

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is devoted to reviewing the literature from this study. The review consist of definition of writing, writing process, notion of good writing, definition of teaching writing, definition of procedure text, generic structure of procedure text, language features of procedure text, general of mind mapping, the function of mind mapping, the procedure of mind mapping, the advantages of mind mapping, and previous study.

#### **A. Writing**

##### **1. Definition of Writing**

Writing is the skill of pouring ideas, experiences, and feelings into written form. In this case, students are expected to be able to express their ideas, feelings, and thoughts in written language and express their creativity. Siti Anisatun (2018:93) states that “writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is realized in several stages which are one more intact system”. Then according to Dalman (2015:3) “writing is a communication activity in the form of delivering messages in writing as a tool or medium. Writing activities involve several elements, namely: the author as the delivery of the message, the content of writing, channels or media, and readers.”

From the description above the author concludes that writing is a process of pouring ideas or ideas used to communicate to the reader in the form of writing and has several stages.

## 2. Writing Process

Writing is a process. Writing cannot be done in one step. As a process, writing includes a series of activities ranging from the discovery of ideas to the editing stage (revision). So, writing activities require careful preparation by going through certain stages. Dalman (2015:13-19) explained that the stages of writing are divided into three, namely pre-writing, writing, and post-writing.

### a) Pre-writing stage (preparation)

This stage is the first stage, the preparatory or prewriting stage is when the learner prepares himself, collects information, formulates problems, determines the focus, processes information, draws interpretations and inferential to the reality he faces, discusses, reads, observes, and others that enrich his cognitive input that will be processed next. At this stage of pre-writing there are activities such as:

- Choosing a topic, the topic is the subject matter or problem that animates the entire writing. The topic should be distinguished by the theme, since the theme includes more general things. While the topic leads to more specific things. So it will be more fitting when the topic of writing is aligned with the sub-theme.
- Setting goals and objectives, the goals and objectives of writing must be considered so that the writing can be conveyed properly. The goals and objectives of writing

will affect the style and form of writing, style of delivery, and the level of detail of the written content.

- Collecting supporting materials and information, before starting writing, it is necessary to find, collect and select information materials that can support, expand and enrich the content of the writing. Without sufficient knowledge and insight, the writing will be shallow and less meaningful. Therefore, the search and collection of information as writing material is very necessary.
- Organizing ideas and information, many difficulties arise in organizing ideas and information. First, you must prepare the essay framework so that the writing can be arranged systematically. The outline of an essay is someone's guide in writing when developing an essay. In general, the framework of the essay consists of an introduction or introduction, content or core, and cover.

#### b) Writing stage

The writing stage is the stage to pour ideas or ideas in the form of writing. At this stage, it will develop point by point the ideas contained in the framework of the writing by utilizing the material or information that has been selected and collected. In developing the idea, attention should be paid to the depth and breadth of the content, the type of information to be presented,

the development of paragraphs, the style and manner of discussion.

c) Post-Writing Stage

This stage is the stage of smoothing and refining the blur that has been produced. Its activities consist of editing and revision. Editing is the examination and improvement of the mechanical elements of the essay such as spelling, punctuation, diction, wording, Stylistics, recording literature, and other writing conventions.

Editing and improvement activities can be done with the following steps: 1) read the entire essay, 2) mark things that need to be improved or give notes if there are things that need to be replaced, added, enhanced, and 3) make improvements in accordance with the findings during editing.

### **3. Notion of Good Writing**

Good writing has its own characteristics as stated by Rosidi (2009: 10-11) that good writing has the characteristics of a) the suitability of the title with the content of the writing, b) the accuracy of the use of spelling and punctuation, c) accuracy in sentence structure, d) unity, cohesion, and completeness in each paragraph. Good writing is writing that is able to express something that has meaning for someone and provide evidence of what is said in writing. The meaningfulness of the writing is supported by the clarity of the writing. Writing can be called

clear writing if the reader can read at a fixed speed and capture the meaning in the writing.

In addition to being meaningful and clear, good writing has cohesion and integrity. A piece of writing is said to be solid and whole if the reader can follow it easily. This is because there is a clear Organization of the writing according to the plan and the parts are linked to the others.

Good writing does not use too many words. In addition, the writing is solid and straight forward. Good writing always follows grammatical rules, uses standard language, which is the language used by most educated members of society and expects others to also use it in formal or informal communication.

