

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

The writer presented some previous studies that deal especially with related to this research. For the first researcher is Aquariza, the conclusion of the research is the use of Mind Mapping and the material related were supporting each other. The implementation of mind mapping has a role in teaching speaking. It interested the students because of its simple form and relatively easy to understand.¹

The second researcher is Nilforoushan, he had concluded that the outcome of the posttest data analysis revealed that the subjects in the experimental group significantly outperformed the subjects in the control group. Therefore, the obvious conclusion is that the devised treatment that the application of teaching vocabularies through Semantic Mapping has helped the participants to perform better than those being taught in the non Semantic Mapping manner in the vocabulary achievement test. It can be concluded that if students are exposed to vocabularies through Semantic Mapping, they can have better general vocabulary knowledge and improved deep vocabulary awareness in terms of the evaluation and potency dimensions of the skill.²

¹ Novi Rahmania Aquariza, *Using Mind Mapping in Teaching Speaking Skills at RSBI Class SMA Negeri 1 Sidoarjo*, Unpublished thesis. Surabaya: State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya, 2009.

² Somayeh Nilforoushan, 'The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary Knowledge', *English Language Teaching*, p. 171

The third is conducted by Puspita. The result showed that the students' ability in reading descriptive text between the experiment and the control group were significantly different.³

The next study is conducted by Herlina. The result of the analysis shows that Concept Mapping gives significant effect to students' writing ability. It could be proved from students' score; the students taught writing by using Concept Mapping reached higher score than taught without using Concept Mapping.⁴

Here, the writer had different study. The study was about the effect of Mind Mapping technique on the ability of writing descriptive text gained by the 10th graders of MAN Model Palangka Raya. The differences between writer and others are:

First, Aquariza researched Mind Mapping effect toward students' speaking skill. Second, Nilforoushan researched Semantic Mapping on teaching vocabulary. Third, Pustpita researched about Mind Mapping in improving students' reading ability. In this study, the writer researched the effect of Mind Mapping on the students' writing ability. Fourth, Herlina researched Concept Mapping in writing recount text. And the writer researched Mind Mapping in writing descriptive text.

B. Writing Skill

1. Nature of Writing

³ Intan Dewi Puspita, *Using Mind Mapping Technique to Improve Students' Ability in Reading Descriptive Text: A Quasi Experimental Study of Seven Grade Studetns as SMPN 12 Bandung*, unpublished thesis. Bandung: Education University of Indonesia (UPI)

⁴ Herlina, *The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth tear of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah*, unpublished thesis. Palangka Raya: State Islamic College of Palangka Raya, 2012.

Writing known as written language that has complexity to compose by every learner and one of the variant of language skill has to be developing in order to increase language skill of learner. We can define writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. Not all languages established writing system; there are large numbers of individuals who cannot use the system.⁵

The usual things associated with writing are word choice, use of appropriate grammar (such as subject verb agreement, tense, and article use), syntax (word order), mechanics (e.g. punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, as well as a recursive process of discovering meaning.⁶

According to Fauziati also give statement that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.⁷

2. The Elements of Writing

There are a few of elements of writing. They are:

a. Paragraph

A paragraph is a group of sentences that develops one main idea.⁸

Paragraphs are the basic building blocks of texts. Well-organized paragraphs not

⁵ George Yule, *The Study of Language*, New York: Cambridge University Press, 4th Edition, 2010, p. 212

⁶ Jerry G. Gebhard, *Teaching English as Foreign or Second Language*, United States of America: The university of Michigan Press, 2000, p. 221.

⁷ Endang Fauziati, *Teaching English as a Foreign Language*, 2002, Surakarta: Muhammadiyah University Press, p. 151.

⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*,

only help readers understand the argument; they also help writers to structure their ideas effectively.⁹ There are three main elements of paragraph. They are:

1) The Topic Sentence

The topic sentence is the most important sentence in a paragraph. It has two parts: topic and controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic.¹⁰

According to Oshima and Hogue that quoted by Nirwanto, in understanding the topic sentence, there are three important points to be considered:¹¹

- a) A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.
- b) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
- c) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

2) The Supporting Sentence

Supporting sentences explain the topic by giving more information about it.¹² More about supporting sentences, Boardman and Frydenberg said

