

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents an overview of the definition of writing, writing process, the reason of teaching writing, the purpose of writing, the definition of descriptive text, Generic structure, Language feature, the criteria of good description, the example of descriptive text, the definition of mind mapping, the step in using mind mapping, the benefit of teaching with mind mapping, the disadvantages of mind mapping, the relation writing skill improvement and mind mapping technique, previous study.

#### **A. Writing**

##### **1. The definition of writing**

In learning English, they are four skills that should be mattered. Such as listening, reading, speaking and writing. Among the four skills, writing is the most difficult skill to be learnt. This argument is supported by Richard and Willy (2002: 203),” writing is the most difficult skill for second language learner to master”. The difficulty is not only in generating and organizing ideas but also in translating idea into real text.

There are many different definitions about writing from some expert from many resources. According to Hamy-Lyons in O’malley (1996: 136) said,” writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics. The writer draws mental on

background knowledge and complex mental processes in developing new insights.

Heaton (1975: 127) said that: in writing, the writer manipulates the word in grammatically correct sentence and link those sentences to form a piece of writing which successfully communicates the writer's thought and ideas on certain topic. In the other words, the writer express their ideas in written form using grammatically correct sentence for the purpose of communication.

According to Kane, S. Thomas (2006: 26) said," writing in its broad sense as distinct from simply putting words on paper has three steps, thinking about it, doing it, and doing it again ( and again and again, as often as time will allow and patience will endure). So, writing is the written product of language in real media.

Langan (2005: 12) said that writing as one of the language skills is not an innate natural ability. A realistic attitude about writing must build on the idea that writing is a skill. Because of writing is skill, it is a skill like cooking, swimming, singing and like any skill, it can be learnt for all of people. Therefore, writing is complex of process and it needs to practice. According to Hermer (2004:38) when writing, students frequently have more time to think than they do in oral activity. They can go through what they want in their minds and even consult dictionary, grammar books, or other material to help them. Writing encourages students to focus an accurate language use and because they think as they write it will provoke

language development as they resolve problems which the writing puts into their mind.

## **2. Writing process**

Langan (2005: 23-34) divide writing process in to four types, they are:

### **a. Prewriting**

In pre writing there are five types technique that will help you to think about develop a topic and words on paper. This technique help you to write in the first time you start to write something.

#### **1. Free writing technique**

Free writing means jotting down in rough sentence or phrase everything that comes to mind about a possible topic. In this time, you can write anything in your mind without worried about the mistake, you can focus on discovering what you want to say about subject.

#### **2. Questioning technique**

In questioning, you generate ideas and details by asking question about your subject. By asking the question you can get the ideas and think about the subject. The question such as: Why? Where? When? Who and How?

#### **3. Making a list**

Making a list is also known as brainstorming. In this technique you can collect ideas and details that relate to your subject. You can pile ideas without trying to sort major detail. The purpose is just to make a list of everything about your subject that occurs to you.

#### 4. Clustering or Mapping

Clustering is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In this technique you can use lines, circle or arrows to show the relationship between the ideas and details that were you made.

#### 5. Preparing a starch outline

A starch outline is an excellent sequel to the first four pre writing technique. In a starch outline, you think carefully about the point you are making, the supporting items, arrange those items. The starch outline is a plan to help you achieve a unified, supported and well organized.

##### b. Writing a first draft

In this time, be prepared to put in additional thoughts and details that did not emerge during prewriting. You can write and don't worry about the grammar, punctuation or spelling.

##### c. Revising

Revising means rewrite a paper, building on what has already been done, in order to make your idea clearly. Revising is as much stage in the writing process as prewriting, outlining and doing the first draft. In revising, you can arrange your writing to put things in the right place. Finally, after you do all the things, you can write in paper. There are

three stages to revising process: revising content, revising sentences and editing.

d. Editing

After you have revised your paper for content and style, you are ready to check or check errors in grammar, punctuation and spelling. Don't forget to eliminate sentence and skill mistake. Your writing is better after you finish this step.

