

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the research and the discussion of findings. The literature review consists about writing, argumentative essay, mind mapping, visual learning style and previous study related to this research.

A. Writing

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 (2006: 26), 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.

1. 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 learners to think about develop a topic and words on paper. This technique help learners to write in the first time learners 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, learners can write anything in their mind without worried about the mistake, learner can focus on discovering what learners want to say about subject.

2) Questioning technique

In questioning, learners generate ideas and details by asking question about their subject. By asking the question learners 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 learners can collect ideas and details that relate to their subject. Learners can pile ideas without trying to sort major detail. The purpose is just to make a list of everything about their subject that occurs to learners.

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 learners can use lines, circle or arrows to show the relationship between the ideas and details that were learners made.

5) Preparing a starch outline

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

2. Writing a First Draft

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

3. 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, learners can arrange their writing to put things in the right place. Finally, after learner do all the things, learners can write in paper. There are three stages to revising process: revising content, revising sentences and editing.

4. Editing

After learners have revised their paper for content and style, learners are ready to check or check errors in grammar, punctuation and spelling. Don't forget to eliminate sentence and skill mistake. Their writing is better after learners 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.

B. Argumentative Essay

Arguments can be served through either utterance or statement expressed into a piece of paper. However, an argument, whether in form of written or oral is different from opinion. Opinion is based not so much on evidence as belief, intuition, or emotion. Argument, on the other hand, is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts (Mayberry, 2009). In addition, Stephen Toulmin, a British philosopher, proposed an argument consist of evidence and/or reasons presented in support of an assertion or claim that is either stated or implied (Seyler, 2008:76). In argumentative essay, a writer will take a stand

whether he/she wants to be pro or con toward the topic (Hidayah in Cahyono & Kusumaningrum, 2011:69).

1. Function of Argumentative Essay

Argumentative essay is defined by its purpose which is to persuade the reader of the correctness of a central statement. This text type is characterized by a three stage structure which represents the organizing principles of the genre: introduction, body and Conclusion (Hyland: 1990). Moreover, Huber and Snider defined that argument is the process in communication which is logic and is used to influence others, whether either in the written word or in the spoken one (Huber and Snider, 2005: 2).

2. Generic Structure of Argumentative Essay

Kirszner et.al. (2009) mention there are three generic structure of argumentative essay. There are introduction, body and conclusion. The explanation will shown below.

1. Introduction

In introduction of the argumentative essay there are hook, background knowledge and thesis statement. The hook introduces the issue. Background knowledge is information gives a broader picture of the issue and why it is important. It can give details about the history of the people involved, what they want. and how it affects them. The thesis statement is clearly states the writer's point of view about the issue.

2. Body Paragraph

In body paragraph there are counter argument and refutation. Counter argument is developed in much the same way that an argument paragraph is developed. The difference is that the counter argument is your opponents' (the other side's) argument that explains why you are wrong. Refutation must prove that your opponents' objection (counter argument) is wrong. To do this, you must answer the objection in a fair and logical manner.

3. Conclusion

The conclusion restates the argument that appeared in the thesis. It can end with a prediction, a warning, or other type of comment that reinforces the writer's viewpoint. It may state the general issue in a boarder context.

C. 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, they are : The subject attention is crystallized in a central image, the main themes of the subject radiate from the central image as branches, 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 branches, the branches form a connected nodal structure.

Hedge (2005: 58) states making a mind mapping 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, descriptive and argumentative work particularly well as they front students' ideas and lends them to discussing idea in groups. Buzan (2004:6) claims that a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. The mind mapping can be applied to every aspect of life where improved learning and clearer thinking will 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. Students can improve their

ideas and lend themselves to discussing in group or individual work. When learners use mind mapping on a daily activity, they 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 their brain can make, which mean that there are no limits to the difference ways you can use mind mapping to help them.

1. The Step in Using Mind Mapping

Buzan (1960: 36) explains there are some steps to make mind mapping as follow; Start in the center of a blank page turned sideways. Starting in the center makes learners brains freedom to think and to express it more freely and naturally. Use an image, symbol or picture for your central idea. An image is more interesting, keep their focused, and help them concentrate. It makes their brain and feeling more excellent.

Use color, code or something that makes learner interesting. Color or code in your maps is a key to motivate your brain, support to their thinking and make it fun. Connect their main branches to the central image and connect your second, third, fourth level braches to the first level and second level braches. Make their branches curved rather than straight lined. learners can use not only straight line but also curve to make your idea and map more interesting and fine. Use one key word per line. Single key word in their mind mapping is more power and flexible for you to develop in their idea.

