

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories relevant to the study. The discussion is organized into six main sections: writing, the teaching of writing, recount text, mind mapping, outline and previous related research.

A. Writing

This section presents a theoretical foundation that supports the current study. It discusses several essential theories related to writing, which are grouped into three main aspects: the concept of writing, the procedural stages of writing, and the essential components of written work

1. The concept of writing

The ability to write well is not an inborn talent instead, it is a competence that develops gradually through continual and purposeful practice. According to Basri and Syamsia (2020), high-quality writing arises from sustained logical reasoning coupled with the deliberate employment of different writing strategies. In the same way, Nuraeni (2022) underlines that effective writing requires careful choice of words, accuracy in grammar, and the smooth blending of ideas within a framework that is thematically unified and contextually relevant. Richards and Renandya (2002) point to three key stages in the writing process: planning, drafting, and revising with the planning stage being especially critical. At this beginning point, techniques such as mind mapping offer significant advantages, enabling writers to organize their thinking visually, recognize relationships among ideas, cover content comprehensively, and establish a strong foundation prior to drafting the text itself.

2. The procedural stages of writing

To create high-quality written work, writers need to progress through a series of distinct stages in the writing process. Although different scholars may propose slightly varying models, the present study adopts the framework outlined by Harmer (2004), which consists of four key phases: planning, drafting, editing, and producing the final version.

a. Planning

Before starting to draft, writers must complete a thoughtful planning stage to clarify precisely what they intend to communicate. This typically involves jotting down ideas, arranging thoughts, or reflecting deeply on the central messages they wish to deliver. Harmer (2004) identifies three essential elements to address during this preparatory phase. First, writers need to define the purpose of the piece clearly, since this will determine the genre, choice of language, and the information to be included. Second, they should think carefully about their intended audience, as the tone, degree of formality, and overall style will be shaped by who will read the text. Third, they must decide on the best way to organize and sequence their ideas so that the final writing flows logically, remains cohesive, and is accessible to its target readers.

b. Drafting

In the drafting stage, writers generate the initial form of their text. This first draft provides a basic outline that will subsequently be revised and improved. Given that writing is a cyclical rather than linear process, most writers complete a series of drafts before arriving at a refined and accomplished final version. With each round of drafting, they can further develop their thoughts, evaluate the effectiveness and clarity of their wording, and elevate the overall excellence of the work

c. Editing

The editing phase involves a detailed examination and improvement of drafts with the aim of enhancing clarity, logical connection, and linguistic accuracy. At this point, writers closely inspect the text to correct grammar issues, choose more precise vocabulary, and polish sentence formation. They might also restructure paragraphs or larger portions of the work to ensure ideas progress more naturally and coherently, thereby making the text easier to read. Feedback from colleagues, instructors, or editors is particularly useful here, as external readers frequently notice ambiguities or weaknesses that escape the author's attention. In the end, editing seeks to turn the draft into a sophisticated and impactful piece that communicates its intended meaning clearly and powerfully.

d. Final Version

The final version is the fully completed and carefully polished form of the text, produced after all required revisions and refinements have been made. It often differs substantially from the initial draft, reflecting the extensive modifications introduced throughout the revision and editing stages. This ultimate outcome embodies the writer's best effort to achieve clear organization, linguistic accuracy, and stylistic sophistication, resulting in a cohesive, professional piece of writing that is ready for submission or publication.

3. The essential components of written work

Writing involves several fundamental components that writers must address thoughtfully, as these elements directly influence the quality and effectiveness of the finished text. A solid understanding of these components is therefore indispensable.

Drawing on Jacobs (1981), the quality of writing is commonly assessed through four key dimensions:

a. Content

Writers need to explore their chosen topic with originality and sufficient depth, presenting ideas that are substantial, relevant, and purposeful. The content should demonstrate richness, remain closely tied to the topic, and display internal consistency. It is expected to offer readers fresh insights, well-supported arguments, or detailed descriptions that fully serve the text's intended purpose.

b. Organization

Organization highlights the writer's skill in logically and cohesively structuring both sentences and ideas. It involves the skillful presentation of information in a clear sequence and the careful choice of transitions to ensure smooth connections between points. When this skill is well executed, the resulting text maintains unity and flow, enabling readers to track the reasoning or narrative effortlessly from beginning to end.

c. Language Use

Language use concerns the proper and contextually appropriate use of grammar, encompassing sentence formation, verb forms, subject-verb agreement, word sequencing, articles, pronouns, and prepositions. It also entails writing complete, grammatically correct sentences while maintaining uniformity across all linguistic elements. Competent language use produces sentences that are structurally secure, stylistically well-matched, and varied in design, ultimately contributing to greater clarity and smoother readability.