According to Gebhard in O'malley (1996: 139) also give steps in writing process in school:

1. Pre writing

In the prewriting stage, student may use graphic organizers as an aid to clarify the concept they will use in writing.

2. Writing

During the writing process, student can edit and revise their works; share ideas with other students on how improve their writing.

3. Post writing

Students share their writing with other, read aloud what they have written or exchange writing with other student.

**3. The reason of teaching writing**

The reason about the question why teach writing or why student write. According to Hermer (1998: 91) the reason for teaching writing to students of English as a foreign language include reinforcement, language

development, learning style and most importantly writing as a skill in its own right. We will look at each of these in turn:

a. Reinforcement:

Some students acquire language in a purely oral or aural way, but most students' benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable our understanding of how it all fits together and as an aid to committing the new language to memory. Student often find it useful to write sentence using new language shortly after they have studied.

b. Language development:

Students improve their writing meanly through writing itself. When they are writing, they construct proper written text to be adventurous with the language.

c. Learning style:

Some students are able to find easier to pick up language just by looking and listening. By writing, they have much time to think things and to produce language in slower way. Writing is appropriate for learner. It can also be a quite reflective activity instead of the rush and brother interpersonal face-to-face communication.

d. Writing as a skill:

Writing is as important as speaking, listening and reading. Students need to know how to write the letters, how to put written report is together, how to replay advertisement and increasingly, how to write using

electronic media. They need to know some of writing's special convention (punctuation, paragraph construction).

#### **4. The purpose of writing**

O'Malley and Pierce (1996: 137) divide the purpose of writing into three categories; a. informative writing b. expressive/narrative writing, and c. persuasive writing. Informative writing is commonly used if the writers want to share knowledge and give information, directions or ideas.

a. Informative writing includes describing events or experience, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. This type of writing can include a biography about a well-known person or someone from the writer's life.

b. Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculation and interpretations. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment, pleasure, and discovery or, simply, as 'fun' writing and can include poems and short plays.

c. In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. Writers use higher-level cognitive skills in this type of

writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing may include evaluation of a book, movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

## **5. The task of the teacher in writing**

Writing is an essential skill in students' everyday lives and that makes it a really important aspect of their teaching. Students need to know how to take notes as well as how to write essays and letters, which makes this basic skill as important as speaking, reading or listening. Writing skills are important because they are a good way to reinforce what a student has learned as they will benefit from seeing new vocabulary or word can be a paragraph. When helping students to become better writer, teachers have a number of crucial tasks to perform. Teacher, in this case needs to be responsive to the classroom situation in order to take an accurate measure. First is demonstrating, teacher need to be able to draw about writing convention and genre constraint in specific types of writing to their attention. In whatever students are made aware of layout issues or the language use to perform certain written functions. Second is motivating and provoking, students often found them lost for words, especially in creative writing task. This is where when the teacher can help provoking the students into having ideas, euthanizing students with the value of the task, and persuading them what fun it can be. The teacher goes into class with prepare



suggestions, so the students can immediately get help rather than they think ideas by themselves. Third is supporting, students' needs to a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teacher need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties. Fourth is responding, when responding teacher react to the content and instruction of a piece supportively and often make suggestion for its improvement. When teacher respond to a student' work at various draft stages, he/ she tells the students how well it is going so far. The fifth is evaluating, there are many occasion, however, when the teachers do to evaluate students' work, telling both them and us how well they have done. All of teacher wants to know the students' achievement. When the teachers evaluate students' writing for the test purpose, he/she can indicate where they wrote well and where they make mistakes (Harmer, 2004:41-42).

## **6. Types of scoring in writing**

According to (Cohen 1992; Perkinsen1994; Herman, Aschbarher and Winters 1992, Perkins 1982) in O'malley (1996: 142-144) there are three types of rating scales generally used in scoring writing are holistic, primary trait and analytic scoring. Each of these has a different purpose and focus in instruction and will provide different types of information to teachers and students.

1. Holistic scoring: uses a variety of criteria to produce a single score. The specific criteria selected depend on local instructional programs and

language arts objectives. The rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. There are four dimensions: idea development/organization, fluency/ structure, word choice and mechanics.

