CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists writing, descriptive text, mind mapping, teaching descriptive text by using mind mapping, conceptual framework and mind mapping to improve English writing skill.

2.1 Writing

2.1.1 Definition of Writing

There are several definitions of writing. Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009). Writing is also a process exploring ideas by the writer to the readers through written language (Retno and Bayu, 2014). Being able to write is a vital skill for ‘speaker’ of a foreign language as much as for everyone using their own first language (Harmer, 2004). Furthermore, Writing is a kind of expression media and a means of communication. That is why writing is very essential to be learned by student to make good relationship with other people. That is one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or a distant time (Rogers, 2006).

Writing is considered as the most difficult skill. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas to readable text. That is not simply a skill to transfer a spoken language into a text, but writing also requires particular aspects to convey a message into piece of paper clearly (Richards and Willy, 2002). The word writing coming from a verb. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more you say, perhaps correct something you have said and than move on to the next statement (Meyers, 2005).
2.1.2 Purpose of Writing

When people write, there must be a purpose that they want to convey through their writing. People write to express their ideas and thought a text. Purpose is an important element of the college essay because it influences your approach (Fine, 2002). There are four common purposes in writing. The purposes are (Miller, 2006):

1) Writing to inform

In much of the writing, it will intended simply to inform the readers about a subject. To inform means to transmit necessary information about a subject to the reader, and usually this also means telling the readers what the the facts are or what happened.

2) Writing to explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that the readers understand it as well. The task in explaining is to clarify a subject for the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It need to consider how much the readers already know about the subject and how much still needs explanation.

3) Writing to persuade

Most of people, persuasion is one of the most important things in personal life, their work life, or in their school life. By writing, a writer hopes that reader can establish his or her attitude whether he or she agrees or support the writer’s persuasion. Writing to persuade is to inform readers about topic, express the writer’s opinions on the topic, and persuade the readers to accept the writer’s position or at least take it seriously. In persuasive writing, comparison and contrast is often used to develop a topic. The writer also gives argumentation in persuasive writing. In this kind of writing, the writer usually uses facts to back up an opinion.

4) Writing to amuse others

Writing to amuse requires the writer to focus on the readers other than him or herself. The writer may enjoy the experience and take pride in what you
accomplish, but he or she can not settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

2.1.3 Process of Writing

Writing is never a one-step-proses, it is an ongoing creative act. When people first write something, they have already been thinking about what to say and how to say it. Writing is a proses. If, someone wants to write something and he or she wants to make a perfect piece of writing, he or she has to know the process of writing (Hoshima and Ann, 2007). Below is an process of writing.

![Figure 2.1 White and Arndt’s process writing model](source)

Process writing is an interrelated set of recursive stages which include: drafting, structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across), generating ideas and evaluation (assessing the draft and/or subsequent draft). White and Arndt’s model can be represented diagrammatically, one of the disadvantages of getting students to concentrate on the process of writing is that it takes time : time to brainstorm ideas or collect them in some other way ; time to
draft a piece of writing and then, with the teacher’s help perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, redrafting, re-editing and soon. This cannot be done in fifteen minutes. However, the various stages may well involve discussion, research, language study, and a considerable amount of interaction between teacher and students and between the students themselves so that when process writing is handled appropriately it stretches across the whole curriculum (Harmer, 2001).

2.1.4 Type of Writing

There are some types of writing taught in junior high school. Based on the competencies standard and basic competencies recommended by the government, the types of writing which have to be taught in junior high school are (Rojas, 2010):

a) Procedure text: the purpose is to tell the reader how to do or make something.

b) Descriptive text: description is use in all forms of writing to create a vivid impression of a person, place, object, or event.

c) Recount text: the purposes of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining (or both).

d) Narrative text: the basic purpose is to entertain, to gain and hold a reader’s interest. However, narratives can also be written to teach or inform, to change attitudes or social opinions. Narratives sequence people or characters in time, place and set up one or more problems which must eventually be resolved.

2.2 Descriptive Text

2.2.1 Definition of Descriptive Text

Descriptive text is a kind of writing that involves not so much telling the readers about facts or events as showing the readers something (Emilia, 2008). It has many valuable uses in other kinds of writing. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah, 2007).
When describing someone or something, the writer should give the readers a picture in words. To make writing as real, the writer must write specific details to appeal to the reader’s senses. As John Langan (2001) stated that to make the word picture as vivid and real as possible, the writer must observe and record specific details that appeal to reader’s senses. Furthermore, he said that a descriptive writing is different from other types of essays because it needs sharp and colorful details.

2.2.2 Purpose of Descriptive Text

As social beings, people need to share their experience, so they write to others to describe things such as vacations, childhood homes, and people they encounter. As the examples in the following chart show, description enables people to entertain, express feelings, relate experience, inform, and persuade (Fine, 2002).