B. Teaching Writing

This section outlines the theoretical framework underpinning the present study. It reviews several key theories related to the teaching of writing, which are organized into three major areas: approaches to teaching writing, the diverse roles of teachers in writing instruction, the shifting roles of students in writing activities, the importance of teaching writing, and the teaching of writing at the junior high school level.

1. The Approaches to Teaching Writing

Teaching writing extends well beyond a routine classroom activity; it is a complex pedagogical skill that can be approached through a variety of instructional methods, allowing teachers to select strategies that best suit their students' needs and learning styles. Educators can thus implement techniques that genuinely enhance learners' writing proficiency. As Brown (cited in Agustiana, 2016) explains, writing pedagogy is generally viewed through two primary lenses: the product approach and the process approach. The product approach centers on the final written text, emphasizing evaluation of the finished piece against established standards such as rhetorical structure, linguistic accuracy, cohesion, and mechanical correctness. Assessment typically focuses on five key areas: content, organization, vocabulary, grammar, and writing mechanics.

In contrast, the process-oriented approach regards writing as a cognitive and developmental activity that unfolds through successive stages before the text reaches its final form (Brown, cited in Agustiana, 2016). This perspective allocates substantial time for planning, drafting, revising, and editing, thereby encouraging ongoing refinement and improvement. Similarly, Yin (2019) recognizes these same two frameworks the product approach and the process approach and underscores that they are complementary rather than mutually exclusive, each contributing in important ways to the development of robust writing competence.

Teaching writing is far more than a standard classroom exercise; it is a sophisticated instructional skill that can be delivered through diverse teaching methods, enabling teachers to choose approaches that best match their students' abilities and preferences. In this way, educators can adopt strategies that truly strengthen learners' writing abilities. According to Brown (cited in Agustiana, 2016), writing pedagogy is typically examined through two dominant lenses: the product-oriented approach and the process-oriented approach. The product approach places primary emphasis on the finished piece of writing, assessing it according to established standards including rhetorical structure, linguistic correctness, cohesion, and mechanical accuracy. Assessment generally targets two main components: content, and language feature

On the other hand, the process approach sees writing as a staged cognitive activity that matures gradually before reaching its finished state (Brown, cited in Agustiana, 2016). It therefore invests substantial time in planning, drafting, revising, and editing to encourage continual enhancement. In a similar vein, Yin (2019) recognizes these identical two approaches: the product and process orientations and argues that they are complementary rather than contradictory, together providing a more complete foundation for strong writing development.

a. Product-Oriented Approach

The product approach focuses primarily on the precision, correctness, and high quality of the final written work. It prioritizes accurate language use and demands that students display strong control over vocabulary, grammar, and related conventions. As Brown (cited in Yin, 2019) states, an effective text in this paradigm has to fulfill three key conditions: adherence to standard rhetorical forms in English, grammatical accuracy, and a logical, transparent organization that ensures easy comprehension for readers. Consequently, instruction under this approach

concentrates on the end result, with teachers carefully monitoring and evaluating students' writing to make certain these criteria are consistently satisfied.

b. Process-Oriented Approach

The process-oriented approach, on the other hand, moves the focus from the final outcome to the entire sequence through which students develop and improve their ideas. In this perspective, learners are viewed as dynamic language creators who receive generous time and opportunity to immerse themselves in each stage of writing. Such an approach grants them the freedom to investigate ideas, organize content meaningfully, and express thoughts clearly, thereby supporting genuine learning and discovery on the path to a completed text.

2. The diverse roles of teachers in writing instruction

Harmer (as cited in Rao, 2019) highlights three primary roles that English teachers assume in writing instruction: motivator, resource person, and feedback provider. As motivators, teachers are responsible for creating a positive and encouraging classroom environment that inspires students to generate ideas, appreciate the importance of writing tasks, and exert genuine effort to produce their best work. In their role as resources, teachers must be readily available to provide guidance, practical suggestions, and solutions whenever students encounter difficulties during the writing process. Additionally, as feedback providers, they deliver targeted, constructive comments on students' written pieces to facilitate meaningful improvement. While these three roles are especially prominent, Harmer also recognizes that teachers simultaneously fulfill other vital duties, such as designing appropriate classroom activities and maintaining effective classroom management to ensure that instruction proceeds smoothly and productively.

