CHAPTER II
LITERATURE REVIEW

In this chapter, I present the theories underlying related to the cases that I want to analyze. The theory covers the concept of writing skill, teaching writing, and mind mapping.

A. Theoretical Description

1. The nature of Writing
   a. Definition of Writing

Writing is one of important skills which language learner need to learn as an essential component, not only for the academic practice but also for their professional life later. Writing can be defined in various ways. There are some definitions of writing proposed by experts.

Hedge (1998: 5) said that effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a choice of vocabulary, and sentence structure to create a style which is appropriate to the subject matter and the reader. According to Widdowson (1996: 62), writing is the use of medium to manifest the graphology and grammatical system of the language. It means, in a sense, writing is the production of sentences. The sentences are used to create a discourse and each sentence takes on a particular value as a part of the discourse. Then, Ann Raimes in Reid (1993: 27) adds that writing reinforces grammatical structure, idioms, and vocabulary. In making a good and readable writing, correct grammatical structure, idioms, and vocabulary are important.

Besides, Bell and Burnaby in Nunan (1998: 36) stated that in expressing meaning, a writer is demanded to demonstrate control of a number of variables simultaneously; at the sentence level; include control of content, spelling and
letter formation; beyond the sentence; structure and integrate information into cohesive and coherent paragraph and text. From the statement above it is clear that to write an essay well, students must be able to organize the ideas, use correct punctuation and well spelling. Besides, they have to be able to arrange the writing into cohesive and coherent paragraph or text.

From those statements, it can be concluded that writing is an ability to express one’s idea into letters, words and then sentences by considering several aspect such as content, grammar, vocabulary, organization and mechanics within the text.

b. Micro and Macro Skills of Writing

To have a good quality of writing, two skills must be mastered. They are micro and macro skills. Ur (1996: 162) states that writing should maintain between micro aspect and macro aspect. The difference between those skills is on the stress of each skill. In micro aspect, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in macro aspect, the students emphasize on content and organization. In this case, they express themselves using their own words, state a purpose for writing, and specify an audience. More description is given by Brown (2004: 220-221). He states that micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing. The descriptions are follows:

Micro skills:

1. Produce graphemes and orthographic patterns of English;
2. Produce writing at an efficient rate of speed to suit the purpose;
3. Produce an acceptable core of words and use appropriate word order;
4. Use acceptable grammatical system (e.g., tense, agreement), patterns, and rules;
5. Express a particular meaning in different grammatical forms; and
6. Use cohesive devises in written discourse.

**Macro skills:**

1. Use the rhetorical forms and conventions of written discourse;
2. Appropriately accomplish the communicative function of written texts according to forms and purpose;
3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
4. Distinguish between literal and implied meanings when writing;
5. Correctly convey culturally specific references in the context of the written text;
6. Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. **Process of Writing**

Writing is a complex process that consists of several stages. Brookes et al. (2000: 7) state that tackling one by one the elements which determine what we write down is what process writing is about. Written language is produced in a lengthy process. Experts propose various conceptions about writing process. According to Tribble (1996: 38) writing process includes five stages: prewriting, composing/drafting, revising and editing. While, Brown (2001: 348) states that there are three main stages in writing process: pre-writing, drafting, and revising. Langan (2001: 23-36) also points out that the writing process includes three stages, including prewriting, writing first draft, revising, and editing.

In this study, the writing process stages used is one proposed by John Langan. A brief explanation about the writing process is as follows:
1) Prewriting

Prewriting is a stage on which writers prepare to write. It is mainly about generating ideas. In this stage, writers discover a thesis and develop solid support for the thesis. To discover and develop thesis, there are many prewriting techniques can be used. Those include among others brainstorming, that is, writing down everything coming into minds, clustering (writing the topic in the centre of paper then writing the supporting ideas around the place where the topic is written), free writing (generating as many ideas as possible and writing them down without worrying about appropriateness, grammar, spelling, logic, or organization), and listing (thinking about the topic and quickly making a list of some words or phrases come into the writer’s mind).

