements/Good Writing,  
<https://www.google.com/search?q=elements+of+good+writing+pdf&oq=elements+of+good+writing+pdf>, accessed on May 18<sup>th</sup> 2013, 12:08 a.m.

opportunity to say something. It may seem obvious, but arguing a point is much easier if we have ideas about it.<sup>8</sup>

It means that, the students placed writing activity as an obligation process of their English lesson rather than as an opportunity to say or to express something. Furthermore, few writers are able to write exactly what they want to say and how they want to say it the first time they sit down to write. The main important elements in writing are theme, topic, and main idea.<sup>9</sup>

After selecting the topics that we believe for the first writing, we have writing process as considered as below:

1) Prewriting

In this stage, the students should explore their ideas to encourage their knowledge about the topic. In this case the topic is Yogyakarta's Trip, which is the sub topic is some places in Yogyakarta e.g. Yogyakarta Palace, Borobudur Temple, Parangtritis Beach, and Pring Kuning.

2) Drafting

In this stage, the students start to make a draft. The draft will used to make a good paragraph in their recount text.

3) Revising

In this stage, the students should revise of their draft as a step to make a better draft and good writing especially for recount text.

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<sup>8</sup>The Essentials of Writing, <http://www.hamilton.edu/style/the-writing-process>, accessed on May 18<sup>th</sup> 2013, 12:10 a.m.

<sup>9</sup>Hakim Provesa, Aflakha. (2011). Thesis: *The Effectiveness Of Using Short Comics On The Improvement Of The Students' Writing Skill Of Super Class of MTsN Kediri 1*. Kediri: Stain Press. p.22.



#### 4) Polishing

Editing and proofreading to eliminate errors and improve the coherence and readability of our presentation.<sup>10</sup>

There are four implications in teaching during writing process especially in recount text. First, different students may produce equally good results through their processes. It means that there are no one chooses one of the rights writing strategy during the writing recount text, they used their own strategies to write their recount. It will help them to encourage and experiment of their own story (in case: the students).

Second, writing is messy business. It means that the students are always make untidy drafts before they make a good ones and finally to be a good recount text. So while it may be useful to advise students not to worry too much about spelling and grammar at the beginning, and to build their ideas first. They can revise in next stages, after having good drafts for their recount text.

Third, writing is potentially satisfying. It means that the students can select one of topic for their recount text, classified them into some parts. Which ones that are including the easy ones, the enjoy ones, so it will help them to absorb and enjoy of their writing activities. Furthermore, they will have a good story and proud of their written Last, the students learn to write through writing. It means that the students can learn from their own writing experience.<sup>11</sup>

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<sup>10</sup>The writing process pdf, <http://www.capella.edu/interactivemedia/onlinewritingcenter/Downloads/theWritingProcess.pdf>, accessed on May 18<sup>th</sup> 2013, 12:10 a.m.

<sup>11</sup>Ur, Penny. (1996). *A Course In Language Teaching: Practice And Theory*. New York: Cambridge University Press. p. 168-169.

### C. Recount Text

One of the most popular genres in school is recount. Recount is a piece of text that retells past events, usually in the order in which they happened.<sup>12</sup> The purpose of recount is to amuse or to inform the reader about the past event, when and where it happened. Recount as one of the factual texts can be said as the simple text type because of it even can be about familiar and everyday things or events. However, recount can be a newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.<sup>13</sup>

In constructing a recount text, the writers need some steps, they are: (1) A first paragraph gives background information like who, what, where and when. It called orientation. (2) A series of paragraphs that retell the events in the order in which they happened. It called event. (3) A concluding paragraph. It called re-orientation.<sup>14</sup>

Some books wrote before concluding paragraph there are complication, in which the climax of the story happened. In re-orientation, the writer should rebuild the orientation before make a conclusion of their story.

The language features that usually found in a recount text are: (1) Proper nouns to identify those involved in the text, (2) Descriptive words to give details about who, what, when, where and how, (3) The use of the past

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<sup>12</sup> Anderson, Mark and Anderson, Kathy.(1997).*Text Types In English 1*. South Yarra: Macmillan Education Australia. p.48.

<sup>13</sup>Ibid 49,56-74

<sup>14</sup>Ibid 50

tense to retell the events, (4) Words that show the order of events (for example *first, next, then, and finally* etcetera).<sup>15</sup>

**D. The Application of Mind Mapping in Improving Students' Writing Skill of the Eighth Grader Student's in Class VIII/2 at MTsN Tanjunganom-  
Nganjuk**

The steps of application of the mind mapping method can be expressed as follows :

Stage 1 : Identify the topic and organize students into some groups

- 1) Students research several sources in Yogyakarta's Trip Report, proposes a number of topics, and categorize the suggestions.
- 2) Students join the group to study the topics in Yogyakarta's Trip Report that they have choosen.
- 3) The group is based on student interest and must be heterogeneous.
- 4) Teacher helps in information and as the facilitate the setting.

Stage 2 : Planning the mind map in a group

- 1) Students plan together about :
  - a. Choose the topic in Yogyakarta's Trip Report.
  - b. Make a plan for their mind map.
  - c. Devide the task for their outline.

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<sup>15</sup>Ibid 50

### Stage 3 : Doing the mind map in writing recount text

- 1) Students collect information to help them make a mind map
- 2) All the members of each group contribute to the efforts to make a mind map.
- 3) Students exchange, discuss, and clarify all ideas for their mind map.
- 4) Students start to make a draft based on their mind map for each topic that have choose.
- 5) Students write recount text based on their draft (outline).

### Stage 4 : Prepare a final writing

- 1) Each of members of the group exchanges their writing result.
- 2) Each of members of the group doing proofreading.
- 3) Each of members of the group doing editing and revising of their own writing based on the topic that have choose.
- 4) Representatives of the group created a steering committee to coordinate plans for the presentation.

### Stage 5 : Presenting the final writing

- 1) Presentations made to the entire class in various forms.
- 2) The presentation should be able to involve the audience actively.
- 3) The listeners evaluate the clarity and the appearance of presentations based on criteria predetermined by the entire of member class.



### Stage 6 : Evaluation

- 1) Students give each other feedback on the topic task they have done, regarding the effectiveness of their experiences.
- 2) Teachers and students collaborate into evaluation student learning.
- 3) The evaluation of learning should evaluate the highest thoughts.

The purpose of using mind mapping in writing recount text to eight grader students are as follows:

- 1) Mind map method can improve the way of their think to enrich the vocabularies as based for their outline or draft.
- 2) Mind map method can improve the skills and activities of students in writing a recount text.
- 3) Mind map method can improve their achievements in writing lessons.
- 4) Mind map method can increase students' confidence through their activeness in their groups are expected they will active in all studies not only in English lesson.
- 5) Mind map method can create positive social interaction in order to improve social relations in the classroom.