CHAPTER II
THEORITICAL REVIEW

A. Writing

1. The Definition of Writing

Writing is said to be the fourth skill in learning language. Although a lot of students said that writing is one of the difficult skills in English because writing especially in English not familiar for them. Yet, it can be something that easy or enjoyable if there is a technique, a method or media that supports the teaching.

Tarigan (1994:3) said that writing is one language skills, which is used to communicate indirectly. It means that in communicating a message writers are usually distant in time and place from the person with whom they wish to communicate.

According to Harmer (2004: 86) states that writing is a process and what we write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities. Furthermore, Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader.

From the explanation above the researcher notice that the writing skill is the activity to produce a symbol of language systematically, used to communicate indirectly to deliver message.
2. The Importance of Writing

Now we live in modern society where the information spread out so quickly. People get in touch with other people by using telephone, mobile phone, E-mail, etc. Ramelan (1992:14) writing is important in modern society. It is used to record spoken language, it is used to preserve ideas of great thinkers in the past, and it also can be used to convey messages over long distance. Thus, it can be said that writing is a tool of communication, so that the writer can deliver the essence of his writing to the reader. That’s why writing can’t be separated from our live.

There is so much destruction in public language. In the newspaper even in the popular one, we can find many articles expressed unsystematically. The author can apply punctuation and diction, which is possibly, will make the reader confused. The applicants of certain jobs also often cannot write their application letter in accurate, concise and clear.

Writing can help people to perceive relationship, present or express your ideas and solve the problems. It can be the instrument or communication for the people in everyday life. It is necessary and therefore that writing is taught at school. By learning writing, the students know how to express their ideas, and how to share their thoughts with anyone else, through their writing.
3. The Types of Writing

When we are talking about the types of writing, there are several types of writing have been known. According to Nicolas and Nichol (1978:13) Writing process is divided into three types based on the effect. The writing is supposed to have on its audience; they are narrative, descriptive, and argumentation. While Troyka (1987:3) devided writing into four types, namely: narration, description, exposition, and argumentation.

The types of writing are explained below:

a. Description

It concentrates primarily on thing (noun) such as, a place and an object, rather than concerning itself with the action (verb) in which the things (noun) participate. Description permits people to share their sensual impression of a person, a place and an object. It appeals to the reader’s scene of sight, sound, taste and touch.

Example:

*The earth is round like a ball. It is surrounded by atmosphere. There are continents and ocean on the earth. On the continent, there are rice field, river, mountain, hill, slope, stone, and forest.*

As written above, the example called description because the paragraph describe an object detail and it can make the reader feel it, see it and the reader also can imagine the object (for example round like a ball).
b. Narration

It contrast with description, narration is more than description. Description focuses in attention only on nouns, narration focuses in both noun and verb (the action). Therefore, narrative writing tells about what is happening or what is happened.

Example:

_The Hadi family is early risers. Mr. and Mrs. Hadiget up at four o’clock in the morning. Then Mrs. Hadi wakes up the children. Before they go to school the children help their mother with the housework._

As written above, the example called narration because the text is telling a story or human experience that arranged in the order of time (for example: in the morning and then

c. Exposition

Exposition writing aims at informing and making the reader understand. It is often called informative writing. Informative writing focuses on the subject being discussed in contrast with persuasive writing that focuses on the reader, when the writer wants to influence. Exposition or informative includes report of observation, ideas, scientific data, fact and statistic. It can be found in the text book, encyclopaedias and technical and business report book of nonfiction, newspaper and magazines.

Example:
Air, water and soil all harmed by pollution are necessary to the survival of all living things. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land available for growing food. Environment pollution also brings ugliness to our naturally beautiful world.

As written above, the example called exposition because the text informing or telling something to make the reader understand.

d. Argumentation

Argumentation is often called argumentative writing because it aims at persuading and convincing the reader of writer’s point of view of a particular issue. Therefore persuasive writing or argumentation focuses on the subject being discussed. Persuasive writing can be found in editorials, letter to editor, reviews, business or research proposals, opinion essay in magazine and books that argue a point of view.

Example:

Continued progress in advanced technology is not necessary. Already the technical progress in our world has caused severe pollution in the air and in the water. Although the technical progressing previous years has been helpful, recent technology has significantly increased pollution. Another reason to stop technical progress is that many inventions which were developed for good
causes are now also used for powerful weapons or have been found to have serious side effect. For example, pesticide put inside particle boards to prevent termites has now been found to be toxic to human life.

As written above, the paragraph called argumentation because the paragraph stated an opinion with proved and sample.

4. The Problem of Writing

Many articles and researchers states that many students of junior high school are still unable to use their competency in writing. They face many problems in writing. Here are several problems that are commonly faced in writing, those are as follows:

a. Lack of Vocabulary

The important factor to master the language either written or spoken is vocabulary mastery. One of many ways to overcome such the problem is by reading much. The more reading the more experience. It means that a student who likes reading any book will get many experiences and knowledge. In addition the students also will get new vocabularies through reading.

b. Lack of Ideas

Lack of ideas in writing is the most common problem faced by the students. Students are hesitant to explore their idea. Teacher should encourage them to make the students are dare to develop their idea. Teacher gives a chance for the students to develop all of ideas in their mind.
Ideas for writing are developed in many ways, and pre-writing techniques try to reflect the different ways in which ideas can develop. Some form of pre-writing are intended to help the teacher bringing subconscious ideas and interest into consciousness to the students.

