

## CHAPTER II

### REVIEWE OF RELATED LITERATURE

In this chapter the writer try to give clear explanation Definition of Writing, Definition of Narrative text, Definition of Mindmapping, definition of Mindmaple, Mindmapping strategy, and Advantages of Mindmapping.

#### A. Writing

##### 1. The Definition of Writing

According to Jack C. Richard writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences.<sup>1</sup> Writing is one of basic tools of civilization. Without it, the world as we know it could not exist.<sup>2</sup>

From definition above can be conclude that writing should seen as the way to express ideas from the writer's knowledge and resources without forgetting the linguistic rule, the writing will be full of meaning.

##### 2. The Writing Process

Writing is never a one-step action; it is an on going creative act. The process of writing has roughly four steps. In the first step, it is creating idea. In the second step is organizing the ideas. The third, writing a rough paragraph. And the final step, polishing rough draft by editing it and making revisions.<sup>3</sup>

###### a. Pre-writing

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<sup>1</sup>Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002) p. 303

<sup>2</sup>Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: CBS College Publishing, 1983), p. 160

<sup>3</sup>Oshima And A Hogue, *Introduction to Academic Writing*, Third Edition, Pearson Education, 2007, P 15-18

The first step is called prewriting. Prewriting is a way to get ideas. In this step, choosing a topic and collecting ideas to explain the topic. There are several techniques that can use to get ideas.

#### a) Brainstorming

Another way to get ideas down on paper quickly is through brainstorming start with a significant word or phrase, and tries to record everything that comes to your mind. If you reach a point where you can not longer come up with any new ideas, ask a friend to help you brainstorming some fresh topics. According to Regina that brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, star with a word or phrase and let your thoughts go in whether direction they will. For a set period of time, do not attempt to think logically but writer a list of ideas as quickly as possible, putting down whatever comes to mind without looking back or organizing.<sup>4</sup> Jerry also states that brainstorming is one popular activity of prewriting in which a topic is introduction by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a students or two) write the ideas on board. Although there is no right or wrong association in this activity, some EFL/ESL students will shy away from calling out their ideas. Such as, some teachers have students brainstorm first in small group, then as a whole class.<sup>5</sup>

#### b) Listing

One popular technique in prewriting is listing. One reason that this technique is popular with writer is that we use list-making skills often in our everyday lives. Writer also make list throughout the writing process, especially during prewriting. Lists not only help writers generate topics, but list can be useful to help create main points and key details. According to Alice listing is a prewriting techniques in which you write the

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<sup>4</sup>Regina L. Smaley, *Refusing Composotion Skill Rhetoric and Grammar*, p.4.

<sup>5</sup>Jerry G. Gebhard, *Teaching English As a Foreign or Second Language*. P.226

topic of the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.<sup>6</sup>

### c) Mapping

One of them is mindmapping technique using mindmaple software. Mapping 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.<sup>7</sup> 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.<sup>8</sup>

mindmaple can be helpful for people who think in a visual way. We can put our idea in a circle or block and branch off examples or other ideas pertaining to it. Mindmaple is a software one of mindmapping technique. In this study, the writer hope with this technique can motivate the students in imagination for get ideas. In era modern not difficult to the students get mindmaple software via internet and they can free download in google. Additional also, mindmaple very interest and a lot of visual themes or unique. So, the students can create a concept map as they wish in imagination.

### b. Organizing

The next step in the writing process is to organize the ideas into a simple outline. The model wrote a sentence that name the topic and told the main idea.

### c. Writing

The next step is to write a rough draft, using the outline as a guide. Write the rough draft as quickly as we can without stopping to think about grammar, spelling or

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<sup>6</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, p.16.

<sup>7</sup>Jerry G. Gebhard, *Teaching English as a foreign or Second Language-A Teacher Self-development and Methodology Guide*, p. 226

<sup>8</sup>Francine D. Galko, *Better Writing Right Now! Using Words to Your advantages*, p.24

pronunciation, and getting the ideas down on paper. Notice that the writer added some ideas that were not the outline and added a concluding sentence at the end.

d. Polishing: Revising and Editing

In this step, we have to polish what we have written. This step also called revising and editing. Polishing is most successful if we do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issue of grammar, punctuation, and mechanics (editing).