New York: Pearson Education Inc., 2007, p. 38

⁹ Stegen Bailey, *Academic Writing – a Practical Guide for Students*, New York: Nelson Thornes Ltd., 2003, p. 41

¹⁰ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 39

¹¹ Rahmadi Nirwanto, *Paragraph and Essay*, Yogyakarta: Kanwa Publisher, 2013, p.8

¹² Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 44

in Nirwanto that there are two types of supporting sentences: the major supporting sentence that the main details that they tell us about the topic sentence and the minor supporting sentences that tell us more about the major supporting sentences.¹³

3) The Concluding Sentence

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea.¹⁴

b. Essay

According to Oshima and Hoguean essay is classify to three main parts. They are an introductory paragraph, a body paragraph and a concluding paragraph.¹⁵

1) The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. It has two functions, the first is to attract the readers' interest and the second is to introduce the topic of an essay.

The introductory paragraph consists of two parts: several general statements and a thesis statement. The general statements give the reader background information about the topic of the essay. The thesis statement is the most important sentence and it is normally the last sentence in an introductory paragraph. It has three purposes, first, states the specific topic of

¹³ Rahmadi Nirwanto, *Paragraph and Essay*, p. 18

¹⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 47

¹⁵ *Ibid*, p. 147

the essay. Second, list the subtopics of the main topic. Third, may mention the method of organization.¹⁶

2) The Body of Paragraph

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement.¹⁷

3) The Concluding Paragraph

The concluding paragraph is the last paragraph of an essay. The concluding paragraph has three purposes, first, signals the end of the essay. Second, reminds the reader of the writer's points. Third, leaves the reader with the writer's final thoughts on the topic.¹⁸

Frydenberg in Nirwanto said that there are three ways to conclude paragraphs into three parts; a summary of the points made in the body paragraph, a restatement of the thesis statement, or a final comment on the topic.¹⁹

c. Unity

According to Oshima and Hogue, when a paragraph has unity, all the supporting sentences discuss only one idea. From beginning to the end, each sentence is directly related to the topic. In some languages, it is acceptable to

¹⁶ *Ibid*, p. 150

¹⁷ *Ibid*, p. 152

¹⁸ *Ibid*, p. 153

¹⁹ Rahmadi Nirwanto, "*Paragraph and Essay*" p. 73

wander way from the topic; to make little strips to ideas that are somewhat, but not directly, related to the main topic. In English, doing so is not acceptable because it breaks the unity of paragraph.²⁰

d. Coherence

Another important component of paragraph is coherency. According to Swenzy in Nirwanto said that coherency are the “glue” of writing.²¹

There are several ways to achieve coherency. The first two ways involve repeating key nouns and using pronouns that refer back to key nouns. The third way is to use transitions signals to show how one idea is related to the next. The fourth way deals with repeating key words and phrases. The fifth way is to use parallel structure.²²

3. Theoretical Background of Indicators to be Measured in Writing Skill

According to Djiwandono, there are some elements that must be taught of in the writing achievement. They are:

a. Content

According to Djiwandono, it indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decide

²⁰ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 67

²¹ Rahmadi Nirwanto, *Paragraph and Essays*, p. 27

²² *Ibid.*

and formulate main idea and supporting main idea into the paragraph are measured in term of content.

b. Organization

According to Djiwandono, the students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

c. Vocabulary

According to Djiwandono, it calls this term of measuring vocabulary. The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

d. Grammar

According to Djiwandono, the sentences constructed and word assembled in paragraph writing should be under stable and unambiguous. Besides that, it should fulfill the grammatical requirement. Therefore, this matter belongs to the terms of grammar

e. Spelling

According to Djiwandono, that clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill.²³

²³ M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: Penerbit ITB Bandung, 1996, p. 128-129.

4. The Important of Writing

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly.

Writing is one way of communication. If we look for a new job, employers, public officials or even member of the family to protest unfair treatment or to say “thanks” for help. By improving the writing skill, the purpose of communication in written will be easier.