Thus, good writing is one that is clear and meaningful, has good cohesion and coherence, is effective and efficient, objective, and always follows grammatical rules. This will make the reader understand the intent conveyed by the author.

## **B. Teaching Writing**

It might be challenging to teach writing in high school. Before beginning the teaching and learning process, teachers need to think about acceptable tactics, clear directions, and engaging ways. Teaching writing, according to Coffin, et al (2003: 78) in Prima (2017) is the teacher's attempt to help pupils comprehend how to write simply. Concentrate on the language used and the text's structure, such as the way arguments are put together, syntax, and punctuation. That is, to produce high-quality writing, grammatical accuracy is a key consideration during the writing process. In

this situation, the teacher must assist the pupils in the writing process so that they can develop their writing abilities.

In addition, Bright (2007:13) in Prima (2017) states that in teaching writing, teachers should also share their own experiences and understand their students' feelings. One of the key components in supporting the teaching and learning process is a personalized approach. Teaching writing skills will become easier for teachers by incorporating a personalized approach.

Furthermore, there are some general principles in teaching writing such as understanding the reasons for writing, giving students many opportunities to write, and giving useful and meaningful feedback.

## **C. Procedure Text**

### **1. Definition of Procedure Text**

The text of the procedure is a text that contains the objectives and steps that must be followed so that a work can be carried out (Kemendikbud, 2013:84). Meanwhile, according to Mahsun (2014:30) procedural text is a text that aims to provide guidance or teaching about the steps of something that has been determined. This means that procedural texts are those that help us do something or give us instructions on how to get something done. Examples of procedure texts are instructions, recipes, instruction manuals, and itineraries. Then Priyatni (2014:87) states that the text of the procedure is a text that provides instructions or uses something with sequential steps. It can be

said that in drawing up the text of the procedure, the author must write the acts in chronological order.

From the above, the author concludes that procedural texts are those that explain or help us how to make or use something. While the function of the procedural text is to give direction to how something happens through a series of actions, stages, or steps that are directive.

## **2. Generic Structure of Procedure Text**

There are three general structures in the procedural text. First is the goal, second is the material or tool, and the last is the step or method. In simple terms, the text of the procedure will provide the reader with information or instructions to achieve the best results efficiently, avoiding accidents, damage and waste (Iqbal Widiarko, 2022).

### **a) Aims/Goal**

This section generally provides an explanation related to the purpose of implementing or making an activity more described. An explanation of the purpose of the implementation or creation of an activity consists of an explanation of the activity itself and an explanation of the expected final achievement or benefit to be achieved. The purpose of the procedure text will be contained from the title. For example, to explain how to make mango juice, the destination will be written into the title itself, for example "how to make a mango juice".

b) Material or Ingredient

This section contains what things need to be prepared and what is needed in the implementation or manufacture of these activities. These things can be materials and tools. For example, to make mango juice, the ingredients needed are mango, water, and so forth.

c) Steps

This section provides an explanation related to the steps or stages that need to be done in making an activity. These stages should be arranged in a systematic, logical and easy to understand by the reader.

### **3. Language Features**

According to Kholida Qothrunnada in (English module published by Kemdikbud by Yuniarti, S.Pd., M.Pd,) states that, there are 4 linguistic characteristics in the text of the procedure, namely:

- a) It is written using the Simple Present Tense, since the content of the sentence is in the form of facts related to the way in which something is made or used.
- b) Use imperative sentences (command sentences). Example: chop mango, chop garlic, pour water, etc.
- c) Use conjunctive / connecting words to connect one activity with the next. Examples: first, second, then, after that, last, finally and others.



- d) Use adverbs to give adverbs of time example: for 3 minutes, an hour, until, and to give adverbs of manner, such as thoroughly, well, quickly, and others.

## D. Mind Mapping

### 1. General of Mind Mapping

According to Buzan (2013), mind mapping is a learning method with the easiest way to put information into the brain and take information out of the brain when we need it, and also its application is very effective, creative, and simple but very powerful to summarize a material, because this mind mapping method is a method of mind mapping in writing in an illustrated essay.