2) Writing a first draft

Writing a first draft is second step where the writer develops the topic that he or she writes in prewriting step. Once again, the writer does not too pay attention to the grammar, punctuation, or spelling. But here, the writer has to focus on the content or idea that he or she thinks.

3) Revising

Revising means rewriting a paper, building upon what has already been done, in order to make it stronger. In revising stage, writers revise the rough draft focusing on content and sentences and edit them by changing, rearranging, adding, or deleting in order to communicate their thought in clearer, more effective and more interesting way.

4) Editing

Editing is done by writers after revising content and style. In editing, writers check for and correct errors in grammar, punctuation, and spelling. After editing, writers rewrite their compositions.


d. Purpose of Writing

There are many purposes of writing and the following are those stated by McMahan et al. (1996: 8):

1) To express the writers’ feeling

   The writer wants to produce and express what he feels or thinks through the written form, as in a diary or love letter. It is what is so called expressive writing.

2) To inform the readers

   The writer intends to give information or explain something to the readers. It is a kind of informative writing.

3) To entertain the readers

   The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

4) To persuade the readers

   The writers want to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

In addition, Byrne (1997: 2) states about the purpose of writing. He said, “it is helpful to keep in mind some of the many uses we are likely to make of writing”. On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and use to keep records of things to be remembered. Writing is also used to send messages in the forms of letters and many kinds of writing to deliver the messages from one to others.

e. Types of writing

There are many types of writing. Hedge (1998: 95) elaborates six types of writing. They are as follows:
1) Personal writing

Personal writing is writing for oneself, and it includes aide-memoires, as well as diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reason for using them in the foreign language classroom. Others example of personal writing are shopping list, reminders for one self, packing list, address and recipes.

2) Study writing

This type of writing is also for oneself and may never be shown to others. For example the students’ notes that they do while they are reading, the notes in lecturing, and making summaries for exam revision. Summaries, synopses, report, essay, and bibliography is also included in study writing.

3) Public writing

Public writing is writing as a member of the public to organizations or institution. It includes such activities as writing letters of inquiry, complaint, and applications.

4) Creative writing

Creative writing includes poems, stories, rhymes, song, autobiography and drama. This type of writing shows imaginations and the personal involvement of the writer.

5) Social writing

It is types of writing which includes all the writing that establishes and maintains social relationships with family and friends, e.g. personal letters, invitation, condolence, telegram, telephone message, and notes with congratulation.
6) Institution writing

It relates to professionals roles and is needed by business executives, teachers, engineers, and students. The examples of institutional writing are agendas, business letter, public notices, advertisement, posters, etc.

f. Difficulties of Writing

There are many reasons involved in the writing process that contribute to make of this skill difficult. There are three heading problems which are caused by writing according to Byrne (1997: 4-5):

1) Psychological Problems

Writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver.

2) Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

3) Cognitive Problems

Writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the ideas is also important for effective communication which has to be learned in writing.
g. Approaches in Teaching Writing

There are some approaches that teachers can apply in their writing class. Raimes in Ghaith (2002) presents some approaches to teaching writing as follows:

1) The Controlled-to-Free Approach

In the 1950s and early 1960s, the influence of Audio Lingual Method which gave much emphasis on the mastery of grammatical and syntactic form, dominated in second-language learning. Therefore teachers developed and used the controlled-to-free approach to achieve those mastery. The students are first given statements, then paragraph to copy or manipulate grammatically by changing question to sentences, present to past, or plural to singular, or change words to clauses or combine sentences. By using these controlled positions, it is relatively easy for students to write and avoid error. After the students have reached an intermediate level of proficiency, they can try some free composition. So, it can be concluded that this approach emphasizes accuracy rather than fluency or originality.

2) The Free-writing Approach

It is different from the controlled-to-free approach, this approach gives stress more on writing quantity rather than quality. The teacher gives topic and the students are free to write without being worry about grammatical accuracy and organization. The free-writing approach emphasizes on context and fluency rather than on accuracy and form. The teachers here are only give comments on students' writing.