So writing is an important thing for someone to give the reader some information and also to entertain the reader. If someone writes well, their writing is easy to understand by the readers then the reader will enjoy their writing. The reader will be curious the content of the writing then they will continue to read more. The reader also may get the messages of the writing from the author or writer

C. The Process of Writing

The process of writing is the way actually goes about the task of writing. According to Kane, writing in its broad sense as distinct from simply putting words on paper has three steps. The first step, “thinking”, involves choosing a subject, exploring ways of developing it, and devising strategies of organizing and style. The second step, “doing”, is usually called “drafting”; and the third, “doing again”, is “revising”.²⁴

²⁴ Thomas S. Kane, *Essential Guide to Writing*, New York: Berkleys Books, 2000, p. 17

Oshima and Hogue stated that the process of writing has roughly four steps. In the first step is prewriting or creating an idea. In the second step is organizing the idea. The next step is writing rough draft. And the final step is polishing, editing, and making revisions.²⁵

In this study, the writing process stages include prewriting (including choosing subject and ways to developing it), whilst writing (including drafting), and post writing (including polishing, revising, and editing). The three stages are presented below.

1. Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect the ideas to explain the topic. There are a number of techniques to explore ideas about a topic and different ways to approach your writing.

a) Brainstorming

Brainstorming is one of techniques to generate ideas and to get information needed in writing. Smalley explained that brainstorming is a way to associate ideas and stimulate thinking²⁶ One way to brainstorm is to begin with a word or phrase and let the ideas flow for a set time. Galko explains that the main principle behind brainstorming is to let the ideas flow without judging them.²⁷ The goal is to take away the barriers that keep people from thinking creatively.²⁸

²⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition*, p. 15

²⁶ Regina L. Smalley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills Rhetoric and Grammar*, Boston: Heinle & Heinle Publisher, 2001, p. 4.

²⁷ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, New York: Learning Express, 2001, p. 20.

²⁸ Jennifer Berne, *The Writing- Rich High School Classroom*, New York: The Guliford Press, 2009, p.45.

b) Free Writing

Free writing simply means getting ideas on paper as fast as you can. The trick is to let feelings and ideas pour forth.²⁹ The goal of free writing is in the process, not the product.³⁰ When free writing, writer let the sentences flow freely without thinking about whether the ideas are appropriate or the grammar is perfect.³¹ Take out several sheets of blank paper, give yourself at least ten to fifteen minutes, and begin writing whatever comes to mind on your subject. Don't worry about spelling, punctuation, or even complete sentences.³² The purpose is to free up mind to let it make association and connection. So when free writing, do not interrupt the flow of the ideas.

c) Interviewing

Another way to find a direction for your paper is through interviewing. Ask a classmate or friend to discuss your subject with you. Let your thoughts range over your subject as your friend asks you questions that arises naturally in the conversation.³³

This idea is useful for longer pieces of writing.³⁴ Formulating the questions help writer to be clear about how the conceive of subject and what writer hope, it will get from the materials and other sources of information.³⁵

²⁹ Thomas S. Kane, *Essential Guide to Writing*, p. 25.

³⁰ Peter Elbow, *Writing With Power: Techniques for Mastering the Writing Process*, New York: Oxford University Press, 1998, p.13.

³¹ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, p.21.

³² Jean Wyrick, *Steps to Writing Well with Additional reading 6th Edition*, p. 6.

³³ *Ibid.*

³⁴ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of Student of English*, Australia: Cambridge University Press, 1993, p.9.

d) Mapping

Mapping is also called Clustering or webbing. According to Gebhard, in Clustering, a key word placed in the center of a page, then, jot down all the free associations. Here, the writers' associations are clustered together and stem off the central word.³⁶ When the ideas are mapped, writer makes a visual diagram about a topic. Often the topic is circled in the center of a page. Mapping helps to generate new ideas and relate them to one another.³⁷

e) Listing

Listing is a prewriting technique in which a writer list down on a paper as many thoughts as he has and as quickly as he can.³⁸ Try jotting down all the ideas pop into your head about the topic.³⁹ The ideas or thoughts related to topic that comes out from the mind of the writer are listed and they become the basic source of information for the writing.

In this study, mapping technique was chosen to generate ideas. Writer wanted to prove that semantic mapping can be an effective technique to generate ideas in descriptive text.

2. Whilst Writing

The second stage is whilst writing, which includes drafting and revising. After having generated idea, write the first draft needed. The drafting stage is where writer

³⁵ Phyllis Crème and Mary R. Lea, *Writing at University*, Philadelphia: Open University Press, 2003, p. 22.

³⁶ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language- A Teacher Self-development and Methodology Guide*, p. 226.

³⁷ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, p.24.

³⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.16

³⁹ Jean Wyrick, *Steps to Writing Well with Additional reading 6th Edition*, p. 7.

really begin writing. The most important thing here is to get words onto paper. It is not time to worry about spelling, grammar, punctuation or the best wording.⁴⁰

There are many ways to begin drafting a paper into paragraphs, one way is to translate the main points of outline into topic sentences, and then to develop each topic sentence into paragraph. Or, making draft paragraph by paragraph, beginning with a topic sentence and then supporting it.⁴¹

The draft of a paragraph needs the following characteristics; 1) it has a topic sentence that makes a clear main point, 2) it has primary and secondary support that shows, explains, or proves the main point, 3) it has ideas arranged in a logical order, 4) it has a concluding sentence that make an observation about the main point, 5) it follow standard paragraph form.⁴²

The next step after drafting is revising. Revising is process of rethinking and changing what is written.⁴³ In revising, students rethink and rewrite the first draft forming the second draft. Sometimes ideas are added and sometimes are omitted. There are two quite different things when revising. It's tempting to try to do them both at the same time, but it is quicker in the long run to do them one by one. The first thing is to find the problems. The second thing is to fix them.⁴⁴

3. Post Writing

The third stage is the post writing (including editing, writing the final draft, and publishing). In this step, you polish what you have written. Polishing is most

⁴⁰ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of Student of English*, p. 14.

⁴¹ Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, p. 52

⁴² Susan Anker, *Real Writing with Reading*, Boston: Bedford/ St. Martin's, 2010, p.89

⁴³ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.11

⁴⁴ Kate Grenville, *Writing from Start to Finish; A Six-Step Guide*, Australia: Allen and Unwin, 2001, p. 137.

successful if you do in two steps. First, attack the big issues of content and organizing. Then work on the smaller issues of grammar, punctuation, and mechanics (editing).⁴⁵

D. Writing Assessment

Sabarun stated in Herlina, Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.⁴⁶

1. Process Assessment

Process approaches, in contrast to product approaches to writing, process approaches emphasize the act of writing itself, the means by which the text is created more than the text itself. A view of writing as a process that evolves through several stages as the writer discovers and molds meaning and adapts to the potential audience.

2. Product Assessment

Product approaches are defined by their emphasis on the end result of the writing process and essay, a letter, and so on. The underlying assumption of product approaches is that the actual writing is the last step in the process of writing. Product

⁴⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.11

⁴⁶ Herlina, *The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth Year of SMA Muhammadiyah 1 Tumbang Samba katingan Tengah*, Unpublished Thesis. Palangka Raya: State Islamic College of Palangka Raya, 2012.

approaches reflect traditional, teacher-centered approaches to teaching in general. Specifically in the traditional composition class, the teacher assigns a writing task. Whether exercises or a composition, knowing what responses she or he expects: the students do the exercises or write the composition and the teacher evaluates the result.

E. Scoring Method⁴⁷

Table 2.1
The Scoring Rubric for the Measurement of Writing Test

Component	Score	Level	Criteria
Content	25-22	Excellent to very good	Knowledgeable, substantive and relevant to assigned topic
	21-19	Good to Average	Adequate range, mostly relevant to topic, but lack detail
	17-18	Fair to poor	Little Substance, inadequate development of topic
	10-5	Very poor	Not-substantive, not pertinent or not enough to evaluate
Organization	30 – 27	Excellent to very good	Fluent expression, ideas clearly stated or supported, succinct, well organization, logical sequencing and cohesive.
	26-22	Good to Average	Loosely organized but main ideas stand out, limited support and logical but incomplete sequencing
	21-17	Fair to poor	Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	16-13	Very poor	Does not communicate, no organization, not enough to evaluate.

⁴⁷ Sara Cushing Weigle, *Assessing Writing*, Cambridge: Cambridge University Press, 2001, p. 116.

Vocabulary	20-18	Excellent to very good	Effective word or choice and usage, word form mastery and appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word form, choice, usage, but meaning not obscured
	13-10	Fair to poor	Frequency errors of word form, choice, usage, and meaning confused or obscured
	9 – 7	Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate
Language Use	25-22	Excellent to very good	Effective complex constructions, few errors of agreements, tense, word order or function, pronouns
	21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors agreements, tense, word order or function, pronouns, but meaning seldom obscured
	17-18	Fair to poor	Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, word order or function, pronouns and meaning confused or obscured.
	10-5	Very poor	Virtually not mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate.