Expanding on this idea, Harmer (as cited in Shofia Anggia, 2019) outlines several specific roles teachers need to perform throughout the writing process, including demonstrating, motivating and stimulating ideas, offering support, providing feedback, and carrying out evaluations.

According to Harmer (as cited in Rao, 2019), teachers of English writing primarily serve as motivators, resources, and providers of feedback. In their motivational role, they foster a positive classroom environment that encourages students to brainstorm ideas, understand the importance of writing tasks, and invest serious effort in their compositions. As resources, they make themselves available to guide students, suggest useful strategies, and resolve difficulties that arise while

writing. In the role of feedback provider, they offer precise, constructive responses that enable meaningful improvement in students' work. Beyond these key functions, Harmer points out that teachers also design engaging activities and maintain good classroom management to ensure effective and uninterrupted instruction.

Developing this framework further, Harmer (as cited in Shofia Anggia, 2019) specifies several key roles teachers need to play throughout the writing process, namely demonstrating, motivating and sparking ideas, providing support, delivering feedback, and conducting assessments.

- a. **Demonstrating:** Teachers begin by modeling successful writing practices. They explicitly teach conventions and highlight the unique features of different genres, ensuring students clearly understand what each text type demands in terms of structure and style.
- b. **Motivating and stimulating ideas:** Teachers must inspire students particularly those who feel intimidated by writing in English or have trouble brainstorming to engage actively with the task. They achieve this by encouraging deeper thinking, helping learners develop their ideas, and maintaining their commitment to the process.
- c. **Offering support:** Providing assistance is another essential aspect of teaching writing. Teachers serve as facilitators who guide students through difficulties encountered during writing. By being approachable and responsive, teachers can enhance students' confidence and motivation to complete their writing tasks.
- d. **Providing feedback:** Teachers must also respond constructively to students' writing by focusing on both content and organization. Giving meaningful feedback and offering suggestions for improvement enable students to refine their writing skills and strengthen their overall performance.

- e. Carrying out evaluations: The final responsibility involves assessing students' written work. Through evaluation and grading, teachers can measure progress, identify areas that require further improvement, and ensure continuous development in students' writing abilities.

In short, teachers are expected to skillfully combine all these varied roles throughout the writing process. By integrating them effectively, they can greatly support students in becoming more confident and competent writers, particularly those who may initially feel reluctant to put their ideas into words.

3. The shifting roles of students in writing activities

For effective language learning, three core elements are indispensable: strong inner motivation, extensive contact with the target language, and plentiful opportunities for active use. Teachers play a pivotal role in shaping an environment that delivers these elements. Traditionally, students were treated as passive absorbers of knowledge, acquiring language mostly through drills and teacher-controlled practice (Richards, as cited in Uluşan, 2017). Today, however, learners are regarded as proactive agents responsible for directing their own development. They are expected to set personal goals, monitor their advancement, evaluate their performance, and cooperate with classmates by sharing insights and expertise. They may even act as peer tutors while continuing to benefit from guidance provided by instructors, fellow students, and learning materials (Johnson & Paulston, as cited in Kurniliawati, 2016). Ultimately, while teachers can inspire and support the process, lasting motivation has to come from within the students themselves.

4. The Importance of Teaching Writing

The teaching of writing holds exceptional importance, as it represents one of the foundational skills in language acquisition. Byrne (as cited in Kumar & Refaei,

2017) argues that introducing writing early in the learning process yields numerous pedagogical advantages. It caters to varied learning styles, especially benefiting students who find oral tasks challenging, since written expression often feels less threatening and more controllable. Writing also strengthens long-term retention by allowing learners to process and revisit material at their own pace, while producing concrete evidence of improvement that fosters a sense of accomplishment even when oral fluency lags behind. Moreover, engaging with a foreign language through all four modalities (listening, speaking, reading, and writing) creates richer and more balanced learning experiences. Writing further enhances classroom dynamics by adding variety to activities and extending meaningful language practice beyond spoken interaction. Finally, it remains an indispensable element of both formal and informal assessment.

This perspective is echoed by Watkins (as cited in Fareed, Ashraf, & Bilal, 2016), who presents several powerful reasons why writing instruction is irreplaceable. Writing functions as a major real-world communication tool while reinforcing other linguistic competences, especially vocabulary and grammar. It creates real opportunities for language application outside the classroom and enriches lesson variety. In the longer term, strong writing proficiency prepares students for professional contexts requiring reports, formal correspondence, or business communication in English. Above all, excellence in writing is indispensable for academic success, since it is regularly tested in school assessments and high-stakes external examinations.

