

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter, the researcher focused on theories and information of the effectiveness of using a mind mapping toward student's achievement of writing descriptive text. It includes of theories and information about writing descriptive text and a digital mind mapping.

#### **A. Writing**

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

Writing can be defined as an activity to share and express ideas by a write on the paper. Base on Cambridge Advance Learners' Dictionary (2008) that writing is an activity of creating piece of written work, such as stories, poems, or articles. So, it can be said writing is a way of sharing observation, information, thoughts, or ideas with ourselves or other due to the facts that stories, poems, and articles are developed on the basis of ideas, thoughts, information, and observations. Other definition come from Larry (2003: 121) says that the process of transferring thoughts from mind onto paper to share with readers while readily admitting that composing text to communicate their ideas is tough sledding.

Writing can defined as a task its own organizational pattern and format. The organizational pattern and format of writing are dictated by

the purpose of the type of writing. Such as writing letter, it is different from essay, reports, or minutes of writing. According to Grenville (2001:10) there seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instruction, all quite different. But they are all writing. They all have the basic aim of getting ideas from one brain into another

The people know that writing is one of the four basic skills of language which has an important role in many aspects. According to Harmer (2007:112) “Writing for writing, on the other hand, is directed at developing the students’ skills as writers. Writing can build students’ skill as writer; students can write their experiences, poems, articles, and etc. in their paper. The students learn about writing start from in the school. In elementary school the students learn about how to write sentence from the teacher. In junior high school, the teacher teaches about how to make good sentence and about text in writing skill. In this level, the students will know the types of text. In level senior high school, the students learn about types of text and they can write the text and organize ideas well. Writing must be taught to the students until in university.

## **2. Writing Process**

According to Langan (2008) divides writing process into four parts, they are:

#### a. Prewriting

Many people say that they have problem getting writing. It can be finish by prewriting. There are five prewriting techniques that will help to think and develop a topic and get words on paper. They are free writing, questioning, making a list, clustering and preparing a scratch outline. These techniques help you think about and create material, and they are a central part of the writing process.

##### 1) Free Writing

Free writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic.

##### 2) Questioning

In questioning, you generate ideas and details by asking questions about your subject. Such questions include why, when, where, who, and how. Ask as many questions as you can think of.

##### 3) Making a List

In making a list, also known as *brainstorming*, you collect ideas and details that relate to your subject.

##### 4) Clustering

Clustering, also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for an essay.

#### 5) Preparing a Scratch Outline

A *scratch outline* is an excellent sequel to the first four prewriting techniques. A scratch outline often follows free writing, questioning, list-making, or diagramming; or it may gradually emerge in the midst of these strategies.

#### b. Writing

When you first write, you prepared to put in additional thoughts and details that did not emerge during prewriting. And don't be afraid if you find the mistake and also, don't afraid yet about grammar, punctuation, or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to state your thesis clearly and develop the content of your essay with plenty of specific details.

#### c. Revising

Revising means rewriting an essay, building on what has already been done to make it stronger. In revising process there are three stages, they are revising content, revising sentence and editing.

First revising content has benefit to revise the content of your essay. Next is revising sentences. It is to revise sentences in your essay, ask yourself the following questions such as, “Do I use parallelism to balance my words and ideas? Do I have a consistent point of view? Do I use specific words? etc. And the last is editing. After revising for the content and sentence, the next step is editing for error grammar, punctuation and spelling.

#### d. Editing

After revising for the content and style, the next step is editing for error grammar, punctuation and spelling.

### **B. Descriptive Text**

Descriptive text is a text to describe about the characteristics of something in detail. John Schacter says that descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it. Next, Boardman and Jia state that descriptive text is a kind of text that is used to describe what something looks like. In other word, descriptive text is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see.

Descriptive writing can helps the reader to see, to hear, to smell, to feel of something. Therefore, the writer must use sensory details for example smells, tastes, feelings, and texture to make the reader get an information about something which is described. James (2006) says that social function of descriptive writing is to describe a particular person,

place, or thing. In other word, people describe the colors, shapes, sizes, weight, height, width, contents, and characteristics of something or someone in writing.

### **1. Types of Descriptive Text**

Jolly (1984:470) say that there are five types of descriptive writing paragraph. They are:

#### **a. Describing Process**

Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

#### **b. Describing and event**

To describe an event, a writer should be able to memorize and remember what happened in the event. It's mean that to explain all details related to the event, so that the readers can imagine the real situation and condition.