Another opinion from Sani (2015), mind mapping method is one way that is used in the form of learning activities that are applied to train the way of thinking of students, this method has its own way of presenting the content of the material in the form of mapping thinking based on the ability of students. Mind mapping is described by a combination of curved lines, symbols, words, short sentences, and simple images according to the concept, mind mapping is made based on the ideas of each individual (Sutarni, 2011).

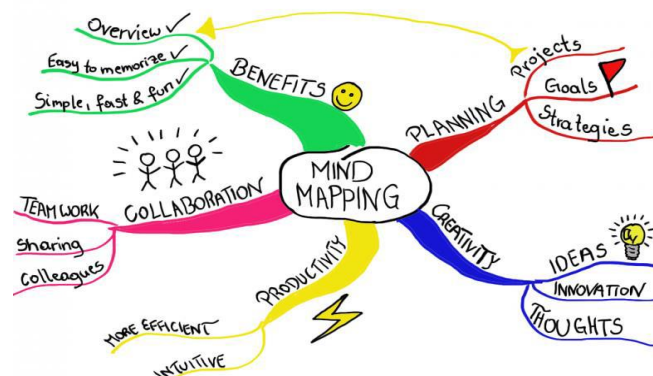


Figure 2. 1 Example of Mind Mapping by mindmeister.com

Based on the opinions of experts above, the researchers can conclude that, mind mapping method can be regarded as a framework of storage and pouring of information that has been obtained by students when learning takes place and encourage students to think creatively.

## **2. The Function of Mind Mapping**

Reporting from the book managerial writing skills (2019) by Sahrul Romadhon, the function or usefulness of mind mapping that can help us in learning and working, namely:

### **a) Helps in remembering information**

Many people have difficulty remembering. In studying and working a lot of information we have to remember. Mind mapping is a great way to keep track of all the information we receive. Mind mapping helps us in recording important information only using keywords and connecting between facts and opinions visually. We can summarize all the information we have in one page of paper.

### **b) Mind mapping is used to organize ideas**

We can use mind mapping when we want to make an essay or presentation. Mind mapping helps in planning the structure of the discussion starting from the introduction of ideas or introduction, discussion of ideas, and conclusions. Mind mapping focuses on the message we want to convey and the important information we put in. This prevents us from discussions outside the topic we want to discuss. Essays and

presentations that we make will also look regular, so easily understood by readers or listeners.

c) Problem solving

Mind mapping can help us focus our minds on the problems we face, especially on the important aspects of our problems. The colors and images in mind maps will make our brains more active and ready to solve a problem. Mind mapping also helps in generating more ideas and other related things, so that we can find more solutions to the problem.

### **3. The Procedure of Mind Mapping**

Tony Buzan (2013: 15) suggests there are seven steps in making a mind map, namely:

- a) Start from the center of the blank paper whose long side is placed horizontally, starting from the center giving freedom to the brain to spread in all directions and to reveal itself more freely and naturally.
- b) Use a picture or photograph for the central idea, an image means a thousand words and helps us use imagination. A central image will be more attractive, keep us focused, help us concentrate, and activate our brain.
- c) Use colors, for the brain colors are as interesting as pictures. Colors make mind maps more alive, add energy to creative thinking, and are fun.

- d) Connect the main branches to the central figure and connect the branches of the second and third tiers to the first and second, and so on. The brain works according to associations, it enjoys associating two or more things at once. When we connect branches, we will more easily understand and remember.
- e) Make a curved line, not a straight line. Curved, organic branches are much more attractive to the eye.
- f) Use one keyword for each line. A single keyword gives a mind map a lot of power and flexibility.
- g) Use pictures on each branch of the mind map, such as the central picture, each picture can mean a thousand words.

#### **4. The Advantages of Mind Mapping**

According Kurniawati (2010: 23) mind mapping has several advantages, namely: can express opinions freely, can work with other friends, more dense and clear notes, easier search for records if needed, the notes are more focused on the core of the material, easy to see overview, helps the brain to: organize, remember, compare and make connections, facilitate the addition of new information, the review could be faster, and each map is unique.

As for other opinions according to Olivia (2008: 13) excess learning model Mind Mapping as follows: an easy way to extract information from inside and outside the brain, it can be used as a discussion bridge, meaning that we can develop the mind mapping that we have created with the mind mapping of other group members to discuss, a new way

to learn and practice quickly and efficiently, and how to make notes so that they are not boring.