5. Teaching teaching of writing at the junior high school level

Junior high school students in Indonesia are required to achieve two ascending levels of English competence: performative and functional. The performative level emphasizes foundational proficiency in reading, writing, listening, and speaking for

basic daily communication, whereas the functional level enables students to apply English effectively in real-life contexts such as giving and receiving information, seeking help, and participating in social interaction. Success at both levels provides learners with the communicative tools needed to navigate academic and social situations confidently.

As outlined by the Ministry of Education, Culture, Research, and Technology (2022), by the end of Phase D students are expected to articulate personal ideas and experiences through clear, logically sequenced paragraphs. They should produce informative, creative, and persuasive texts employing basic vocabulary, simple sentence forms, and accurate tenses. Additionally, they must link ideas cohesively using conjunctions, adverbs, and time indicators while demonstrating correctness in spelling, punctuation, and capitalization.

To achieve these outcomes, English instruction at *MTsN 2 Kota Kediri* adopts the Genre-Based Approach (GBA) as its primary methodology. This approach is implemented through the Teaching and Learning Cycle (TLC), which comprises four systematic stages: Building Knowledge of the Field, Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text. These stages progressively lead students from understanding the purpose and characteristics of a genre to independently producing texts that follow its standard structure and linguistic features.

English classes are scheduled twice a week, each consisting of two 45-minute lessons. The GBA promotes balanced development of all four skills while prioritizing writing proficiency. Writing instruction commences in Grade 7, and during the first semester of Grade 8 the curriculum centers on recount texts. This genre is highly

suitable for students at this stage, as it builds directly on personal experience, making it an excellent medium for deepening linguistic competence and expressive skill.

C. Recount Text

This section presents a theoretical foundation that supports the current study. it discusses several essential theories related to the recount text, which are grouped into five main aspects: the definition and the purpose of recount text, the types of recount text, the generic structure of recount text, the language features of recount text, and the steps in writing a recount text

1. Definition and purpose of recount Text

A recount text belongs to the narrative genre and is specifically designed to retell past events or personal experiences in the exact order in which they took place. It can be presented either orally or in writing and typically describes real-life occurrences arranged chronologically (Gerot & Wignell, as cited in Kurniawati & Khomariyah, 2018). The main purpose of a recount is to give readers a clear and detailed account of what happened, thereby enabling them to understand the sequence and significance of the events (Arifin & Riyanti, 2018). Recounts frequently draw on the writer's own experiences (Maizarah, 2017) and serve to document a connected series of real incidents (Andansari, Sari, & Murwantono, 2020). Written predominantly in the past tense and following a straightforward structure, recount texts seek primarily to inform or entertain readers and appear in various forms, such as personal letters, official reports, and records of incidents.

The fundamental goal of a recount is to narrate past experiences clearly and meaningfully. To accomplish this, the text is typically organized into three key sections: orientation, series of events, and reorientation. The orientation sets the scene by introducing the participants, time, and place, thus providing necessary background

information. The events section presents what happened in chronological sequence, while the reorientation concludes the text with a summary, personal comment, or reflection on the experience. To ensure a smooth and logical progression, writers commonly use time connectors such as first, then, next, and after that. Furthermore, action verbs, descriptive adverbs, and occasional touches of humor are employed to add vividness and maintain reader engagement (Derewianka, 2004).

2. Generic Structure of Recount Text

Understanding the structure of a recount text is crucial for comprehending how past stories or events are organized. By recognizing its various parts, we can more easily construct and grasp the experiences being narrated. Below, we'll outline the main components of a recount text, as explained by Hendrawaty and Ambarwati (2017) as follows:

a. **Orientation**

The orientation delivers the necessary background to help readers understand the context. It presents the main characters (who), specifies the time and place (when and where), and outlines the setting, thereby creating a clear starting point and preparing the audience for the events that will be described in order.

b. **Events**

The events section details the sequence of occurrences in strict chronological order. It describes what happened in the order it unfolded, employing past-tense verbs and sequencing words to ensure a smooth and coherent progression that is straightforward for readers to track.

c. **Reorientation**

The reorientation functions as the concluding part of the recount text. It may offer a brief summary of the events, present the writer's personal reflections, evaluations,

or feelings about what happened, or state a lesson learned. In more literary or personal recounts, this section is frequently used to engage or entertain the reader by including thoughtful comments, emotional reactions, or insights gained from the experience. The reorientation acts as the final segment of the recount text. It may summarize the events, include the writer's personal comments, feelings, or judgments, or state a moral or insight derived from the experience. In more personal or narrative-style recounts, this part frequently enhances engagement by adding reflective thoughts, emotional responses, or meaningful conclusions.