#### **c. Describing a personality**

In describing a person, the first thing that we do is recognizing characteristic of someone. We need to describe people occurs fairly areas of physical attribute (nose, lips, hair, and so on), emotional (happy, afraid, sad, and so on), moral

attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete is the way to describe place, for example: a home, a park, and Masjid.

e. Describing an object

To describe an object accurately is done by providing the physical characteristic of what do you see of the object such as the color, form, shape, and so on.

## **2. Part of Descriptive Text**

There are three part of descriptive text as Pardiyono (2007:34) maintain that three parts of descriptive, they are

- a. Communicative purpose, that is to describe an object (human and non-human)
- b. Rhetorical structure, there are two parts of rhetorical structure:
  - 1) Identification that is statement that consist of one topic to describe
  - 2) Description, that is consist of the detail description about object that identify in identification

- c. Grammatical patterns, it is needed to understand that in descriptive paragraph, declarative sentence is used and using present forms.

According to Knapp and Watkins (2005) there are some grammatical features of describing, they are:

- 1) Used present tense when describing things from a technical or factual point of view. Such as; has, lays, swim, eats, sings, etc.
- 2) Although present tense may be used in literary descriptions, it is past tense that tends to dominate. Like as; was, went, had, enjoyed, and so on.
- 3) Used relational verbs when classifying and describing appearance/ qualities and parts/functions of phenomena (is, are, has, have). For example, my favorite food is pecel because it is very delicious.
- 4) Used action verbs when describing behaviors/ uses. Such as: every bird has wings.
- 5) In literary and commonsense descriptions, action verbs are used metaphorically to create effect. Such as; Juno bubbled with enthusiasm.
- 6) Used mental verbs when describing feelings in literary descriptions. Such as; Nana felt happy. She liked singing.



- 7) Used adjective to add extra information to nouns and may be technical, every day or literary, depending on the text.
- 8) Used adverbs to add extra information to verbs to provide more detailed description. For example, mouse deeper run quickly.
- 9) Used adverbial phrases in descriptions to add more information about the manner, place or time.
- 10) Sentences and paragraphs are thematically linked to the topic of description. For example; the moon is a lump of rock that goes around the Earth. It is grey and brown. It is bumpy and has craters.
- 11) Generally personal and literary descriptions deal with individual things. Such as; my favorite car, my computer, and so on.
- 12) In generally technical descriptions deal with classes of things, rather than individual things. Like as; tortoise, tiger, volcanoes, etc.

### **3. The Criteria of Good Description**

Good description is when the writer can show the details that help the reader to imagine the person, animal or thing are describing. When the student or someone describes something such as person, the

student writes about physical appearance or the detail of the object such as: color, shape, weight.

There are two keys to write good description.

a. 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.

b. 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).

## **C. Digital Mind Mapping**

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

Mind mapping introduced and developed in 1960s by Tony Buzan, an English psychologist. Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically

it contains words, colors, short phrase and picture, Buzan (2006). Buzan also says that mind mapping is a primary tool used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. It means that mind mapping is one of effective way to make plan or to explore ideas before writing something. The mind map has four essential characteristics:

- a. The subject attention is crystallized in a central image.
- b. The main themes of the subject radiate from the central image as branches.
- c. Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also presented as branches attached to higher level braches.
- d. The braches form a connected nodal structure.

Mind maps are used to form, visualize, conceive and classify thoughts in educational fields, organizational activities and problem-solving and decision-making processes (Akinoglu & Yasar, 2007). There are two kinds of mind maps: hand-made mind maps and software mind maps or we know as digital mind mapping. In generally, mind maps were drawn with colored pens and paper, but now development of mind-mapping software that allows the construction of a digital mind-map. These applications provide the normal components of a traditional mind-map with the addition of other functions such as export, editing and replication. It has been documented in user interface and media

design, that users are distracted by tool operations such as finding and arranging widgets. In contrast, this adverse effect of the computer is minimal with sketch-based computer tools (Bailey and Konstan 2003; Plimmer and Apperley 2003).

According to Nong, et al (2009) digital mind mapping is a tool for students to conceptualize the knowledge, brainstorm and categorize the ideas, construct knowledge, and address the problems more logically. It is a tool to activate the students, stimulate their creativity and collaboration, and improve their confidence in contributing ideas in class.

## **2. Benefits of Digital Mind Mapping**

Mind mapping can help teacher and students in process teaching and learning. The benefits of mind mapping are flexible, it means that brain be able to move fluently to all of direction (Buzan, 2003 : 97). Mind mapping helps the students can focus on learning, and then they can understand the material and mind mapping attract to learn.

According to Buzan (2007) mind mapping helps the students in terms of: plan, communicate, become more creative, save time, solving the problem, focus on learning, develop and clarify thoughts, remember be better, and learn more quickly and efficiently.