3) The Paragraph-Pattern Approach

This approach emphasizes on the organization. The activities can be copying paragraph or imitating model passages, arranging jumbled sentences into paragraph and choosing to invent an appropriate topic sentence or inserting or deleting sentences. The underlying principle is that
people with different culture background construct and organize communication with other in different ways.

4) The Grammar-Syntax-Organization Approach

This approach emphasizes on simultaneous work more than one composition feature. In writing, the students are train to pay attention to the organization while they also work on the necessary grammar and syntax. The underlying principle is that writing means conveying messages.

5) The Communicative Approach

Communicative approach stresses on the purpose of writing and the audience of the writing. Students must know why they write and who will read their texts. The teachers or their friends in class will read the text they made.

6) The process approach

This approach is one that is widely used recently. The emphasizing is in the students’ writing process. Students must know how they will write their composition and how they will start their writing activity. In this approach, students are trained to generate ideas for writing, think of the purpose and audience, and write multiple drafts in order to present written products that communicate their ideas. The activities include giving time for the students to try ideas and feedback on the content of what they write in their drafts. In this approach, students discover new ideas and new language forms to express them. The teachers give responsibility for and ownership of the students’ own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

In this research, I combined two approaches of writing. They were the Process and Communicative Approach. In this case, the teacher guides her students to pass stage by stage of writing process. The teacher began the class by helping he students to gain the ideas by using mind mapping. Based on the assumption that pre-writing gives many influences on a composition, the
researcher focuses the research on the pre-writing activity using mind mapping. When the students have many ideas to write, they will write confidently.

After all activities in the pre-writing, the teacher can ask the students to write compositions that will be read and revised by their friends. Their friends will check and correct the mechanic, vocabulary, language use, and organization of the composition. The teacher, indeed, would check the compositions after the students.

h. Teaching Writing in SMP

The teaching and learning process conducted by teacher is based on syllabus 2006 for junior high school. The standard competence of the grade VIII semester 1 is to express the meanings of functional text and simple short essay text by using the genre descriptive and recount in the daily life context. The basic competence is to express the meanings and rhetorical steps in simple short essay by using written language accurately, fluently, and acceptably in the daily life context in the genre of descriptive and recount. According to Pardiyono (2007: 33-61), the details of those genres are as follows:

1) Description

Description is a text which has specific function to give description about an object (human or non human). The generic structure of the text consists of:

a) The identification that identifies the phenomenon described.

b) The description which describes parts, qualities, and characteristics.

The grammatical pattern which is used in descriptive text is:

a) The uses of simple present tense;

b) The use of adjective;

c) The use of thinking verb and feeling verb.

2) Recount

Recount text is text which retells events or experience in the past. The
purpose of that text is both to inform and to entertain the reader. There is no complication among the participants. The generic structure of recount text is:

a) Orientation : introduces the topic of an event, participants, place and time.

b) Series of event : describes events that happen in the past.

c) Reorientation : it is an optional. Stating personal critics or comment of the story.

The language features of recount text are:

a) Introducing personal participant

b) Using chronological connection

c) Using linking verb

d) Using adjective and action verb

e) Using past tense.