### 3. Scoring Guide

The writer also prepares the scoring guide for writing in narrative text such as bellow.<sup>9</sup>

**Table 2.1**

Components	Score	Level	Criteria
<b>Content</b>	25-22	Excellent to very good	Knowledgeable, substantive and relevant to assigned topic such as: a. Orientation: introducing the participant (when, where, who) b. Event: explaining about the problem/event c. Re-orientation: closure the event
	21-19	Good to average	Adequate range, mostly relevant to topic, but lack detail in: a. Orientation: introducing the participant (when, where, who) b. Event: explaining about the problem/event c. Re-orientation: closure the event
	17-18	Fair to poor	Little substance, inadequate development of topic of narrative text. Not-substantive, not pertinent or not enough to evaluate
	10-5	Very poor	
<b>Organization</b>	30-27	Excellent to very good	Fluent expression, ideas clearly stated or supported, succinct, well organization, logical sequencing and cohesive in: a. Orientation b. Event c. Re-orientation

<sup>9</sup>Adapted from Alderson, J.C and Bachman, L.F, *Assessing Writing; Sara Cushing Weigle*, Cambridge University Press: Cambridge, 2002, p. 116

	26-22	Good to average	Loosely organized but main ideas stand out, limited support and logical but incomplete sequencing about: a. Orientation b. Event c. Re-orientation
	21-17	Fair to poor	Non-fluent, ideas confused or disconnected and lacks logical sequencing and development about: a. Orientation b. Event c. Re-orientation
	16-13	Very poor	Does not communicate, no organization or not enough to evaluate based on the paragraph narrative text
<b>Vocabulary</b>	20-18	Excellent to very good	Effective word choice and usage, word form mastery and appropriate register in: a. utilizing a word in paragraph narrative text b. using various diction
	17-14	Good to average	Adequate range, occasional errors of word form, choice, usage but meaning not obscured in a. utilizing a word in paragraph narrative text b. using various diction
	13-10	Fair to poor	Frequency errors of word form, choice, usage and meaning confused or obscured in a. utilizing a word in paragraph narrative text b. using various diction
	9-7	Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate based on the paragraph narrative text
<b>Language Use</b>	25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, word order or function, pronouns such as: a. Using simple past tense b. Using action verb c. Using temporal sequence d. Using specific participant
	21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors

			agreement, tense, word order or function, pronouns, but meaning seldom obscured in language features of paragraph narrative text such as: a. Using simple past tense b. Using action verb c. Using temporal sequence d. Using specific participant
	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 in language features of paragraph recount such as: a. Using simple past tense b. Using action verb c. Using temporal sequence d. Using specific participant
	10-5	Very poor	Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate based on the paragraph narrative text

## B. Mindmapping

### 1. Definition of Mindmapping

Buzan (2007:103) states that “Mind Mapping is a creative thinking instrument which reflects natural work brain. Mindmapp enables the brain to use all pictures and its association in radial design.”

From this opinion we can make conclusion that when we use mindmapping by making a keyword or main topic we can also produce other ideas relate to. Moreover, we can free our mind to generate everything in our brain so that lots of ideas will be automatically more and more improve. Therefore it will make us easier in constructing a text from those relates ideas.

An expert in mindmapping, Paul Foreman has dedicated large amount of time to study about mindmapping, in e-book entitle “ideas creation” he shared his philosophy on how to open the mind generation ideas through mindmapping:

- Everything stems from a thought
- Every thought is a word
- Every idea is a thought
- Every word is a potential idea
- Every image is a potential idea
- Every thought is a potential idea
- Good thoughts come when bad thoughts stop
- Good ideas come when bad ideas go
- You flick your brains switch to ‘on’ when you stop over-thinking
- Once you still the mind ideas come
- Patience allows time for ideas to evolve
- Preconceived
- notions only breed preconceivedideas
- Stressingfor answers brings stressful results
- Stretchingyour mind is effortless and simple Saying:“I can’t think of anything”Really means: “I think I can’t think of anything” B Ideas don’tdry up–thoughts do.<sup>10</sup>

a) Psychological Foundation of Concept Maps

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

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<sup>10</sup><http://www.desainstudio.com/2010/07/mind-mapping-dalam-desain-grafis.html>(Sunday, March 27, 2016)

or three concepts are about the limit of working memory's processing capacity.<sup>11</sup> 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 with small units of interacting concept and propositional Framework.<sup>12</sup>

Mindmaple software can be used as a solution for students in generating ideas while writing so that a teacher should introduce new techniques in writing. Given this concept maps can facilitate students in stringing a sentence or paragraph in accordance with the steps provided in writing, such as specifying a title, topic, and the main idea, especially in writing narrative text.

#### b) Epistemological Foundation of Concept Maps

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 emotion or the drive to create new meanings and new ways to represent these meanings.<sup>13</sup> Student struggling to create good concept maps are themselves engaged in a creative process, and this can be challenging.