In generally, create mind mapping need pen and paper, however it is valuable to benefit from computer to create mind maps. By digital mind maps, students can move objects and concepts around simply by

drag and drop them, in contrast, with paper mind maps, students need to erase and rewrite again and again (Erdogan, 2008).

Digital mind maps can be saved as files, the file can be shared among learners, and bits of it may be copied for other maps. Further digital mind maps enable students to include hyperlinks and email links to their maps. Students can also attach and view video clips, animated pictures, and images (Riley & Ahlberg, 2004).

According to Awad, & Hegazy, there are some benefits of digital mind mapping, they are:

- a. Digital mind maps had a much more consistent appearance, and had the potential to appear much cleaner.
- b. Students saved digital mind maps as files, shared files with colleagues, and easily retrieved them.
- c. The use of keyboard and mouse as input devices, enabled students to navigate through the digital mind maps easily and faster than the paper mind maps.
- d. Digital mind maps offered a dynamic, distributed learning environment, which expanded the physical learning space and afforded students a means of developing, organizing and structuring their ideas using higher-order thinking skills and thereby enhanced their understanding (Novak & Cañas, 2006). It can be concluded that the utilization of digital

mind maps enhanced students' science achievement (Jbeili, 2013).

- e. Mind mapping is probably the best way to organize, create, visualize and analyze complex information.

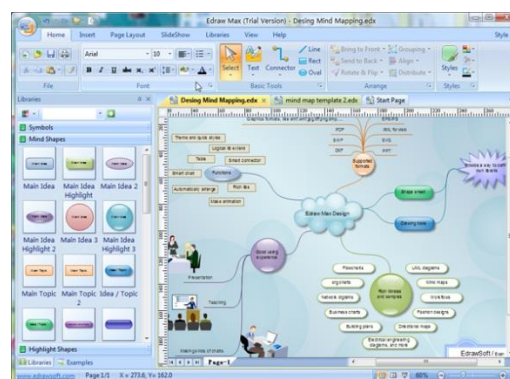
### 3. Kinds of Digital Mind Mapping

Teachers and students can take advantage of a digital mind mapping, this application to create symbols, graphics or pictures as part of the organizer graph. There are four free digital mapping applications that can be used teachers and students in learning. They are:

- a. Endraw MindMap :

Edraw MindMap application has various collections of icons and pictures interesting, so suitable for use in a visual learning environment.

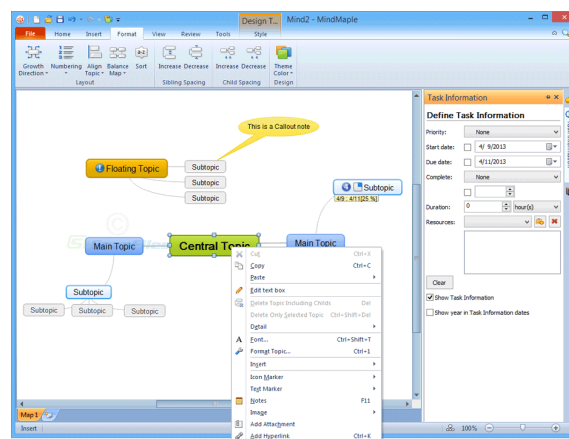
**Picture 2.1. Picture of Endraw MindMap**



## b. MindMaple Lite

MindMaple Lite has size 14 MB and a simple interface that is easy to use for teachers and students. MindMaple Lite already has standard features that are very inadequate for use in mapping concept. MindMaple is a fast and intuitive way of organizing and prioritizing information for project management, brainstorming sessions, idea sharing, drafting lesson plans, taking lecture notes, problem solving, managing schedules and more. Create and edit collaborative mind maps with a user-friendly interface and numerous features to assist in maximizing productivity and efficiency.

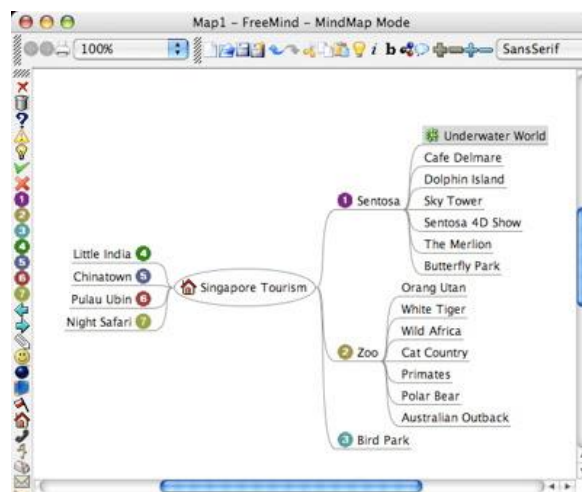
**Picture 2.2. Picture of MindMaple Lite**



c. Freemind

Freemind is applications of digital mind mapping which free and opensource applications and has a small installer file size. Disadvantages of this application is on the side of the display which very simple so, this is less eye-catching.