To solve the problem of lack of ideas, the technique of learning process needs to be developed in order to make an interesting, conducive and joyful atmosphere in teaching learning process. One of many ways to create ideas in writing is through mind mapping technique. According to Buzzan “mind mapping is a diagram used to represent words, ideas, tasks or other items linked to and arranged radically around a central key word or idea”. [http://en.wikipedia.org/wiki/Mind_map](http://en.wikipedia.org/wiki/Mind_map)

Michael J. Gelb (2003:118) states that mind mapping teaches the way of writing systematically and encourages the process of thinking naturally, by producing mind loop feedback positively, between brain and note”.

Making mind mapping should be spontaneous pre-writing activity. Students start with the topic at the centreand than generate a web of ideas from that, developing and relating these ideas as their mind makes associations. By using mind mapping makes the students easy to find new idea, and develop it.
c. Punctuation and Capitalization

When you write, you are unlucky in that you readers cannot see you, they cannot observe your gesture or hear the rise of your voice, the added stress your place on certain word, or the urgency of your delivery.

When you write, you must use very poor related word for all your verbal tricks, and those related punctuation. Since these write signal after such a poor subtitle, you must be careful to use them correctly so that your reader will not misunderstand what you have to relate.

There is the reason punctuate:

1) To mark the end of sentence
2) To correct element in a sentence
3) To introduce special portion in a sentence
4) To set off or surround special portion of sentence. (Nicholas, 1991:56)

5. Steps in writing process

According to Patrick T. Magee (http://braindance.com /bdmindmap4htm) whether writing an essay, speech, or developing personal goals, the following three-step process can be applied:

a. Idea Collection

Idea collection sheets serve as a bridge cross the space and time that separate the great ideas are capable of coming up with on
any specific topic. Use various brainstorming techniques to gather the thoughts on a specific topics. The idea collection phase differs from the mind mapping phase in that some of the aspects of mind mapping disrupt the rapid flow of ideas during this phase’s mental burst.

Using idea collection sheets as a precursor on mind mapping was inspired in part material in Charles Thompson’s book. What a great idea. Thompson suggest using various symbols such as circles, squares and triangles to help categories the points on the idea collection sheet before organizing them into a map. For example, in reviewing idea collection sheet, students or teacher might notice that there are four main themes to the ideas. Students or teacher could place a circle around all ideas related to theme one, a triangle for ideas related to theme two, etc. These symbols make it apparent how many ideas relate to each theme, which help to decide how to organize them into mind mapping.

b. Idea Mapping

Create mind mapping that organizes the thoughts structurally. An abbreviated list of the rules for converting ideas into a mind mapping ia as follows (refers to the mind map book, by Tony Buzan for the complete listing and explanation of the rules):

1) Use unlined paper or a whiteboard.
2) Start by drawing a color symbol in the middle of the page that uses at least three colors.
3) Branch the main ideas off this central image.

4) Use one keyword or symbol per line

5) Print the words on top of the lines.

6) Use color throughout.

7) Use image throughout the mind mapping.

c. Conversion to Linear Form

When writing or speaking, ideas must be presented one word after another. The challenge is to present the material in a way that the association and structure of the material are not lost.

In the case of writing it has three possibilities: writing it out word for word (extreme left-brain approach), winging it form mind mapping (extreme right-brain approach), or something in between. We can write out the speech based in mind mapping as a metal exercise, and then use new distinction gained from this writing to evolve a new more sequential mind mapping organized something.

The sample of linear mind mapping for speech in writing delivery is the word center in the mind mapping is topic, then branch to sub topics; they are intro, idea, climax, and conclusion. One word to another is connected with a linear. The idea is appear one word after another.

6. Developing ideas for writing

Teacher can use many techniques to encourages the students to develop their idea in writing. Ideas for writing develop in many ways, and
Prewriting techniques try to reflect the different ways in which ideas can develop. Some forms of prewriting are intended to help the teacher to encourage the students in bringing subconscious ideas and interests into consciousness. Here are some techniques to encourage the students to develop their idea:

a. Free Writing

Free writing helps to identify subjects in which are interested. It assumes that the students know their interest subconsciously but may not be able to identify them conscious, and it assumes that the students can bring their interest into consciousness by writing about them (as writing equals thinking). Free writing is like stream-of-consciousness writing in which the students write down whatever happens to be in their thought at the moment. After the students do a number of free writings, the students may find that they have come back to certain subjects again and again. Repeated subject are good for further development through writing, as they obviously are important in their thought.

b. Brainstorming

Brainstorming, like free writing, is a prewriting technique designed to bring subconscious ideas into consciousness. It is a good technique to use when have known a general subject which is interested in writing about but don't exactly know what aspect of the subject that want to pursue. Brainstorming is like a stream-of-consciousness technique in which students rapidly record all ideas
related to a general subject. All ideas are equally acceptable; the purpose of brainstorming is to identify as many ideas related to the subject as possible.