F. The Teaching of Writing at Senior High School Level

Berne stated in Herlina, teaching writing at senior high school is integrated. The teachers not only teach writing but also teach listening, speaking or reading. Integration of skills is a very important practice in the teaching of any language. No skill can be taught in isolation and segregation. There exists a deep, profound and inseparable connection between language use and the context in which it is entrenched and embedded. A kind of connectedness exists in the way use the primary skills of language, identified as listening, speaking, reading and writing. The teacher faced with a set of predetermined and prearranged curriculum and prescribed textbooks, what most of them do, is to place additional and extra emphasis on a specific skill designated for a specific class, while helping learners freely to use all the skills necessary for successfully carrying out a classroom activity. Even if the class is supposed to focus on one specific skill at a time, teachers and learners do the inevitable, namely, follow an integrated approach. By designing and using micro strategies that integrate language skills, the teacher will be assisting learners to engage in classroom activities that involve a meaningful and simultaneous engagement with language in use. A discussion with examples from text can be initiated and participants can individually work on them.⁴⁸

G. Descriptive Text

1. The Definition of Descriptive Text

Descriptive paragraph is a text that describes something. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels,

⁴⁸ Herlina, *The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth Year of SMA Muhammadiyah 1 Tumbang Samba katingan Tengah*, Unpublished Thesis. Palangka Raya: State Islamic College of Palangka Raya, 2012.

smell, tastes, and sounds.⁴⁹ The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.⁵⁰

2. The Generic Structure of Descriptive Text

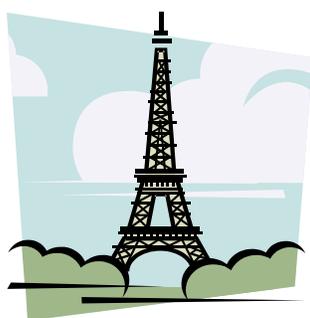
There are two generic structures of descriptive paragraph. The first is identification; identification is the part where writers of descriptive text identify phenomenon to be describe. And the second is description; description part describes parts, qualities, and characteristics.⁵¹

3. The Language Features of Descriptive Text

There are some language features of descriptive paragraph.⁵²

- a) Focus on specific participant.
- b) Using simple sentence in the form of simple present tense.
- c) Using detailed noun phrases, a noun word that added into adjective.

4. The Model of Descriptive Text⁵³



⁴⁹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.61

⁵⁰ Joko Priyana, Arnys Rahayu Irjayanti, Virga Renitasari, *Interlanguage: English for High School Students X*, Jakarta: Departemen Pendidikan Nasional, 2008, p. 123.

⁵¹ Ahmad Dodi, Ahmad Sugeng, Effendi, *Developing English Competencies; for Senior High School Grade X*, Jakarta: Departemen Pendidikan nasional, 2008, p. 117.

⁵² *Ibid.*

⁵³ *Ibid*, p. 126

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the *City of Light*.

Identification

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit.

Description

H. Mind Mapping

1. Nature of Mind Mapping

Mind Mapping is a technique which originated by Tony Buzan as a tool in helping people to gain an effective learning. According to Buzan in Wuryaningrum, Mind Mapping is a diagram which is used to represent words, ideas, thoughts, number in a simpler form which connects all the ideas together and hence will be easier for the viewer to quickly grasp the ideas.⁵⁴

It has several functions such as: to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving and decision making. Furthermore, it is useful for detailing information; supporting information from different research sources, thinking through complex problems and presenting

⁵⁴ Rica S. Wuryaningrum, 'Teaching Vocabulary Using 3D Films for Toddlers Using Mind Mapping and Tem Statements', *ASIA TEFL*, 2008, p. 3.

information in a certain format that be able to shows the whole structure of the subject.⁵⁵

a) Psychological Foundation of Concept Maps

Another important advance in understanding of learning is that the human memory is not a single “vessel” to be filled, but rather a complex set of interrelated memory systems. While all memory systems are interdependent (and have information going in both directions), the most critical memory systems for incorporating knowledge into long-term memory are the short-term and “working memory”. All incoming information is organized and processed in the working memory by interaction with knowledge in long term-memory. The limited feature here is that working memory can process only a relatively small number of psychological units at any one moment. It means that relationships among two or three concepts are about the limit of working memory’s processing capacity.⁵⁶ It is believed that one of the reasons Concept Mapping is so powerful for the facilitation of meaningful learning is that it serves as a kind of template or scaffold to help to organize knowledge and to structure it, even though the structure must be built up piece by piece with small units of interacting concept and propositional frameworks.⁵⁷

b) Epistemological Foundation of Concept Maps

⁵⁵ Novi Rahmania Aquariza, *Using Mind Mapping in Teaching Speaking Skills at RSBI SMA Negeri 1 Sidoarjo*, Unpublished Thesis. Surabaya: State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya, 2009.

