

CHAPTER II

LITERATURE REVIEW

A. Mind Mapping

1. The Definition of Mind Mapping

Priyasudiarja (2014:45) stated that mind map are a teaching method that enhances visual learning preferences. In the classroom, the lecturer uses a visual learning approach. The core concept is first written in a circle by the teacher, who then adds branches to the main idea. Students give hints or use terms that relate to the primary concept. The students were then instructed to write a sentence and a paragraph regarding the descriptive text. Though practically any topic may be explored using mind mapping, the topics of narrative, recount, and descriptive work particularly well since they present students' thoughts and lend them to group discussions. Buzan (2005:6) claims that mind maps are a powerful graphic technique that provides a universal key to unlocking the potential of the brain. Mind maps may be used in every facet of life since they improve human performance and mental clarity. When learning something new by observation, reading, or hearing about it, the human brain organizes the information into a functional link between ideas and keywords. Nearly all writing themes may be explored using mind mapping techniques, which are also employed in all types of writing, including essays, narratives, descriptive, recounts, and

persuasive. Through group discussions or alone study, students may refine their concepts and grow as individuals. When you use mind mapping every day, your life will be more productive, fulfilled, and successful on every level. There is no limit to the number of thoughts, ideas, and connections your brain makes, which means there is no limit to the different ways you can use mind mapping to help you.

2. The Steps in Using Mind Mapping

The following steps are involved in mind mapping:

- a. Begin in the middle of a blank, upside-down page.

Your brain can think and express itself more freely and organically when you start in the middle.

- b. Express your main point through a visual, symbol, or image.

An visual is more engaging, maintains your attention, and improves your concentration. Your brain and emotions improve as a result.

- c. Incorporate color, a code, or another eye-catching element.

Your use of color or code in your maps will help to stimulate your brain, facilitate your thinking, and make it enjoyable.

- d. Join your primary branches to the main branch, then join your second, third, and fourth level branches to your primary and secondary branches.
- e. Curve your branches rather than using straight lines.

Curves may also be used to provide intrigue and fine detail to your ideas and maps in addition to straight lines.

- f. Only put one keyword per line.

Your mind map will be more effective and adaptable if you use just one key word to construct your notion.

3. The Benefits of Teaching with Mind Mapping

According to Buzan (1993:232–233), using mind maps in the classroom has some advantages. First of all, they immediately pique students' interest, which makes them more responsive and cooperative in the classroom. Second, they increase the spontaneity, creativity, and enjoyment of lessons and presentations for both teachers and students. Thirdly, the teacher's notes are malleable and adjustable. The teacher needs to have the flexibility to rapidly and readily update and add to lesson plans in these times of rapid change and development.

The learner typically receives higher grades in exams since mind mapping only presents pertinent information in a concise and remembered manner. Additionally, mind mapping shows not just the

links between the facts but also the facts themselves, which helps students grasp the topic better. The physical size of lecture notes has recently been drastically decreased.

4. The Disadvantages of Mind Mapping

- a. It functions in a similar manner to how the brain operates. Every time a new concept is considered, the previous one is put on the list, forgotten, and replaced with the current one.
- b. The concepts that students have influence how their work turns out. It does not have the same response, thus the teacher should plan how to grade the students.

B. Writing

1. The Definition of Writing

According to Albeshier (2016:11), writing involves placing more emphasis on the finished product than the writing process, breaking down discourse into words, sentences, and paragraphs, paying close attention to usage (syntax, spelling, punctuation), style (education, economy, clarity, emphasis), and other factors.

According to Elhabiri (2013: 19), writing is a form of communication and is regarded as a skill that should be cultivated via study and practice. Writing is not a skill that comes naturally; instead, it is typically learnt through practice in a classroom setting or other

settings. Writing, meanwhile, is a crucial ability that is necessary for success in many academic environments. Writing is more than just the orthography of speech; it is also a deliberate choice and organization of expression. This means that writing is a collection of organized expression that, rather than being the creation of graphic symbols, conveys specific meanings of a process or way of thinking to invent ideas.