Based on the advantages and disadvantages of the mind mapping learning model above, researchers can conclude that learning to use the mind mapping model that is felt by students is very fun, how to record material in the form of maps, symbols and colorful images so that the brain can easily absorb the information received. With the learning model mind mapping can connect new ideas with existing ideas, giving rise to the actions taken by students and also with the use of colors and symbols of interest will make students excited in learning.

#### **E. Previous Study**

This research is supported from several previous studies such as; first, Ernawati (2018) which was held at SMK Negeri 1 Sampang for two months in the XMM2 class of the 2014/2015 academic year. According to the researcher, student learning outcomes in the aspects of reading, speaking and listening to procedural text material in the first semester were good. However, they still have a low achievement in producing procedural texts. There were fourteen students in the class and three types of writing tests in his research. They pre-test, and test after cycle. In addition, observation checklists and questionnaires were provided to support the primary data. The average pre-test is 56.67 then the average written test in the second cycle is 63.214 and the average post-test is 87.792. By comparing the results of the three tests, researchers can conclude that the mind mapping method can provide better achievement for students in producing procedural texts.

Second, Ulfa, et al (2020) with their research related to the influence of the use of mind mapping techniques on students' writing procedure texts. The purpose of his research was to determine whether there is a significant influence of mind mapping techniques on the writing of procedural texts. Their research was done using experimental research. The study population was students of Class XI SMA Negeri 1 Tanjung Pura consisting of six parallel classes. The research samples were taken from two classes, namely XI MIA-1 and XI MIA-2. Class XI MIA - 1 as the experimental group and Class XI MIA-2 as the control group. The experimental group was taught with mind mapping techniques, while the control group was taught with lecture techniques. Data were analyzed using the T-test formula. It was found that t-table (5.98) was higher than t-table (1.99). This means that there is a significant influence on the writing skills of students in SMA Negeri 1 Tanjung Pura procedure using mind mapping techniques. And his research states that mind mapping techniques are more influential to improve students' understanding of text writing procedures compared to conventional techniques.

Third, Dewi (2020) with her research that tries to investigate the results of students' writing ability through the use of mind mapping techniques. She also explained the application of mind mapping techniques in teaching writing, exploring student response and examining student improvement. The participants were 32 students from first semester of Stikes Muhammadiyah Kendal. The result of his research is that mind mapping is an appropriate technique to be used in improving students'

writing skills. Researchers also stated that mind mapping techniques can increase motivation, interest, and enthusiasm for Learning English, especially writing, and even students are more confident in writing texts.

Fourth, Agustina (2020) with her research that aims to explain the influence of mind mapping techniques on students' procedural text writing skills. The research population is all students of Class VII MTsN Model Sungai Penuh with the number of students as many as 122 students, and a sample of 61 students consisting of 31 students of Class VII.A and 30 students of Class VII.B. Samples were taken using random sampling technique. Based on data analysis, mind mapping technique is an appropriate technique for learning the skills of writing text procedures in students MTsN Model Sungai Penuh. This shows that the improvement of students' writing skills on imagination and concentration as evidenced by the average value of students in the experimental class is higher than the control class. Statistical analysis showed  $F_{count} 108.9 > F_{table} 20.60$ . The author also revealed that mind mapping techniques are able to focus students' attention and concentration. Mind mapping is also able to improve students' understanding when reading an article or report and is able to increase fun, imaginative, and creativity to be unlimited.

Last, Salviyati, et al (2022) with a research sample that included 25 students from Class IX Cempaka who were selected using purposive sampling techniques. Judging from the results of his research, the author states that the use of mind mapping techniques is effective in improving the writing skills of ninth grade students of SMPN 14 Palu. The implication of

his research that mind mapping techniques can be used in teaching and learning English, especially in writing skills. The author also revealed that the use of mind mapping techniques can improve the use of vocabulary, organization, and mechanics (punctuation, spelling, and capital letters) in the writing of student procedure texts.

From the previous study above, the authors found some differences and similarities with the author's research. The differences are the data collection technique, the place of the study, and the subject of the study. The authors did not use questionnaires and interviews in collecting data. While the similarities are procedural texts as study materials, Classroom Action Research as research designs, mind maps as writing teaching strategies, and data collection techniques such as; observation and tests.