i. Scoring Writing

In evaluation stage, I use test to evaluate students’ writing. After giving test, I give score to the students’ writing. Generally, there are two types of scoring test, holistic and analytic. Holistic scoring has no detailed information about specific aspects of performance. The score is assigned to the students’ overall test performance. So, it is difficult to be used for scoring teaching and learning. While in analytic scoring, different components of features of students’ responses are given separated score (on an essay, spelling, grammar, organization, and punctuation might be scored separately). In this research, I used analytical scoring in evaluating the students’ writing. That is the Composition Profile from H. L. Jacobs et al, in Ganesee and Upshur (2007: 207). There are five general categories which are used for the evaluation of students writing, namely content, organization, language use or grammar, vocabulary, and mechanics. They also proposed numerical scores for each of categories. They are as follows:
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD: knowledgeable, substantive, development of thesis, relevant to assigned topic.</td>
<td></td>
</tr>
<tr>
<td>26-22</td>
<td>GOOD TO AVERAGE: sure knowledge of subject, adequate range limited development of thesis, mostly relevant to topic but lacks detail.</td>
<td></td>
</tr>
<tr>
<td>21-17</td>
<td>FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.</td>
<td></td>
</tr>
<tr>
<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.</td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated or supported, second, well-organized, logical sequencing, cohesive.</td>
<td></td>
</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: does not communicate, no organization, or not enough to evaluate.</td>
<td></td>
</tr>
<tr>
<td>25-22</td>
<td>EXCELLENT TO VERY GOOD: effective, complex construction, few of errors of agreement, tense, number, word order/function, articles, pronouns, preposition.</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td>GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, general errors of agreement, tense, number, word order/function, article, pronouns, preposition, but meaning seldom obscure.</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tenses, number, word order/function, article, pronouns, preposition, and/ or fragments, run-ons, deletions, meaning confused or obscure.</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>
2. The Review of Mind Mapping
   a. Definition of Mind Mapping

   Mind mapping is a technique introduced by Tony Buzan in 1960s. DePorter (1992: 152) said that mind mapping is different from note taking and note making which are convention, is an outlining technique developed based on the way of how the brain works. It uses not only verbal description but also picture and symbol. The brain often recalls information in the form of pictures, symbols, sounds, shapes and feeling. Moreover, mind maps use those visual and sensory reminders in pattern to connect ideas. It can generate original ideas and easy recall. In another word, mind mapping is a technique which is used for transferring the ideas from the brain on a paper in natural way that makes the writer enable to organize them easily.

   Wyckoff (2003: 84) states mind mapping is a good way to produce and organize the idea before start to write. The difficulties in writing are do not know what we are going to write, what the theme is, and how to start it. Through mind mapping, theme has been spelled out by the other theme branches so that become ideas promoter in writing. He added that a good mind map shows the overall structure of the topic, lines and pictures. Since it provides some attractive visualization, it can be an interesting pre-writing technique for students. In addition, it helps students to plan and organize their idea first before they start writing.
Then, Vanessa Steele (2005) said that a mind map is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the relationship of ideas, as opposed to an unstructured strategy, such as brainstorming; in which students produce notes at random on paper.

Murley (2007) defines mind mapping as a technique for handling complex information. She added that it is a nonlinear visual outline of complex information that can aid creativity, organization, productivity and memory.

Harris (1993: 49) states that mind mapping is another form of diagram that incorporates a controlled type of brainstorming. Through mind mapping, the students, students’ limitation of vocabulary can be reduced by applying brainstorming technique. Brainstorming can be done in many ways, but the purpose is always to make the students get their ideas out and somewhat organized.

Based on the opinions above, it can be concluded that mind mapping is a technique that based on the brainwork as an aid to develop creativity, organization and productivity of writing. Mind mapping is used to be the technique of the pre-writing activity, which stimulate students’ ideas and help them to organize some ideas or topic without leaving students’ creativity. The students are free to explore their ideas which are still linked to the topic.

b. The Advantage of Using Mind Mapping

Mind mapping offers several advantages. Buzan (2005: 6) suggests that mind map help us to make a plan, to communicate, to be more creative, to save our time, focus on the problems, to arrange and explain our ideas, to memorize better, to learn quickly and efficiently. Moreover, According to Murley (2007: 2), mind mapping is more flexible than outlining, so it encourages creativity. Displaying all related topics on the same mind map, with emphasis and connections indicated by images, symbols, and colours, improves memory.
retention. The maps are also easier to understand, which saves time and increases productivity.

Steele (2005) said that mind mapping work as well as their visual design enables students to see relationship between ideas, encourages them to group certain ideas together as they proceed. Mind map work especially well when created in groups, since the discussion this engenders aids the production of ideas and makes the task livelier and more enjoyable.