**Picture 2.3. Picture of Freemind**

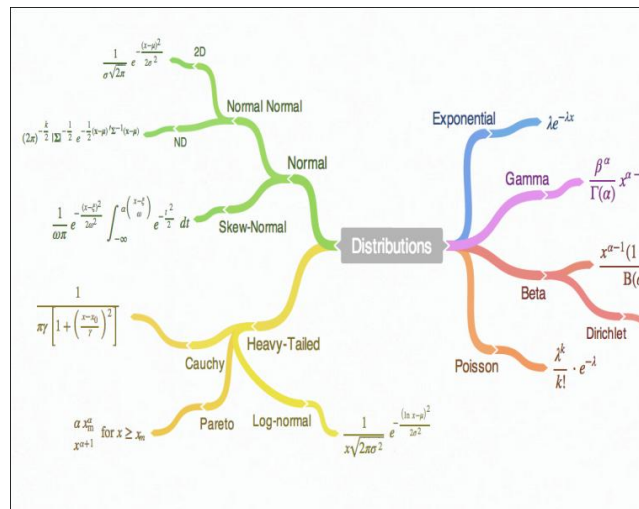


d. Coggle

Coggle is the application of concept maps online, which means you need to connect to the Internet to use it.



**Picture 2.4. Picture of Coggle**



#### 4. The Relation Writing Skill and a Digital Mind Mapping

Writing is an activity to share and express ideas by a write on the paper. According to Uusen (2009) writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas. In senior high school demanded to write various text types, one of which is Descriptive texts and students found many problems here. To solve the students' problem in writing Descriptive texts, in the literature, one technique that can be used to help students' write is mind mapping (Buzan, 1993).

A digital mind mapping is effective strategy to be used to describe something in details. It has branches that connecting with the central idea and easy to use. It appropriates to apply in descriptive text. In descriptive text, we have to describe and analyzing something in detail. Based on it, we can know that character of a digital mind

mapping and descriptive text is seemed. We can make descriptive text easily using a digital mind mapping. We can put the central idea or 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. We can also put pictures or video in there.

#### **D. Previous Study**

First 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 toward the Students’ Achievement in Writing Descriptive Text at Mtsn Tunggangri Tulungagung in Academic Year 2014/2015”, written by Dianto, Roni. Dianto used pre-experimental research, which consisted of three times of treatment. The result of this study showed that after the researcher doing the treatment, the score of students’ achievement in writing descriptive text is higher that before the treatment. It can be seen from the result of the observation and the table of students’ score after the treatment.

The other previous study written by Adi Purnomo from English Departement of Educational Faculty State Institute for Islamic Studies Salatiga, entitle “Improving Descriptive Writing Skill Through Mind-Mapping Technique (Classroom Action Research in 8th Grade Students of MTs Muhammadiyah 1 Cekelan in the Academic Year of 2013 / 2014)”. The researcher use classroom action research. The result of this study is

students' writing skill can improve through mind mapping method. The data shows that improvement of students' writing skill is significant after the students got writing practice using mind mapping.

The other several previous studies written by Alma Prima Nurlaila from English Education Study Program of Indonesia University of Education, entitled "The Use of Mind Mapping Technique in Writing Descriptive Text". This research used a mixed method between quantitative and qualitative research. The quantitative research was used to find out whether or not the use of mind mapping can help students improve their writing ability. In this research, the researcher applied one group pretest-posttest design of pre-experimental research. The effects of the treatment were obtained from the difference between the pretest and posttest score. Moreover, this study used qualitative descriptive research by using questionnaire and interview techniques to describe students' responses toward this technique. The participants in this study were one class consisting of 36 students in the seventh grade of a Junior High School in Bandung. The research indicates that the use of mind mapping technique was effective to improve students' scores in writing Descriptive texts. This is proven by the mean of posttest which is higher than the mean of pretest. This finding is also supported by the qualitative result of data analysis from the questionnaire and interview that show most students responded positively to this technique.

Based on the some previous above on the use of strategy, the researcher will conducts study in teaching writing by using a digital mind mapping. The researcher use pre-experimental research design with quantitative approach, and describes the effectiveness of using digital mind mapping toward student's writing achievement at the first grade of MAN 2 Tulungagung by comparing between the student's score before and after they taught using digital mind mapping and using pre-test post-test each of them.