3. The Language Features of Recount Text

Recount texts possess unique linguistic characteristics that distinguish them from other written forms and are crucial for successfully narrating past experiences (Hendrawaty & Ambarwati, 2017). They regularly feature first-person pronouns (I, we, or my classmates) to convey personal or collective perspectives. The narrative is predominantly in the past tense, with action verbs such as played, watched, traveled, or experienced used to depict finished actions. Chronological clarity is achieved through time markers like "yesterday afternoon," "in December," or "the following week." Moreover, conjunctions and time connectives such as then, next, after a while, and before function as cohesive tools, binding the ideas together and maintaining a clear, logical sequence that readers can easily follow.

4. Problem Writing in Recount Text

Writing in English presents a significant challenge for many learners, as it requires strong command of grammar and vocabulary alongside the ability to arrange ideas logically and cohesively (Brown, 2004). These linguistic and cognitive demands frequently lead to diminished confidence and avoidance of writing tasks. The *Kurikulum Merdeka* (Ministry of National Education, 2021) highlights the critical role

of mastering recount texts, which involve retelling past events in chronological order and demand careful structuring of content. However, students often encounter substantial difficulties during the planning stage particularly in generating, organizing, and sequencing ideas all essential for producing coherent and well-structured recounts. Observations conducted by the researcher during an internship at *Madrasah Tsanawiyah Negeri 2 Kota Kediri* showed that students consistently struggled with paragraph unity, failed to meet the Minimum Completeness Criteria (KKM), and found effective planning and idea organization difficult. Limited writing practice and insufficient constructive feedback further hindered their improvement. Therefore, a comprehensive strategy that provides structured guidance, regular practice, and ongoing feedback is essential to help these students overcome the obstacles and enhance their recount writing skills. In this regard, mind mapping proves to be an especially effective tool, allowing students to plan and order their ideas systematically before drafting, thus making the entire writing process far more structured and approachable.

D. Mind Mapping

This section presents a theoretical foundation that supports the current study. it discusses several essential theories related to mind mapping, which are grouped into four main aspects: the definition of mind mapping, the types of mind mapping, the technique of using mind mapping, the advantages and disadvantages of mind mapping, procedures of teaching recount text using mind mapping

1. Definition of Mind Mapping

To overcome these difficulties, teachers can adopt interactive and stimulating strategies that enhance the overall learning experience. One particularly powerful technique for teaching writing is mind mapping—a visual method that organizes ideas

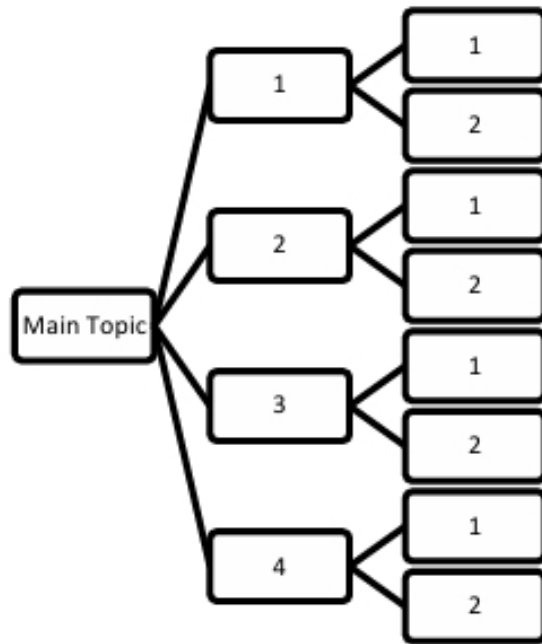
in a radial diagram branching out from a central keyword. Scott (2017) describes a mind map as a graphic tool that structures information in a web-like pattern using keywords, images, and connecting lines. The process begins by placing the main topic at the center of a blank, horizontally oriented page. From there, major subtopics radiate outward as primary branches, which are then extended with related ideas and supporting details until the entire subject is fully developed and visually represented.

When composing a text, students must first decide on their key message and then find productive ways to brainstorm and order their ideas. Mind mapping serves as a powerful tool for this purpose, enabling writers to develop and arrange their thoughts in a clear and orderly fashion. As Scott (2017) points out, the technique is particularly beneficial because it activates both logical and creative areas of the brain at the same time, supporting well-rounded thinking during the crucial idea-generation stage.