Harvey (2003) said that a mind map or plan in writing helps the writer to know when the writer is veering off track and to expose gaps, weakness, and other problems in the arguments the writer wishes to make.

Mind Maps are more compact than conventional notes, often taking up one side of paper. This helps you to make associations easily. If you find out more information after you have drawn the main Mind Map, then you can easily integrate it with little disruption. Mind Maps are also useful for:
1) Summarizing information;
2) Consolidating information from different research sources;
3) Thinking through complex problems; and
4) Presenting information in a format that shows the overall structure of your subject.

It is very quick to review as you can often refresh information in your mind just by glancing at one. And in the same way, they can be effective mnemonics. Remembering the shape and structure of a Mind Map can give you the cues you need to remember the information within it. As such, they engage much more of your brain in the process of assimilating and connecting facts, compared with conventional notes.

According to DePorter and Hernacki (2005:172), mind mapping has four benefits. Those are as follow:
1) Flexible
In this case, it means that missing idea can be added in every place in mind mapping.

2) Concentrated the attention
   In mind mapping, we do not pay attention in every word. We only mention such word become ideas.

3) Improving comprehension
   Mind mapping will improve the comprehension and produce valuable frequent note later.

4) Amused
   Mind mapping does not limit the imagination and creativity. It makes mind mapping become one of the amusing technique in writing.

c. The Disadvantage of Mind Mapping
   On contrary, Clelford (2002) defines that there are some advantages in using mind mapping technique. The users can't cut "chunks of notes" to paste into an essay. Beside that, the map may be so personal. It could be difficult for others to understand. Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.

d. Hand Drawn and Software of Mind Mapping
   Tucker, et.al stated that there are two kinds of mind mapping. They are hand-drawn maps and mind mapping software. Both of them have their own characteristics. Some users get some advantages by using hand-drawn mind maps. They actually have no cost. Using this kind of mind mapping, the user will not find any restriction on map design and layout. The users also can create map anytime with very simple tools, just like pencil and paper. Nevertheless, they can digitally store other than as scanned document. There is also limited size in map.

   Meanwhile, the user of mind mapping software does have characteristics over hand-drawn mind maps. Using this, the users can link to other information such as

commit to user
hyperlinks and notes. They also can modify and filter the map easily. Creating templates is easy to do and there is no size limits. On the other hand, the use of mind mapping software has high cost since there is very rare free software. It also requires a computer access and need time to learn about making curve first. Sometimes, map sharing is restricted due to the format incompatibility.

From the explanation above, it can be listed in the comparison between hand-drawn and software mind mapping as follows:

Table 2.2 The Comparison of hand-drawn and software mind mapping

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand-drawn Mind Maps</td>
<td></td>
</tr>
<tr>
<td>a. No cost</td>
<td>a. Can't be digitally stored other than as a scanned document.</td>
</tr>
<tr>
<td>b. No restrictions on map design and layout.</td>
<td>b. Map size is limited.</td>
</tr>
<tr>
<td>c. May create map anytime with pencil and paper.</td>
<td></td>
</tr>
<tr>
<td>d. Each map is a creation of the user.</td>
<td></td>
</tr>
<tr>
<td>Mind Mapping Software</td>
<td></td>
</tr>
<tr>
<td>a. Ability to link to other information such as hyperlink and notes.</td>
<td>a. High cost of none frees software.</td>
</tr>
<tr>
<td>b. Ability to modify and filter map easily.</td>
<td>b. Requires computer access.</td>
</tr>
<tr>
<td>c. Ability to create templates easily.</td>
<td>c. Learning curve of using software.</td>
</tr>
<tr>
<td>d. No size limit</td>
<td>d. Map sharing restricted by format Incompatibility.</td>
</tr>
</tbody>
</table>

This research used hand-drawn mind mapping. The students created mind maps manually in the paper with some color pencils. It was to make the students easy to make and as not as complicated using software which should know the menus of mind mapping when drawing. They could make their mind maps without worrying restrictions on map design and layout. They could draw anything they want easily.