2. Primary trait: a variation of holistic scoring that lends itself to classroom use is primary trait scoring. This type of scoring focuses on whether or not each paper shows evidence of the particular trait or feature you wants students to demonstrate in writing.
3. Analytic scoring: analytic scales separate the futures of a composition into components that are each score separately. The separate components are something given different weight to reflect their important in instruction. This rubric automatically gives the students feedback on specific aspect of writing and help teacher diagnostic information for planning the instruction.

## **B. Descriptive text**

### **1. The definition of descriptive text**

Descriptive text is a factual description which describes a particular person, place or thing. The purpose is to tell the subject by describing its feature without including personal opinion. Descriptions are word picture. You tell how something looks, feels, smells, testes and sounds. You need to become observer and notice many small details so that you can write a good picture (Hogue, 2008: 95). So, descriptive text is text which describe

about the feature and characteristics of a certain thing in a detail (person, animal or thing).

## **2. Generic structure**

- a. Identification (introduction of subject).

In this part, the writer should explain about the subject. Writer can explain the subject in generally.

- b. Description

In this part, writer explains the characteristic of subject very clearly.

## **3. Language features**

- a. Has the certain subject or thing.

Example:

- My car
- My dog
- My new house

- b. Using simple present tense.

Example:

- I have a pet
- My cat is very cute
- The color of my rabbit is black and white

- c. Using action verbs.

Example:

- My cat likes fish and meal
- My rabbit can jumps in the grasses

- d. Using many kinds of adjectives which describing and numbering the subject, thing or object.

Example:

- My rabbit has two ears and do not has horn.
- My cat has black fur and the color is white, black and brown.

- e. Using “thinking” verbs and “feeling” verbs.

Example:

- My rabbit is very cute and funny
- My cat always runs to me

#### **4. The criteria of good description**

The key of good writing description is to use the details that help the reader to imagine the person, animal or thing are describing. So, when student or people describe what a person look like, the student write about physical appearance or the detail of the object such as: color, shape , weight.

There are two keys to write good description. The first key is to use space order. In space order, student might describe something from top to bottom or from left to right. For example, when they describe about people or animal, they can start with the person’s head with the person’s feet. They also can describe from left to right or right to left. And the second key is specific detail. When student describe something, they paint with the picture with words. The purpose is to make the reader see what they have described. The way to do this is to use many specific detail, specific means

exact, and precise. The more specific they can do, make the reader can see what they are described (Blanchard, 2003: 70).

## **5. The example of descriptive text**

Au (2010: 94) gives the example of descriptive which describe about the place.

### **Welcome to Sydney**

#### **Identification:**

Sydney is Australia's oldest, largest, and liveliest state capital with a population of over 3, 000,000. It is a colorful modern city but it has also a natural beauty with green parkland and perhaps the world's most beautiful deep-water harbor.

#### **Description:**

As well as being famous for its modern buildings and roads, there are many place of historical interest in Sydney. For example, Mrs. Macquarie's Chair, the area called the Rocks dating back to the early nineteenth century, and the attractive terrace houses of Paddington, are all close to the harbor and the city Centre. Sydney has many attractions which tourist can enjoy- surf beaches, a zoo, koala Bear Park, and an Opera House which is situated at the water's edge. For further entertainment there is a wide variety of restaurants, theaters, night clubs, sports, and social clubs. Sydney has a very pleasant, temperate climate. The average temperature in summer is 21, 7 Celsius and in winter 12, 6 Celsius. There are few places in the world where a visitor can find such as a rich variety of natural and historical

beauty, entertainment and culture. Ask any Sydneysider about his city and he will say there is no place like it.

### **C. Mind mapping**

#### **1. The definition of mind mapping**

Hedge (2005: 58) states making a mind map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, it can be said that mind mapping can give students a way to begin writing assignments.

The mind mapping is strategy that can be used to explore almost any topic, though narrative, recount and descriptive work particularly well as they front students' ideas and lends them to discussing idea in groups. Buzan (2005:6) claims that a mind map is a power graphic technique which provides a universal key to unlock the potential of the brain. The mind map can be applied to every aspect of life where improved leaning and clearer thinking well enhance human performance. The brain of human works to process information through observation, reading or hearing about something organized as functional relationship between concept and keyword. It is not partially separated from each other and is not in narrative form complete sentence.

The mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive, argumentative, essay. Students can

improve their ideas and lend themselves to discussing in group or individual work.

When you use mind mapping on a daily basis, you will find that your life becomes more productive, fulfilled, and success on every level. There are no limit to the number of thoughts, ideas and connections that your brain can make, which mean that there are no limits to the difference ways you can use mind mapping to help you.

## **2. The step in using mind mapping**

Buzan (2003: 36) explain that, there are some steps to make mind mapping as follow:

- a. Start in the center of a blank page turned sideways.

Starting in the center makes your brains freedom to think and to express it more freely and naturally.

- b. Use an image, symbol or picture for your central idea.

An image is more interesting, keep you focused, and help you concentrate. It makes your brain and feeling more excellent.

- c. Use color, code or something that makes you interesting.

Color or code in your maps is a key to motivate your brain, support to your thinking and make it fun.

- d. Connect your main branches to the central image and connect your second, third, fourth level braches to the first level and second level braches.

- e. Make your branches curved rather than straight lined.

You can use not only straight line but also curve to make your idea and map more interesting and fine.

- f. Use one key word per line.

Single key word in your mind mapping is more power and flexible for you to develop in your idea.

### **3. The benefit of teaching with mind mapping**

Buzan (1993:232-233) states that there are some benefit of teaching with mind maps.

- a. They automatically inspire interest to the student, thus making them more receptive and co-operative in the classroom.
- b. They make lesson and presentations more spontaneous, creative and enjoyable, both for teacher and the students.
- c. The teacher's notes are flexible and adaptable. In these times of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
- d. Because mind mapping only relevant material in a clear and memorable form, the student tend to get better marks in examination.
- e. Mind mapping not just the real fact, but the relationship between those facts, thus giving students a deeper understanding of the subject.
- f. The physical volume of lecture notes is dramatically reduced.



#### **4. The disadvantages of mind mapping**

- a. It operates again the way in which the brain works. Each time an idea is thought of it is put on the list and forgotten while a new idea is searched for.
- b. The result of students' work depends on the idea of students. The teacher should prepare how to scoring student because it doesn't same answer.

#### **5. The relation writing skill improvement and mind mapping technique**

Mind mapping is interesting model to be used as tool to describe something details. It has branches that connecting with the central idea. It appropriates to apply in descriptive text. In descriptive text, we have to describe and analyzing something specifically. From this case, we can know that mind mapping and descriptive text have seemed similar character. In order to we can combine both in to a method. We can make descriptive text easily. We can put the central idea/main idea in the center and then we explain the ideas into sub ideas. After that we can connect the each idea with brunch and can repeat these steps to be applied in another sub idea.

#### **D. Previous study**

The previous study in this research is by the student English Department from State Islamic institute (IAIN) of Tulungagung entitled “ The effectiveness of using mind mapping technique on students achievement of reading narrative text in the second grader student of MTsN Bandung in academic year 2013/2014” by Endah, Sulistiani. Sulistiani Used pre-experimental research,

which consisted of two times of treatment. The treatment was given in the duration of 45 minutes and 90 minutes. The result of this study showed that after the researcher doing the treatment, the score of students' achievement in writing narrative text is higher than before the treatment. It can be seen from the result of the observation and the table of students' score after the treatment. The implementation in this research is to get the idea and memory the situation that was happened before. Mind mapping in this research is the way to memories the condition, the important moment and systematically moment of the text. By using mind mapping, the researcher wants to measure the students' memorize and identify the important moment of the text. They found that mind mapping technique can be used in doing the test in form of multiple choices in the genre of narrative text. According to researcher above, it has some similarities and difference with the write's research. The similarities it has some strategy in improving the students ability thought mind mapping, the research design same use pre-experimental and the subject from second grade of junior high school. The differences are the technique of data collection, genre of text, the sample of the study and the place of the study.