Writing is the process of developing and organizing ideas in the proper terms to accomplish a goal and convey them on paper. According to Sumarsih and Sanjaya (2013: 108) Writing is synonymous with discourse. Discourse is discussed in terms of its goals, how it relates to language's function, and its features, which are the various language's elements, devices, and mechanisms. (Cited by Sumarsih and Sanjaya (2013: 108) on Cooper and Odell (1977: 33).

★ In light of this, it may be said that writing is the systematic construction of words and paragraphs to represent ideas, thoughts, opinions, experiences, and information in a way that is easily understood by others. Writing requires coordinated finger, hand, arm, and eye movements, making it a challenging exercise.

2. The Purposes of Writing

The reason the author writes is usually referred to as the purpose, which can be stated or implied. There are two kinds of goals:

a. The Overarching Goal

There are four general purposes of writing: to inform, persuade, reveal, and entertain. Writing to inform is frequently utilized when conveying knowledge to others for a particular objective. Persuasion is thus typically utilized in writing when the author wishes to encourage the reader to do certain actions. Writing must include a variety of terms that must be explained in the text in order for the reader to understand what is intended to be stated. Finally, writing to entertain can be found in narrative texts such as novels, whose contents consist of stories that can entertain the reader.

b. The Particular Purpose

In writing, there is a specific purpose that may be implied or stated. The implied special purpose used in literary works and the stated special purpose used in expository writing aim to make it easier to understand the text in the first sentence of a paragraph or in the last sentence of a paragraph. According to Cox, in her book, *writing; form, process, and purpose*, states that there are four purposes of writing. They are to inform, entertain, insinuate, and persuade. As a writer, we must have a clear goal before we start writing. Based on Cox's explanation, it is clear that writing has a purpose that must exist in writing itself to share information and make it easily accepted by readers. If the writing is intended to

inform the reader about several things, then several words must be chosen that support the content and purpose of the writing. In addition, if the writing is intended to entertain, then the writing must contain sentences or words that can be used to describe an entertaining experience for the reader. Then the other two purposes of writing are to satirize and persuade. When you want to persuade the reader, try to make the writing interesting enough to attract the interest of others so that the writing succeeds in persuading the reader.

3. The Process of Writing

There are four types of writing processes such as:

a. Pre-writing

In pre-writing, there are five types of techniques that will help you develop topics and words. This technique helps you when you are about to start writing something.

1) Technique of free writing

Free writing is the act of noting down any subject that may occur to mind in a crude sentence or phrase. Now that you don't have to worry about making mistakes, you can write about anything. You can concentrate on determining what to say about the topic.

2) Questioning technique

You can create concepts and facts for your topic by posing questions about it. By asking questions, you can learn more about a subject and think about it. How and by whom are the questions “why,” “where,” and “when” answered?

3) Making a list

Making a list is a kind of brainstorming. Using this method, you can obtain information and concepts about your subject. Without attempting to dig through the essential particulars, you can assemble a few thoughts. The objective is to simply list everything that has occurred to you regarding your subject.

4) Clustering or Mapping

Another technique for generating content for a paper is clustering. For those who prefer to think visually, this strategy is helpful. Use lines, circles, or arrows to illustrate the connection between the idea and the detail you are making while using this technique.

5) Preparing a starch outline

An fantastic follow-up to the first four prewriting strategies is The Starch Outline. You carefully consider the

arguments you present, the evidence you provide, and the arrangement of those arguments in the brief outline. The starch outline is a strategy to assist you in achieving organization, support, and cohesion.

6) Creating a rough draft

You should be ready to contribute new ideas and information during this step that did not surface during prewriting. You can write without worrying about spelling, grammar, or punctuation.

7) Revising

To make your thoughts apparent, revising entails rewriting the paper while building on what has already been done. Prewriting, planning, and writing the first draft are all stages in the producing process that include revision. You can arrange your writing and put items in the correct places during revision. When you've finished everything, you can finally start writing on paper. The revision process consists of three steps: editing, content revision, and sentence modification.

8) Editing

Once you've revised your paper for content and style, you're ready to check for errors in grammar, punctuation, and

spelling. Don't forget to correct the errors in the sentences. Thus, your writing will be better after you complete this step. This also provides the steps in the writing process at school:

a) Pre-writing

Students can utilize graphic organizers to help them in the pre-writing stage by helping them to define the ideas they will use in their writing.

b) Writing

Students may edit and rewrite their writing as they go along, and they can also brainstorm with other students about how to make their writing better.

c) Post writing

Students read what they wrote, exchange writing with other students, or share their work with others.