e. The Tools of Mind Mapping

Buzan (2005: 14) mention some tools are needed in making mind maps manually. They are as follow:
1. Blank paper
2. Colour pen
3. Brain
4. Imagination

The blank paper is used as media to draw the mind map. The pen and colour pen is used to draw the map and make it more interesting. The colour pen is essential because it will stimulate the brain to more creative in creating mind map. So that, mind mapping looks more alive.

f. How to Mind Map The Ideas

As stated before, mind mapping is in a pre-writing activity. The procedures in implementing it are basically similar since all mind maps have the same characteristics. All of them use multiple colours, lines, symbols, images, codes, keywords, and dimensions to related thoughts or ideas. Here, the students are allowed to access freely his/her own thinking process in assigning a word describe each branch that related to the main idea (Buzan, 2005: 5).

There are two kinds of mind mapping, they are hand-drawn mind maps and mind map software. Buzan (2005: 15) explains as abbreviated list of the rules for converting ideas into a hand-drawn mind map as follow:

1) Start from the centre of the blank side length placed horizontally. Starting from the middle to give freedom to the brain to spread in all directions and to express them more widely and naturally.

2) Use the picture for your central idea. A picture is worth a thousand words and helps us to use their imaginations. A central image will be more interesting, keep us focused, and enable us to concentrate our brains.

3) Use colour. For the brain, colour is as interesting as the image colour. Create a mind map colours more alive, adding energy to creative thinking and fun.

4) Connect the main branches to the central image and connect the branches of the two and three to level one and two, and so on. This is because the brain
works by association. Brain pleased to link two (or three, or four at once). When we connect the branches, we will more easily understand and remember. Connecting the main branches will create and establish the basic structure or architecture of our minds. This is similar to the way the tree branches linking the spread of the main stem. If there are small gaps between the central trunk with branches main branches or between branches of the main branches and smaller twigs, nature will not work properly. No relationship in your mind map everything will fall apart.

5) Draw a line connecting the curved, not straight line. The straight line will dull the brain. Branches are curved and organic is much more appealing to the eye.

6) Use one key for each line. Single keyword gives more power and flexibility to the mind map. Every word or image is like a multiplier, producing a series of association and the relationship itself. When we use the single word, each word will be freer and therefore more able to trigger new ideas and thoughts. Sentence or phrase is likely to inhibit the trigger. Mind Map with more key words like that all the joints of the hands of his finger work. Mind Map which has a sentence or phrase is like the hand of all his limbs bound by a rigid splint.

7) Use images throughout the Mind Map. For every image, such as the central image, is also worth a thousand words.

Besides hand-drawn, some mind mapping software also can be used to mind map the ideas by easy operation. They can be used effectively to organized large amount of information, combining spatial organization, and node folding. There are number of mind mapping programs available in internet. One of them is FreeMind. It is an open-source mind mapping software. It is freely available from the FreeMind web site. This software is acceptable job of creating mind maps, which can be exported to PDF, JPG, PNG, HTML, and XHTML.
The example of mind mapping:

![Mind Map Example](image)

**Picture 2.1 The example of mind mapping**

**Picture 2.2. The Example of Mind Mapping**

**g. Teaching Writing Using Mind Mapping**

A set of prescriptions on what teachers and learners should do in the language classroom is a common thing to all methods used in teaching learning process. Prescription for the teacher include what material should be presented and when it should be taught and how, and prescriptions for learners include what approach they
should take toward learning. The teacher’s job is to match his or her teaching style as well as learners’ learning style to the method.

There are so many techniques that teacher can use to teach writing. The teacher can choose the best technique to apply appropriate to their students. Mind map is one of the techniques in teaching writing. During teaching and learning process in a writing class, Stelee (2005) explains that there are six stages in implementing mind mapping as follows:

1) Choosing a topic

Traditionally, students are given a topic to write on by the teacher. However, with certain classes, students may prefer to nominate the topic themselves. This can lead to greater interest in the task on the part of the student, as well as, perhaps, greater knowledge of the topic under study. The mind map strategy can be used to explore almost any topic, though discursive essays and narrative work particularly well as they front students’ ideas and lend them to discussing ideas in groups.