2. The Types of Mind Mapping

In academic writing, thorough pre-writing organization is indispensable for achieving logical structure and textual coherence. Novak and Cañas (2008) explain that concept maps allow writers to systematically map out relationships between ideas, thereby facilitating clearer and more orderly development of content. Buzan (2006) similarly underscores that mind mapping engages both brain hemispheres concurrently, leading to more holistic and balanced thinking. Depending on individual preferences and cognitive styles, mind maps can take different forms; Sarah M. (2013) categorizes them into three main types: radial, right-columnar, and left-columnar, each providing a distinctive visual organization of information.

The present study made use of the right-columnar mind map, where ideas are presented in a vertical list running downward on the right side of the central topic. This arrangement promotes a clear hierarchical and sequential order, greatly contributing to writing coherence. Buzan (2010) observes that the right-columnar design effectively highlights conceptual links and enables systematic elaboration of ideas. Moreover, Kramarski and Michalsky (2014) report that it significantly boosts students' performance in creating well-organized and logically structured texts. When applied to recount texts, right-columnar mind maps are especially helpful for placing events in chronological sequence, with each branch denoting a key moment, ultimately yielding narratives that are unified, sequentially logical, and accessible to readers.



Figur 2.1 Right-Columnar Mind Maps

3. Technique of Using Mind Mapping

A recount text fundamentally aims to retell past events or personal experiences in strict chronological sequence. Its main objective is to enable readers to clearly visualize what happened, who participated, and the time and place of the events. Mind mapping is a highly effective visual technique that supports writers in structuring their thoughts prior to drafting. It facilitates better sequencing of events and promotes logical, cohesive presentation of details.

According to Buzan (2010), constructing a mind map starts by placing the main topic or key event at the center of the page and encircling it. From this central point, sub-events or related ideas radiate outward as branches linked by lines that show their connections. Farmery similarly explains that the process begins with a central keyword or image on a blank page, followed by extending branches containing associated words, short phrases, images, or brief sentences. These are connected with lines or arrows, and colors can be used to differentiate categories or themes. This visual structure allows

writers to arrange events more clearly and systematically, making mind mapping especially valuable when preparing recount texts.

4. Advantages and Disadvantages of Mind Mapping

To get a complete picture of the mind mapping technique, it's beneficial to look at DePorter and Hernacki's (2008) explanation. They carefully identify the various advantages that make this technique popular, while also not overlooking the potential drawbacks that might come with it:

a. **Flexibility**

Mind mapping enables individuals to express and arrange their ideas freely, without the constraints of a rigid, predetermined framework. It offers the flexibility to position labels, categories, and branches wherever the user prefers, thereby promoting creativity and allowing for highly personalized ways of organizing information.

b. **Focus on the Topic**

This technique assists writers and learners in staying focused on the central idea and its associated subtopics. By relying primarily on keywords, it streamlines the writing or learning process, thereby increasing efficiency and reducing the time required to organize thoughts effectively.

c. **Better Understanding**

Mind mapping enhances understanding by presenting ideas in a clear, visually structured format. This organized layout makes information easier to grasp, remember, and link with related concepts, thereby improving overall comprehension and retention.

d. **Fun and Engaging**

Incorporating colors, symbols, and images into mind maps makes the learning experience more enjoyable and sparks greater creativity. Consequently, students feel more motivated and, through this active and engaging approach, are able to process and retain information more effectively.

5. Disadvantages of Using the Mind Mapping Technique

a. **Not Suitable for Memorization-Based Learners**

Mind mapping may not be the most suitable tool for learners whose primary strategy is rote memorization rather than conceptual organization. For instance, some students may focus solely on memorizing the keywords displayed on the map without using them as a foundation for constructing coherent sentences and well-connected paragraphs.

b. Difficulties for Certain Students

Learners with specific cognitive or learning difficulties may find mind mapping confusing or demanding, particularly when they are required to visualize and illustrate complex relationships between ideas.

c. Risk of Errors

Occasionally, students may make errors when constructing their mind maps, such as placing ideas in the wrong branches or leaving out important details. For this reason, teachers or tutors should offer timely guidance and constructive feedback throughout the process to ensure that the resulting maps are accurate, complete, and genuinely useful for writing.