⁵⁶ Joseph D. Novak, Professor Emeritus, Cornell University, and Senior Research Scientist Florida IHMC, *The Theory Underlying Concept Maps and How to Construct and Use Them*, Florida: Institute for Human and Machine Cognition, p. 5.

⁵⁷ *Ibid.*

Epistemology is that branch of philosophy that deals with the nature of knowledge and new knowledge creation. There is an important relationship between the psychology of learning, the growing consensus among philosophers and epistemologists that new knowledge creation is a constructive process involving both knowledge and emotions or the drive to create new meanings and new ways to represent these meanings. Students struggling to create good concept maps are themselves engaged in a creative process, and this can be challenging, especially to students who have spent most of their life learning by rote. Rote learning contributes very little at best to knowledge structures, and therefore cannot underlie creative thinking or novel problem solving.⁵⁸

2. Theory of Mind Mapping⁵⁹

a) Schema theory

Schema is a cognitive framework or concept that helps organize and interpret information. Theorist [Jean Piaget](#) introduced the term schema and its use was popularized through his work. According to his stage theory of cognitive development, children go through a series of stages of intellectual growth. In [Piaget's theory](#), a schema is both the category of knowledge as well as the process of acquiring that knowledge. As experiences happen and new information is presented, new schemas are developed and old schemas are changed or modified.

b) Schema Example

⁵⁸ *Ibid.* p. 10-11

⁵⁹ [Kendra Cherry, What is Schema? http://psychology.about.com/od/sindex/g/def_schema.htm](http://psychology.about.com/od/sindex/g/def_schema.htm), accessed on 29-12-2013

For example, a young child may first develop a schema for a horse. She knows that a horse is large, has hair, four legs and a tail. When the little girl encounters a cow for the first time, she might initially call it a horse. After all, it fits in with her schema for the characteristics of a horse; it is a large animal that has hair, four legs and a tail. Once she is told that this is a different animal called a cow, she will modify her existing schema for a horse and create a new schema for a cow.

3. Mind Mapping Technique

Making a Mind Map should be a spontaneous prewriting activity. Students start with a topic at the center and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations.

In teaching and learning English, mind mapping can be used to learn a language with grammatical ideas, vocabulary and even conversational ideas such as question and answer. Each person is free to create their own mind mapping through different way. Perhaps, some are clean and orderly others seem to be pure chaos. Really it does not matter. Eventually, the style of mind mapping is representing someone's style. A Mind Map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added.⁶⁰

⁶⁰ Novi Rahmania Aquariza, *Using Mapping in Teaching Speaking Skills at RSBI Class SMA Negeri 1 Sidoarjo*, Unpublished Thesis. Surabaya: State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya, 2009.

The Mind Map can be applied to every aspect of life where improve learning and clearer thinking will enhance human performance. It has four essential characteristics:⁶¹

- a) The main topic of the Mind Map is summarized as a central image, word or phrase.
- b) The main themes of the subject radiate from the central image as branches.
- c) Branches comprise of a key word, image or topic presented on an associated line they divide out into further higher level sub branches.
- d) The branches and sub-branches form a connected structure.

To aid the process of memory and recall, a Mind Map uses of:

- 1) Color - this is used to differentiate areas of the Mind Map
- 2) Visual images such as pictures, codes, and dimension - these are used throughout to illustrate different themes and topics .A mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added.