## 2. Theory of Mindmapping<sup>14</sup>

#### a) Schema theory

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<sup>11</sup>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

<sup>12</sup>*Ibid.*

<sup>13</sup>Ismail Yakub, *The Effect of Mind Mapping Technique on the Ability of Writing Descriptive text Gained by the 10<sup>th</sup> Graders of MAN Model Palangka Raya*.unpublished thesis. Palangka Raya: State Islamic college of Palangka Raya, 2014.

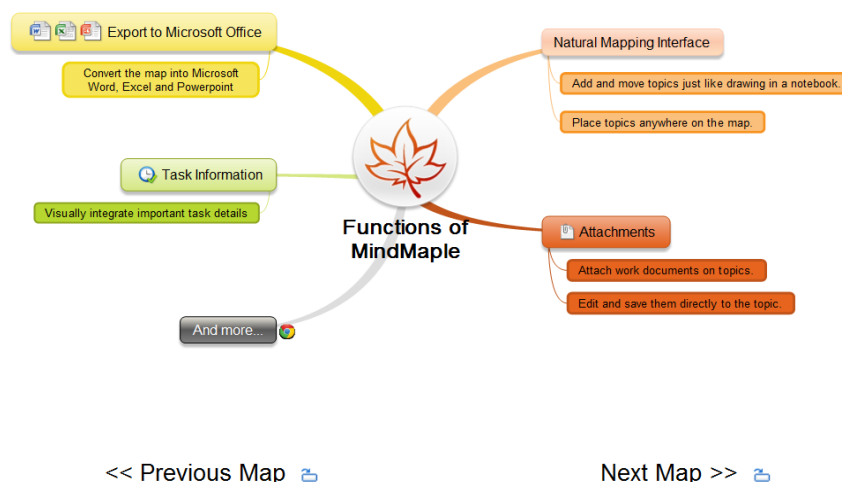
<sup>14</sup>Kendra Cherry, *What is Schema?*



A schema is a cognitive framework or concept that helps organize and interpret information. Theorist Jean Piaget introduced the term schema and its use popularize 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 experience happen and new information is present, new schemas are develop and old schemas are changed or modified.

b) Schema example

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 call a cow, she will modify her existing schema for a horse and create a new schema for a cow.



**Figure schema 2.2<sup>15</sup>**

<sup>15</sup><http://google.com/MindMaple>(Sunday, February 07, 2016)

### 3. The procedure teaching writing of Mindmapping Technique using Mindmaple software.

In the writing, Mindmapping is in the process of prewriting activity. Meanwhile, Mindmaple is a highly versatile mindmapping software program that offers businesses, educators and home users the ability to clearly map out their ideas.<sup>16</sup> It can help the students to generate and organize ideas before writing process of teaching learning writing a text in the classroom activity. So, we can download and install it and there are many pros and cons around that. If we work in a school or institution that has good IT support, or better still none, then we can get software install pretty easily and especially if we have done a great internet connection Mindmaple will be fast and easy to use.

Before doing writing activity students will have good understanding about the characteristics of the text that will be written (narrative text), otherwise they will face some difficulties to reach the purposes of writing activity or in narrative text. For that reason, teacher and students will cooperate while the process of writing activity in progress.

Complete procedure of the employment of mindmapping in the classroom by Buzan is as follow:<sup>17</sup>

- 1) Describe or demonstrate the process to the students of mindmaple software;
- 2) Present the central concept/material that the students must graph;
- 3) Ask the students to brainstorm, writing a list of terms and phrases that express core concepts and supporting details;
- 4) Ask the students to start sketching out the diagram;
- 5) Deliver any necessary suggestions to the groups while they are working;

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<sup>16</sup>Mindmaple Alternative and similar software, from :  
<http://alternativeto.net/software/mindmaple-lite/#> (Tgl 11 Juni 2015/Pukul 10.20 WIB)

<sup>17</sup>AdiSuyanto, *The Effectiveness of MindMapping*,... ,p. 35

- 6) Ask them to develop the main concept by adding some new ideas and relationships as they construct the map.

The writer purpose give the mindmaple software to students' MTs Muslimat NU Palangka Raya is order the students can add vocabulary in writing. Mindmaple software technique as support the students' in writing and can help them to find the idea in pre-writing. The students' can put the vocabulary in the scheme in accordance topics selected and put in the column provided in mindmaple software. In writing narrative text required in accordance with the rules that the generic structure. So by putting some vocabulary in a schemamindmaple software can bring up new vocabulary according to what they need in writing narrative text. Vocabulary is important ini writing skill.