6. The Procedures of Teaching Recount Text Using Mind Mapping

There are several procedures that teachers can apply when teaching recount text writing through the mind mapping technique. This instructional process helps students organize ideas visually and logically, supporting the development of coherent and structured writing. The following are the main steps in implementing mind mapping in teaching recount text writing.

a. Explain Mind Mapping

The process begins with the teacher presenting and carefully explaining what mind mapping is. This can be supported by concrete examples that highlight its key distinction from ordinary brainstorming. Unlike brainstorming, which primarily seeks to generate as many ideas as possible without structure, mind mapping concentrates on arranging those ideas visually around a core concept (Buzan, 2018). Students write the central topic or key event in the middle of the page and then draw radiating branches for associated ideas or keywords. Through this visual

organization, they gain a clearer grasp of the recount text's structure and can easily recognize the logical relationships between its various components (Hidayati, 2021).

b. Making Choices

The next stage involves the teacher guiding students to carefully review and assess the ideas they have noted on their mind maps. The teacher should encourage them to reflect on which points they feel ready to develop into full writing and which still require more detail or clarification. It is essential to remind students that they are not required to include every single item from the map in their final text. Instead, they should feel free to delete, adjust, or refine elements as they move toward drafting, so that they can focus on the most relevant, vivid, and compelling details for their recount narrative.

c. Begin Writing

When students have selected the most relevant elements from their mind maps, they are ready to begin composing the recount text. In this phase, the teacher prompts them to turn the listed keywords and branches into complete sentences and logically connected paragraphs. The mind map functions as an effective visual guide, helping maintain chronological sequence and overall coherence. As Hidayati (2021) points out, this approach allows students to move effortlessly and with greater assurance from pre-writing to actual writing, supported by a solid framework and a clear understanding of the ideas they want to express.

d. Adapting the technique

In the last stage, the teacher adjusts the mind mapping approach to suit the students' abilities and learning needs. For less proficient or novice learners, the activity can be made easier and more appealing by adding colors, symbols, and simple images to represent concepts, which encourages creative thinking and increases engagement

(Buzan, 2010). For more advanced learners, mind mapping can be extended to outline sophisticated texts or to strengthen other language skills. This high degree of adaptability confirms that mind mapping is a powerful and flexible resource suitable for students of widely differing levels and across different educational settings (Buzan, 2018; Hidayati, 2021).

E. Outline

Throughout the writing process, authors employ various techniques to present their ideas clearly and convincingly. One of the most effective pre-writing practices is outlining, which involves constructing a systematic plan that logically orders main ideas and supporting details. Acting as a blueprint, an outline helps writers establish the overall structure of their text and maintain focus and coherence throughout. As highlighted by Goose (2001), Crème and Lea (2003), Davis (2004), and Donahue (2007), outlining is particularly advantageous because it enables systematic organization of thoughts long before full sentences are written.

The benefits of outlining are numerous: it streamlines idea generation and significantly enhances the organization, depth, and linguistic quality of the final work. Crème and Lea (2003) go so far as to claim that a well-developed outline constitutes about 75% of the writing process once the plan is solid, writers need only flesh out their points while remaining on track. Cognitively, outlining is also valuable because human short-term memory can hold only limited information at once. By transferring and structuring ideas externally, outlining reduces mental strain and makes writing far more efficient. Even highly experienced writers depend on outlines to guarantee logical flow, consistency, and complete development of their content.

Creating an outline typically begins with gathering material, determining the central thesis and major supporting ideas, and then sequencing them logically. A

conventional outline contains three core sections: introduction, body, and conclusion populated with brief notes or bullet points that reveal relationships between ideas. This structured guide allows writers to move forward with clarity, confidence, and purpose. Consequently, outlining stands as both a powerful pre-writing tool and a reliable way to produce coherent, high-quality writing.

F. Relevant Previous Study

Numerous prior investigations have examined the application of mind mapping as a strategy to enhance students' writing proficiency. A prominent example is the research by Effriani (2022), which sought to mitigate challenges in English learning, with a specific emphasis on writing skills. This investigation adopted an experimental methodology involving tenth-grade learners at SMK Telkom Pekanbaru, designating Class X TKJ 1 as the experimental group and Class X ADP as the control group. Data collection relied on writing assessments, which were subsequently analyzed via SPSS 20.0. The independent samples t-test yielded a significance level of 0.001 (less than 0.05), signifying a statistically meaningful distinction between the groups. With an effect size of 0.9 deemed moderate the results underscored mind mapping's substantial positive influence on narrative writing achievement. This work parallels the current study in several respects, including the use of experimental structures with both experimental and control cohorts, writing tests as primary data-gathering tools, and rigorous statistical evaluation. Nevertheless, key divergences include the participants' academic stage and the targeted text genre: Effriani's focus was on vocational high school sophomores and narrative composition, whereas this research centers on eighth-grade pupils at an Islamic junior high school and prioritizes recount text production.