2) Note making

Once the topic has been introduced, the teacher encourages the students to close their eyes and think about it for a minute or two, in silence. They then have two minutes in which to note down their ideas. If they do not know a word in English, they can write it in first language at this stage, as dictionaries or too much teacher intervention tend to halt and inhibit the creative flow. Then, working in groups, they can compare and discuss their ideas, perhaps adding to their mind maps as they go. This stage also provides the opportunity for peer teaching, as other students may be available to provide the English word for the idea that was noted down in first language.

3) Feedback

The next stage, in which the teacher makes a collective mind map on the board, is optional, but is useful for students who are new to the idea of mind maps, or for weak classes. It is also in this feedback stage that any remaining language
problems can be ironed out. As the teacher elicits students' ideas, and reformulates expressions or corrects, students will learn how to express their ideas in English. Such personalization is said to aid vocabulary learning.

The map is fluid and changeable, and new connections or subgroups can be made, or branches added, as the students make suggestions. The end result should be an organized display of information, showing the central topic and a number of subtopics and further points that stem from it.

4) Organizing mind maps

In this stage, the students organize their mind maps into a linear format to decide the best way in which to present their points. They should first think about the overall structure, i.e. the order in which to relay the information, and then focus on the precise function each paragraph will have in their final text, as this helps to clarify their writing. This can be done in groups or as a class with the teacher leading the discussion. However it is carried out, it is important to provide a context and audience. Having an audience in mind helps students to decide which an idea is most important, and also helps students to choose the appropriate style.

5) Writing

Students should then begin to write their compositions, working in pairs if they wish. After two paragraphs, they should exchange their compositions, so they become readers of each other's work. This allows for feedback, and possible re-writing. Once they have finished, they should again exchange their texts. This gives their texts a communicative purpose, as well as developing an awareness of the fact that a writer is always producing something to be read by someone else, rather than for the display of writing alone.

6) Continuation

Once students are familiar with the idea of making mind maps, they can be encouraged to use this skill for further writing activities. It is a useful technique and often improves the clarity and organization of student texts.

commit to user
Based on the steps above, it can be summed up that mind mapping is implemented in pre-writing activity as the planning before the students start to write. Here, the students deal with not only the content and organization but also grammar, vocabulary and mechanics.

B. Review of Related Study

In this section the researcher presents some articles which relate to the use of mind mapping technique to help teaching writing successful. Those were elaborated as follows.

The first study was conducted by Holland et al. (2003) from Wolverhampton University. They investigated the concept of mind mapping and the use of mind mapping software to support and improve students’ academic performance. The project was set out to investigate whether the technique of mind mapping could be used to improve the study and planning skills of second year of Digital Media students of the School of Art and Design (SAD) and first year students on the History of Computing module of School of Computing and Informational Technology (SCTT). It was conducted on SAD students and 79 SCIT students. The result showed that both students made positive response toward to the technique. Most students felt that it had very positive effect in improving their writing ability.

The next research is conducted by Cain (2001). The research titled “used mind maps to raise standard literacy, to improve confidence and to encourage positive attitude toward learning”. The research took place at New church Community Primary School, Warrington. It involved two groups of children from 3 year and 5 year. The findings showed that those students improved in all area identified-their work rate, attitude and self-esteem. Their attitude and self-esteem enable the group of 5 year children achieve considerably high standard than were expected at the beginning of the year.

Then Chan (2004) investigated the effectiveness of using mind mapping skills as a pre-writing planning strategy in enhancing the quality of writing of secondary
one and secondary two students in a Chinese Medium School. The findings revealed that the application of mind mapping in planning activity was useful writing strategy that can improve students’ writing skill. It also found that the students employ different planning strategy in pre-writing period.