4. The Strategy of Teaching Writing

a. Identify a strategy worth teaching

Finding tactics that are helpful is a necessary step in determining which ones are worth teaching. The writing techniques that will aid writers in overcoming their writing challenges are those worth teaching. The author should be questioned in order to

determine the plan. Like their writing style, their thoughts as they write, and any challenges they encounter. It can also be discovered by reading student papers to determine the author's areas of difficulty and by watching the author at work.

b. Introduce the strategy by modelling it

It involves writing aloud in front of the class in order to introduce a strategy. In this study, the teacher liked to write on an overhead projector for a group or the entire class to do this. In their writing, they explain their ideas while paying close attention to the techniques they advise for students. Sometimes teachers will ask students to duplicate their writing for them, add to it, or produce a piece that is similar to what the instructor is working on. During one-on-one meetings with students, teachers frequently demonstrate effective writing skills.

c. Scaffold students' learning of the technique

Providing support for students as they experiment with writing styles entails scaffolding their learning. Writing workshops are the ideal setting for this. When it comes to offering various levels of assistance based on individual needs, the workshop setting is appropriate. Additionally, it is perfect for individual consultations as well as setting up peer groups and partnerships so that students may support one another in learning new learning strategies. A certain

amount of writing in class with instructor assistance is also necessary when writing workshops are not employed to make sure that the students have practice with the concepts being taught.

d. Repeated practice and reinforcement

Encouraging students to practice technique mastery on their own through consistent, strengthening workouts as a result, they may employ the strategy again while requiring less assistance each time. Therefore, it is preferable to teach a few important writing techniques thoroughly than to do so inconsistently with many others. Students become proficient at the tasks we ask them to perform repeatedly. On the one hand, this refers to the identification of techniques that are valuable to teach and crucial to the writing process, such as techniques for organizing a certain sort of writing or for text structuring. After that, they mimic, exercise, and repeat. Another term for writing is a process. In his book “Jumpstart: A Sentence-to-Paragraph Worktext with Readings,” Clouse makes this point. Writing is referred to as a process since it requires time to come up with ideas, research fresh material, join sentences into paragraphs, and even edit.

C. Previous Study

There are several studies that discuss mind mapping. For instance, Putra (2015) discovered that using mind maps to teach students the simple

future tense might be beneficial. Lewin (1946) stated that the model consists of two cycles, was used in this study to construct the stages of CAR activities. The findings revealed that 90.26% of students have attained the required minimal level of completion (KKM). The significant improvement in students' understanding of the simple future tense is supported by the high percentage result.

Another study by Riswanto (2018) revealed that students who received mind mapping instruction had better writing grades than those who did not. The alternative hypothesis (H1), according to which there is a noticeably positive development in students' writing abilities between the pre-test and post-test scores, is therefore the accepted hypothesis. The writing category proposed by Heaton was employed by the researcher in this study in order to evaluate the writing of the participants.

Additionally, a study by Lutfiah (2011) used collaborative classroom action research while constructing the phases of Classroom Action Research (CAR) activities utilizing the model of Lewin (1946). Two cycles of planning, action, observing, and reflecting were used in the study. The results of the students' pre-test and post-test were better than in the first cycle, she discovered after completing the cycle. Additionally, the results of the observations and interviews showed that using mind mapping techniques to teach and learn encouraged students. It also showed how mind-mapping strategies might help students write more effectively.

According to several of the research mentioned above, students can successfully enhance their writing skills by using the mind mapping approach. In this study, the author will conduct research on the use of mind-mapping techniques to improve students' writing skills, especially in descriptive texts. Therefore, in this study, the researchers presented something new where descriptive text was used as a research medium in improving students' writing skills. In this study, the author will also assess several aspects of writing, such as vocabulary, grammar, and task realization. Where each student's writing quality is assessed using its own criteria. Through this technique, it is hoped that the author can provide convenience to students in writing descriptive texts.