Complete procedure of the employment of mindmaple software in the classroom:

- 1) The students must have laptop.
- 2) The writer will apply to the students mindmaple software
- 3) The writer will explain to the students how to use the software
- 4) The writer will explain kind of narrative text and generic structure in writing narrative text
- 5) The writer will give the students story about "Snow White" here, the writer explain about the story and ask them to remember the explain about story
- 6) The writer will ask the students to makes prewriting using mindmaple software schema about Snow White story complete with generic structure.
- 7) The students makes group
- 8) Finally, the students will write a story about 150-200 words by using simple past tense in blank Microsoft word

#### 4. Mindmaple Software in Language Learning

Mindmaple software is one of the mindmapping technique that have used of the people. It is a technique that have used by the people to bussiness, and education.

In foreign language course have several perceived are that using mindmaple software seems to have a significant impact on language learning. First, it's provides opportunities for formal and informal conversations in the target language. The last, the students seemed to enjoy lucking, checking, and writing completely in English.

mindmapping or a tool known as a mapping structured and effective way to help students and teacher do the process teaching learning better. Mindmapping can stimulates the left brain and right brain synergistically. Mindmapping will be very helpful in learning skills, especially in the record and remember like help with the brains' ability to concentrate allow the essence of the material, becomes visually apparent relatively clear sequence and the information, and to make a connection between multiple ideas are easy to see.<sup>18</sup> So, mindmapping using mindmaple software have many benefit to eight grade students of MTs Muslimat NU Palangka Raya so that the students can communicate face to face on their group discussion at the class, the students be interest in writing, the student had not difficult with sentence structure, the student can add their vocabulary in writing, and the student know the language on writing assessment.

#### C. Narrative Text

##### 1. Definition of Narrative Text

The narrative text type tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.<sup>19</sup> Another purpose are, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or

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<sup>18</sup><http://google.com/mindmappingdalampeningkatanbelajar-studyskill&sukseskehidupan-lifeskill.htm>(date : 01th October 2016)

<sup>19</sup>Mark and Kathy Anderson, *Text Types...*, p.6

excite their emotions.<sup>20</sup> Another definition according George Braine and Claire May said that when the description is about events, such as a story, we say that the writer is using narration.<sup>21</sup>

Although, narration usually refers to the telling of story, the term is use here to describe the relating of an experience. That experience in the past (past narration) or it may be a typical experience (what people usually do) or it may be going on now (present narration).<sup>22</sup>

Mark and Kathy Anderson said that there are some examples of Narrative text that can be founded are: fantasy novels, bedtime stories, historical fiction, and stories.<sup>23</sup>

Narrative text can have five main parts these are shown in the explanation bellow which is called schematic structure:

a. Orientation

In this paragraph the narrative tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

b. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

c. Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

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<sup>20</sup>Mark and Kathy Anderson, *Text Types in English 3*, (South Yarra: MacMillan, 1998), p.3

<sup>21</sup>George Braine and Claire May, *Writing from Sources*, (Villa Street: Mayfield Publishing Company, 1995), p.95

<sup>22</sup>Regina L. Smalley, Mary K. Ruetten and Joann RishelKozyrev, *Refining Composition Skills Rethoric and Grammar*, (Boston: HeinleandHeinle Publisher, 2000), p.44

<sup>23</sup>Mark and Kathy Anderson, *Text Types in English 2*,..., p.7

#### d. Resolution

This part of the narrative where the complication is sort out or the problem is solving. But even more importantly, stories tell us who we are: they are central to our social and cultural identity.

#### e. Coda

The narrator includes a coda if there is to be a moral or message to be learned from the story.<sup>24</sup>

## 2. The features of Narrative Text

### a. Purpose

The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It has the following characteristics.<sup>25</sup>

Research has shown that narrative constitutes an important discursive resource use by speakers across a range of social contexts and setting to accomplish many different social functions. It is clearly the case that “narratives are highly portable discursive units”. Stories can be told to entertain (jokes, folktales, anecdotes), to justify and explain (accounts, and descriptions of events), to instruct (the ‘cautionary’ tale, fables), and to establish social norms (gossip).<sup>26</sup>

### b. Types of Narrative

There are many types of Narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science, fiction, romances, horror

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<sup>24</sup>Mark and Kathy Anderson, *Text Types in English 2*....., p.12

<sup>25</sup>Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 105

<sup>26</sup>Joanna Thornborrow and Jennifer Coates, *The Sociolinguistics Narrative*, (Amsterdam: John Benjamin Publishing Company, 2005), p.3

stories, adventures stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience.<sup>27</sup>

### c. Language feature

There are some linguistic features in narrative text:

- 1) Focus on specific and usually individualize participants.
- 2) Use of material processes (and this text, behavioral and verbal processes).
- 3) Use of relational processes and mental processes.
- 4) Use of temporal conjunctions and temporal circumstances.
- 5) Use of past tense.<sup>28</sup>

## 3. The Examples of Narrative Text

The following shows an example of narrative text and its generic structure analysis.