Reima (2009) used a mind mapping software to enhance freshman students writing skill. The research involved two groups of freshman students who enrolled in their first writing course in EFL. One group as the control group received traditional class interaction that depended on the textbook only. The other group was as the experimental group received a combination of in-class traditional and mind mapping using software. Both groups were on the first semester of the translation program at the Collage of Language Translation (COLT), King Saud University, Riyadh, Saudi Arabia. The students had difficulty in generating the ideas in ESL, writing paragraph with topic sentences and supporting details. The result showed there was a significant difference in writing achievement between the students who received traditional writing instruction that depend on textbook only and those who trained using mind mapping software. The students who used mind mapping software were faster in generating and organizing the ideas than students who didn’t used it. Moreover, the present study revealed the positive effect of mind mapping on the students’ attitude toward the mind mapping as the pre-writing activity.

M. Zaini Miftah (2010) conducted a research with the title “Improving The Tenth-Year Students’ Writing Ability at MA Mambaus Sholihin Gresik Through Mind Mapping”. The research focused on solving the problem of how the students generate and organize the ideas for writing a topic. The research was conducted in three cycles, and each cycle covered four meetings. The findings showed that the achieving of score was improved from pre-test which just 50.5 to be greater than or equal to 65 (Minimum Requirement Standard). In addition, the students also became active in involvement in writing activity during the implementation of mind mapping. It could be concluded that by implementing mind mapping, the students’ ability in writing a descriptive text improved.
C. Rationale

Writing was difficult lesson for most students of junior high school (SMP) Negeri 1 Jaten Karanganyar, specifically class VIII C. It was proven by the score of pre-test that was just 52.32. It meant that the students’ achievement was much lower than the minimum required standard (KKM) namely 70.00. The students’ lack writing skill was showed by some indicators including: (1) the students had difficulty to explore their ideas; (2) the students did not aware of organization of ideas; (3) the students used inappropriate words within a sentence; (4) the students had problems in producing grammatically correct sentences; and (5) students had problems in using mechanics of writing.

Mind mapping is one of the ways that can help the students explore their writing skill in a joyful learning. There are some reasons why the researcher wants to implement mind mapping in teaching writing. Wycoff (2003: 84) defines mind mapping as a good way to produce and organized the idea before start to write. The difficulties section in writing knows what we are going to write, what the topic is, and how to start it. Through mind mapping, the topic has been spelled out by the others theme branches so that become ideas promoter in writing. Therefore, it enables the students to spell out and organize their idea before writing.

Steele (2005) says that mind mapping work as well as their visual design enables students to see relationship between ideas, encourages them to group certain ideas together as they proceed. Radial pattern outlining in mind mapping helps the students to see how ideas are connected. They can see the relationship among the ideas which have related with connective lines. So, the students can arrange their idea orderly. It also helps them to see what ideas they have. Therefore, they can avoid rewriting similar ideas because they can see which ideas which have been written and which are not. In this case, mind mapping guide the students to flow their ideas.

Harris (1993: 49) states that mind mapping is another form of diagram that incorporates a controlled type of brainstorming. Through mind mapping, the students’
limitation of vocabulary can be reduced by applying brainstorming technique. Brainstorming can be done in many ways, but the purpose is always to make the students get their ideas out and somewhat organized.

In addition, mind mapping was created based on the activity that mostly students do before writing that is imagination. The employing of image, symbols, colour and other graphics devices to stimulate the idea, giving impression make mind map able to generate original ideas and easy recall. The using of picture or image and colour in mind mapping can capture the students’ interest and motivation to learn and lessen the students’ boredom. Through mind mapping, the process to connect and analyze the ideas is clear. Thus mind mapping can concentrate the students’ attention, improve the students’ comprehension, amuse the writers and flexible to apply. Mind map work especially well when created in groups, since the discussion aids the production of ideas and makes the task livelier and more enjoyable (Steele, 2005). The use of keywords in mind mapping also develops the students’ awareness of using correct grammar which makes good effect in their writing. Mechanics of writing also can be improved by mind mapping.

Based on the explanation above, I am certain that it could be able to improve students’ English writing skill.