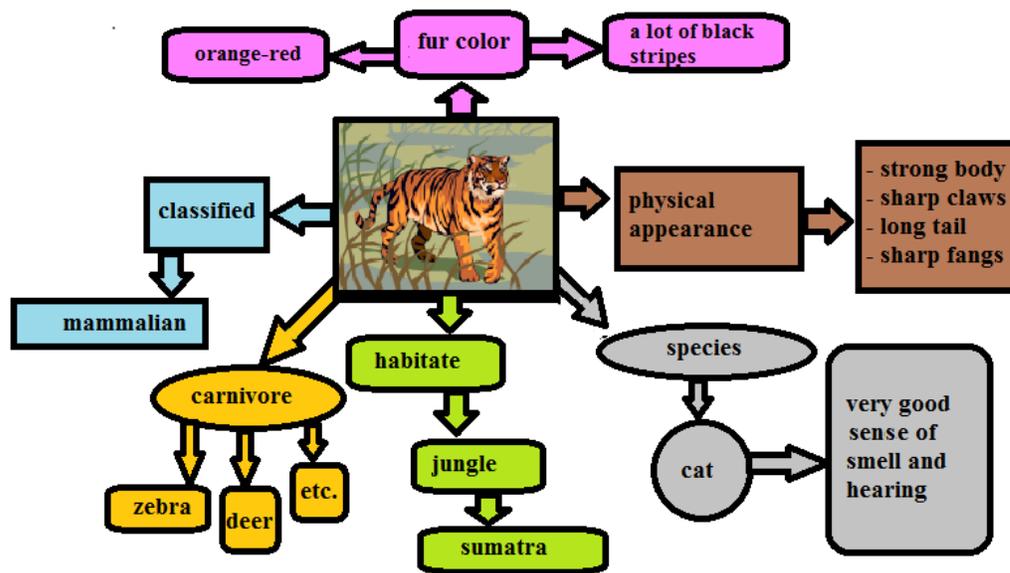


Figure 2.1

Example of Mind Map

4. The Advantages of Mind Mapping⁶²

a) Flexible

Explaining something can be easy without confusing in add the material based on the mind mapping. We can put the label and category of something based on our own opinion anywhere in the mind mapping.

b) Concentrate on the Topic

Getting the subtopics what we talk about with focus on the main ideas easily. Keep focus on the keyword can help us to make it simple and it does not waste the time.

c) Increasing Comprehension

⁶² Dang Thanh Diem, *Using Mind Maps and Diagrams to Teach Vocabulary for First Year Mainstream Students, Faculty of English Language Teacher Education, The Degree of Bachelor of Arts (TEFL), Hanoi: Vietnam National University, 2011, p. 22.*

Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.

d) Enjoyable

Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn. By using pictures and colors, it makes the brain enjoy and excited in thinking something what we want about the material.

I. Teaching Writing Using Mind Mapping Technique

In the writing process, Mind Mapping is in the process of prewriting activity. It can help the students to generate and organize ideas before writing. Mind maps work well as a visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps 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.

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. In this step, the writer will provide some slides of picture and the students choose a picture they interested with. The chosen picture will be the topic which will be discussed.⁶³

⁶³ Vanessa Steele, *Using Mind Maps to Develop Writing*, Barcelona: British Council (BBC), 2005, <http://www.teachingenglish.org.uk/article/using-mind-maps-develop-writing> accessed on 22-12-2013

Referring to the steps of generating and organizing ideas using Mind Mapping, Smalley *et al.* and Teo explained in Miftah about how ideas are generated and organized by means of this technique. First, use plain white paper for individual or group work to prepare to write. Second, write a topic or the title/subject (in the form of word or phrase) that is going to be explored and circled in the middle of a sheet of paper. Then, draw a thick line from the thick line to carry supporting ideas or details, or draw a line radiating out from the center and label it with the name of a major division of the topic or subject. Next, circle it and from that circle move out further to subdivisions. After that, keep associating to further ideas and to details related to them. . If possible, use a different color for each main idea and its supporting details or ideas, and add pictures to illustrate the text or ideas. When it is finished with one major division of the topic or subject, go back to the center and start again with another major division.⁶⁴

The students should begin to develop their own mind maps for writing as soon as they understand how to use this technique effectively. They should feel comfortable enough to start with a key concept word or topic written in the center of a sheet of paper, and then to continue it by making as many word connections as possible on the paper. Connection should develop rapidly, radiating outward from the center to any direction. Since there is no right or wrong way to develop a map, the students should be encouraged to play with the ideas based on what they are studying and learning in class

⁶⁴ M.Zaini Miftah, *The Way to Generate and Organize Ideas*, <http://mzmiftah.stainpalangkaraya.ac.id/2013/11/mind-mapping-way-to-generate-and.html> accessed on 22-12-2013