A second relevant investigation, by Susanti and Rahman (2024), evaluated the efficacy of mind mapping in strengthening procedural text writing competencies. Employing a quantitative framework with a pre-experimental one-group pretest-posttest configuration, it encompassed 19 tenth-grade students from MA Al-Falah Tolutu, chosen via random sampling. Information was gathered through writing evaluations and surveys, then subjected to paired samples t-test analysis. The outcomes displayed an elevation in

mean writing scores, from 59.94 on the pretest to 77.76 on the posttest, alongside a p-value of 0.000 (below 0.05), confirming a statistically significant advancement. Participants also expressed favorable views toward the mind mapping method. Echoing the present study, Susanti and Rahman illustrated how mind mapping aids in more streamlined idea arrangement during composition. Yet, notable contrasts appear in the methodological approach and text focus: their pre-experimental setup targeted procedural texts, in contrast to this study's experimental design featuring control and experimental groups and its concentration on recount texts. Moreover, their sample comprised tenth-grade MA learners, compared to the eighth-grade MTs students examined here.

The third study, authored by Zahra (2024), delved into brace mind mapping's potential to elevate descriptive writing proficiency. This quasi-experimental effort included 46 first-grade students from SMP Negeri 13 Kota Tangerang Selatan, split evenly into experimental and control groups. Pretest and posttest results were processed with IBM SPSS 26. The analysis revealed a rise in the experimental group's mean score from 54.58 to 65.83, accompanied by a significance of 0.013 (under 0.05), evidencing a meaningful impact. Classified as moderate, the effect size stood at 0.75. Zahra's research aligns with this one through its integration of mind mapping in an experimental context to foster clearer and better-organized writing. That said, Zahra utilized brace mind mapping for descriptive texts, whereas the current work applies conventional (non-digital) mind mapping to advance recount writing among eighth graders.

The fourth investigation, led by Mayusandra (2023), assessed digital mind mapping through the Mindomo platform in bolstering descriptive writing capabilities. Featuring 19 participants selected purposively, it gathered data via pretest and posttest measures. Scores advanced from 47.47 (rated poor) to 78.15 (rated excellent), illustrating digital mind mapping's marked enhancement of writing outcomes. The conclusions highlighted

Mindomo's role in streamlining idea structuring, promoting group ideation, and stimulating inventive expression in writing. This aligns with the ongoing study in leveraging mind mapping quantitatively to advance writing, though it diverges via its reliance on digital resources and emphasis on descriptive genres. By comparison, this research promotes manual mind mapping for recount text development among MTs students, incorporating a broader sample and an alternative sampling method.

The fifth study, by Al-Shdaifat et al. (2019), probed E-mind mapping's role in advancing vocabulary acquisition for seventh-grade EFL learners. It documented a notable uptick in the experimental group's posttest means (30.24) relative to the control (20.04), with $p < 0.05$. The evaluation pinpointed E-mind mapping's strength in refining precision a key vocabulary subset-wing to multimedia integrations like visuals, audio, and hues that heightened engagement and aided retention and organization. While both this and the current study adopt quasi-experimental paradigms and embed mind mapping pedagogically, their emphases vary: Al-Shdaifat et al. (2019) targeted lexical growth through electronic E-mind mapping, in opposition to this work's scrutiny of traditional mind mapping for recount text enhancement in eighth-grade MTs contexts. Still, both affirm mind mapping's capacity to drive substantive learning and linguistic gains in EFL environments.

Drawing from this synthesis of earlier scholarship, mind mapping consistently emerges as a potent enhancer of students' writing abilities, especially across narrative, procedural, and descriptive forms. Scholars have tested it via diverse methodologies ranging from true experimental and quasi-experimental to pre-experimental and have incorporated digital tools like Mindomo to gauge its utility. Nonetheless, a clear lacuna persists in deploying non-digital (manual) mind mapping for cultivating recount text writing among eighth-grade *Madrasah Tsanawiyah* (MTs) learners. Existing literature

predominantly addresses senior secondary (SMA) or Islamic senior secondary (MA) populations, alternative genres beyond recounts, or electronic and brace mind mapping variants. Accordingly, this investigation bridges that void by probing traditional mind mapping's efficacy in refining recount text composition skills. Carried out at *MTsN 2 Kota Kediri* with an experimental setup incorporating control and experimental cohorts, it extends prior evidence of mind mapping's merits across genres and year groups. Yet, few have ventured into its effects within junior Islamic schooling or via sketched maps. Thus, this work yields fresh perspectives on mind mapping's deployment as an instructional aid for bolstering recount text writing in eighth-grade MTs settings, especially amid Islamic junior high curricula.