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<sup>27</sup>Anonymous, "Types of Narrative" from:  
[http://englishunitechnology.ac.nz/resources/resources/text\\_form/narrative.html](http://englishunitechnology.ac.nz/resources/resources/text_form/narrative.html) (20 Mei 2015/18. 30 WIB)

<sup>28</sup>Wido H. Toendan, *Reading Comprehension...*, p. 105

## Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. **(Orientation)**

One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her. **(Major Complication)**

She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods. **(Resolution)**

She was very tired and hungry. **(Complication)**

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. **(Resolution)**

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White". **(Complication)**

The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after. **(Major Resolution)**



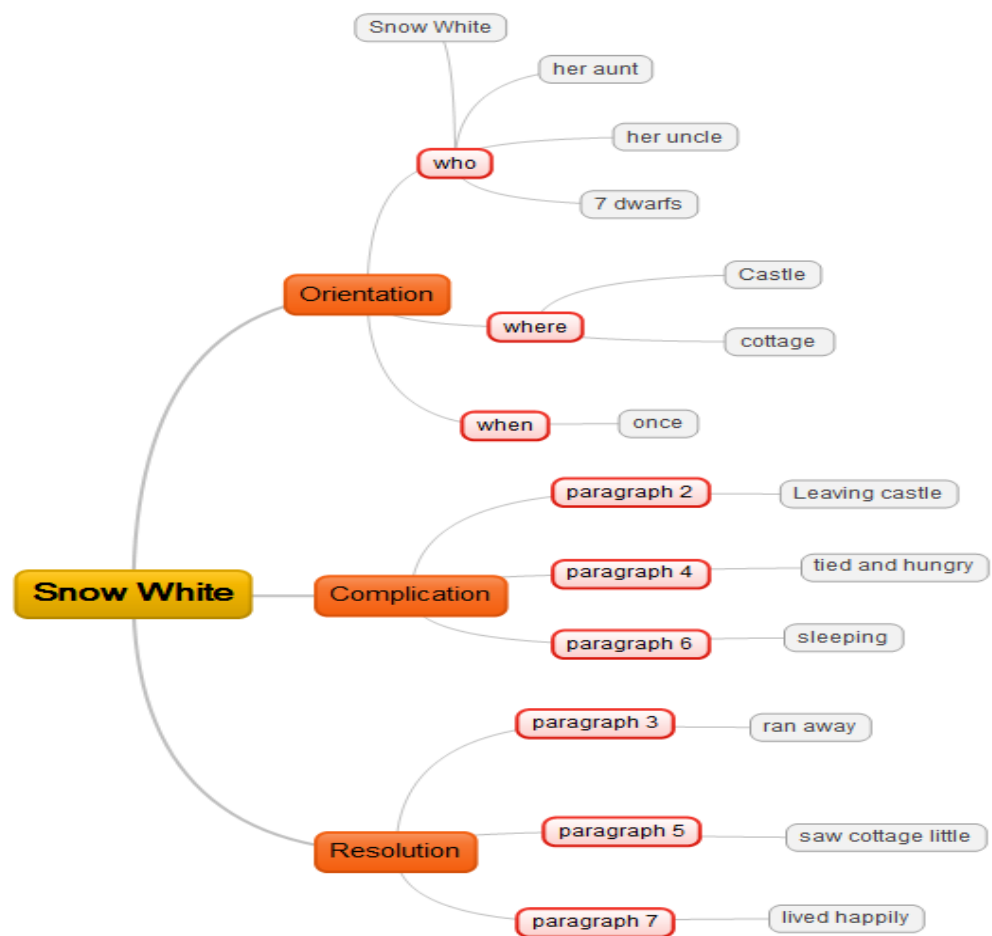


Figure 2.3 mindmaple schema of Snow White

#### **4. Advantages of Mindmaple Software**

The results of this research are expected to give significant contribution to the following people:

a) The students

Mindmapping is likely to draw students' attention because they can utilize their creative nature in their learning process. Mindmaple software can give them chance to use not only words but also images, charts, diagrams etc. This purpose can help them in the stages of the process of making a written product.

b) The teacher

The research is expected to explore and prove the effectiveness of mindmapping using mindmaple software to teaching and learning process. So that teachers will be motivated and encouraged to always searching for new methods or techniques which fit their teaching.