2. The Benefit of Teaching with Mind Mapping

Buzan (1993:232-233) states that there are some benefit of teaching with mind maps. They automatically inspire interest to the student, thus making them more receptive and co-operative in the classroom. They make lesson and presentations more spontaneous, creative and enjoyable, both for teacher and the students. 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.

Mind mapping only relevant material in a clear and memorable form, the student tend to get better marks in examination. Mind mapping not only the real fact, but the relationship between those facts, thus giving students a deeper understanding of the subject. The physical volume of lecture notes is dramatically reduced.

D. Visual Learning Style

Visual learning is a learning style in which a learner utilize graphs, chart, maps and diagrams (Fleming and Baume, 2006). Fleming claimed that visual learners have a preference for seeing (think in picture, visual aids such us overhead slides, diagrams, handouts, etc). Visual learners learn best by looking at graphics, watching a demonstration or reading. For them, it's easy to look at charts and graphs but they may have difficulty focusing while listening to an explanation.

According to Fleming (2006) learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They generally prefer to sit at the front of the classroom. These individuals think in pictures and may learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, use of interactive whiteboards, and handouts. During a lesson or classroom discussions, visual learners often prefer to take detailed notes to absorb the information.

1. Learning Strategies

There are learning strategies that students can use. They are highlight important points in text; key words, create flashcards for key information; be concise, limit amount of words/information; allows for mental imagery, convert notes and translate words into symbols, diagrams, and/or pictures, create visual reminders of information, practice turning visuals back into words, color-code, underline, and/or highlight information, and be creative with charts, diagrams, mind maps.

2. The Benefit of Mind Mapping on Visual Student

There are some benefit of Mind mapping in visual students. Murley (2007) notes that it is easy to understand the "maps" drawn on mind-maps. This benefits the students as it saves time and increases productivity. Different learning styles in the classrooms can also be accommodated. Mind-maps are especially helpful for strong visual

learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

Mind-maps also help students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situations. When faced with writing tasks, compared to traditional writing instruction that depends on the textbook only, mind-mapping technique proves to be a powerful tool for improving students' ability to generate, visualise and organise ideas (Al-Jarf, 2009).

E. Previous Study

There are some studies related to the use of mind mapping in teaching and learning process. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and explaining the way this research is different from the previous ones. The following explanations are the highlights of some previous studies related to the use of Mind mapping.

The previous study in this research is written by Dianto (2015). He used pre-experimental research, which consisted of three times of treatment. The result of this study showed that after the researcher conducted the treatment, the score of students' achievement in writing descriptive text is higher than before getting the treatment.

The second is research conducted by Diana (2012), She uses a classroom action research which consisted two cycles, each of which consisted of two seasons. Each cycle consisted of planning, implementing, observing, and reflecting. The result shows that after the writer conducts the action the student's vocabulary mastery is higher than before, it can be seen from the result of the observation of the student's activities during the action. Moreover, the majority of the students gave positive response toward the implementation of mind-mapping technique. She found that learning vocabulary though implementation mind-mapping technique was challenging and fun.

Third, the research held by Yunus and Chien (2016), it can be generally depicted that most of the SMK Oya (Malaysian University English). Pre-U students perceive mind mapping technique as an effective strategy in helping them to write and this is in agreement with those seen from previous research which demonstrated that mind mapping technique can enhance the students' writing ability. As a result, the mind mapping technique would seem to be an effective tool to help students in planning and organizing their writing by encouraging students to gain a comprehensive or in-depth understanding of the writing topics. In contrast, a minority of them claimed that creating mind mapping is difficult, boring and time-consuming and does not benefit their writing and thus they dislike creating mind maps. This could be true when using this strategy in an exam

situation where students are having difficulties to familiarize themselves with the concept of the mind mapping strategy in such conditions.

Students who have insufficient skills to draw need a long time to make a mind mapping as they usually focused more only to make an effective mind map with good visual aids without estimated time to make a good writing product. Nevertheless, this weakness can be solved by the teachers giving clear instructions to clear the students' doubts and limited time frame for the students to create mind maps more efficiently.

According to research above, it has some similarities and differences with this research. The similarities are all of those studies conducted mind mapping in teaching and learning process. The differences are the technique of research design, data collection method, genre of the text, the sample of the study, subject and the place of the study. In previous study above the research held in a school situation but in this research held in the college situation. Thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.