Brainstorming also involves a second step. Once students have exhausted ideas about the subject, they need to go back to those ideas and review them, crossing some off, linking others that are related, and marking some that seems more important than others. The students can group and re-group ideas that they have generated, and perhaps decide to pursue some ideas further through more brainstorming or other types of prewriting.

c. Clustering/Mapping

Clustering or mapping can help to become aware of different ways to think about a subject. To do a cluster or “mind mapping”, write a general subject down in the middle of a piece of paper. Then, using the whole sheet of paper rapidly jots down ideas related to that subject. If an idea spawns other ideas, link them together using lines and circles to form a cluster of ideas. The whole purpose here is to use lines and circles to show visually how the student’s ideas relate to one another and to the main subject.

A cluster or mind mapping combines the two stages of brainstorming (recording ideas and then grouping them) into one. It also allows the students to see, at a glance, the aspect about which
they have the most to say, so it can help them choose how to focus a broad subject for writing.

B. Writing Descriptive Text

Writing is the activity that is very familiar for us. For example, almost everyday we use by phone massage service for our friends. It means that writing is very close for us. Descriptive text is a text which describe a particular person, place or thing. Writing descriptive text means that the writers describe something, like person, place, or thing in writing. By writing descriptive text, the writers can show or describe their knowledges about something to the others.

By learning writing, especially descriptive text at the school, the students will get many knowledges about how to share, express, or present their knowledges with anyone, through their writing.

C. Mind Map

1. The Definition of Mind Map

Mind map is having an organized display of information from the outset of the writing process may help some students, as it more easily converted into a draft.

A mind map or spider gram is a strategy for making notes on a topic, prior on writing. It is structured strategies which show the
relationship of ideas, as opposed an unstructured strategy, such as brainstorming, in which students produce notes at random on paper.

Mind map were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images. They are much quicker to make, and because of their visual quality much easier to remember and review. The non-linear nature of mind maps makes it easy to link and cross-reference different elements of the map. (Graham Stanley)

Mind map is a technique of arranging ideas and their interconnection visually. It is a popular brainstorming technique.

2. The Types of Mind Map

a. Radial Mind Maps

Radial mind maps arrange topics from a central topic out radially in both the left and right directions:

![Main Topic](image_url)

Figure 1
b. Right-Columnar Mind Maps

Right-columnar mind maps arrange topics from top to bottom on the right side of the central topic:

![Figure 2](image)

Figure 2

c. Left-Columnar Mind Maps

Left-columnar mind maps arrange topics from top to bottom on the left side of the central topic:

![Figure 3](image)

Figure 3
3. **How to make Mind Map**

Make mind map usually when the pre-writing activity, students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind makes association. Mind map work well as their visual design enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed. Mind map work especially well than created in groups, since the discussion engender aids the production of ideas and makes the task livelier and more enjoyable.

According to Vanessa Steel there are six step of getting the learners to make mind map:

a. 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.

b. Students close their eyes and think about it for a minute or two, in silence. They then have two minutes in which to note down their ideas. If they do not know a word in English, they can write it in L1 at this stage, as dictionaries are too much teacher intervention tend to halt and inhibit the creative flow.

c. The next stage in which the teacher makes a collective mind map on the board, is optional but is useful for students who are new to the idea of mind maps, or for a week classes. It is also in this feedback stage that any remaining language problems can be ironed out. The teacher elicits students ideas, and reformulates expressions or
corrects, students will learn how to express their ideas in English. Such personalization is said to aid vocabulary learning.

d. Next the students organize their mind maps into a linear format to decide the best way in which to present their points in group or a class with the teacher leading the discussion.

e. Students should then begin to write their compositions, working in pairs if they wish.

Once students are familiar with the idea of making mind maps, they can be encouraged to use this skill for further writing activities. It is a useful technique and often improves the clarity and organization of student texts.

Example: How to make mind map

The topic are job, Healthy, and Pollution. students choose Pollution as the main topic.

![Mind Map of Pollution]

Figure 4
Drafting

There are many kinds of pollution. They can be grouped into several major classification, of which we mention here, water pollution, air pollution, land pollution, noise pollution, radiation pollution.

Air pollution is caused by car engines and by big factory with large chimneys through which dirty air escape.

Land pollution can be caused by waste or rubbish such as paper, plastic, aluminium, seraph, junk, etc. Because of our carelessness and laziness. Surrounding are very dirty. They are filled with household as well as factory waste. Natural organism such as bacteria can break down some waste. Rubbish like this is called organic waste. On the other hand, rubbish which cannot be broken down by nature organism is called inorganic waste. This is more difficult to dispose of and it makes the surroundings very unpleasant to look it.

Several things can cause noise pollution: loud music through loudspeaker, the noise of motorized vehicles such as trucks, buses, motorcycles, and also aircraft. Loud noise is annoying and is dangerous to our ears. Loud noise may cause deafness. It can effect the health and cause nervous strain.

Radiation pollution can kill many people in one moment. Uranium and other radioactive materials cause it. People fear the