<table>
<thead>
<tr>
<th>No</th>
<th>Purposes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To entertain</td>
<td>An amusing description of a teenager’s bedroom</td>
</tr>
<tr>
<td>2</td>
<td>To express feelings</td>
<td>A description of your favorite outdoor retreat so your reader understands why you enjoy it so much</td>
</tr>
<tr>
<td>3</td>
<td>To relate experience</td>
<td>A description of your childhood home to convey a sense of the poverty you grew up</td>
</tr>
<tr>
<td>4</td>
<td>To inform (for a reader which unfamiliar with the subject)</td>
<td>A description of a newborn calf for a reader who has never seen one</td>
</tr>
<tr>
<td>5</td>
<td>To inform (to create a fresh appreciation for the familiar)</td>
<td>A description of an apple to help the reader rediscover the joys of this simple fruit</td>
</tr>
<tr>
<td>6</td>
<td>To persuade (to convince the reader that some music videos degrade women)</td>
<td>A description of degrading music and video</td>
</tr>
</tbody>
</table>

Source: Fine, 2002
2.2.3 Generic Structure of Descriptive Text

The generic structure of Descriptive text consists of two elements (Kistono, 2006):
1) Identification: identification that gives the topic that can be described
2) Description: description that clarifies the topic, it can be appearances, quality, or phenomenon. Describes features in order of importance:
   a) parts or things (physical appearance)
   b) qualities (degree of beauty, excellence, or worth/value)
   c) other characteristics (prominent aspects that are unique)

In order to make the generic structure explanation becomes clear, here the example of descriptive text includes it is generic structure (Soëhar, 2010).

The White House
One of the most famous buildings in Washington D.C. is the White House. It is the home of the president of the United States.

The White House is a very large white building. It has three main parts, namely the main building and two wings (west and east wings). The main building has large central porches. The porches have tall columns. Large lawns and gardens surround the White House.

2.2.4 Text Features of Description

The text features of description are (Rojas, 2010):
1) Description aims to show rather than tell the reader what something or someone is like.
2) Description relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.
3) Sensory description what is seen, heard, smelled, felt, tasted, is used.
4) Precise use of adjectives, similes, metaphors to create images/pictures in the mind.

5) Description focuses on key details, powerful verbs, and precise nouns in order to ‘put the reader’ into the experience.

6) Use of simple present tenses

7) Frequently use of epithets and classifiers in nominal groups

8) Use of “be”: is, are, for the identification and showing qualities

9) Use of verb “have”: have, has, and had, to give detailed description of the object’s features

10) Use of action verbs related to the topic, especially when describing behaviour or personalities (for person)

11) Use of adjectives in describing especially the qualities.

2.2.5 Kinds Of Descriptive Text

Writing Descriptive text vividly explains about a person, place or thing which can make the reader imagine what is described. In writing Descriptive text, Alwasilah (2007) mention four kinds of Descriptive text that can be explored.

a) First, historical profile that provides an interesting accurate report of places, times or events.

b) Second, venture profile which deeply reports about occupation or business.

c) Third, reporting from interview, field observation, and other research.

d) Fourth, a case study which tells about someone’s experience in representing a cluster, such as sacrifice of disaster, immigrant community, and a personal research report that serves the story specifically about an observation which entertains the reader. Descriptive text can also be about an usual hobby, new technology, etc.

2.3 Mind Mapping

2.3.1 Concept of Mind Mapping

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture (Buzan,
Buzan also says that mind mapping is a primary tool used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. According to Buzan, the education system primarily focuses on the left and brain strength which includes the use of language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics. Below is an example of a mind mapping.

Figure 2.2 Example of Mind Mapping (http://www.mind-mapping.co.uk)

Mind mapping can be maximized in using through colors, pictures, and connections. These terms will be more useful when the students also use their creativity in the process. It is undeniable that creativity lets the students to think free in mapping their minds about the reading materials. Hence, the students can comprehend the reading materials much easier. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The mind map has four essential characteristics (Buzan, 2013):

1) The subject of attention is crystallised on a central image.
2) The main theme of the subject radiate from the central image as branches.
3) Branches comprise a key image or key word printed on an associated line. Topic of lesser are also represented as branches attached to higher level branches.

4) The branches form are a connected modal structures.

2.3.2 Function of Mind Mapping

Mind mapping can help people in many aspects of life. As the way to help the students easier in writing. Generally, the function of mind mapping is to associate between ideas, topics or things. Besides, there are several function of mind mapping below (Buzan, 2013):

a) Mind mapping activates whole brain.
b) Mind mapping fixes the mental tangled.
c) Mind mapping lets the students focus on main explanation.
d) Mind mapping helps to show the relationship between the separated information parts.
e) Mind mapping gives clear description wholly and specifically.
f) Mind mapping lets the students to group the concept and compare it.

2.3.3 Procedure of Mind Mapping

Making a mind mapping is easy. There is no right or wrong way to make it, because people have their own radiant thinking. These are the materials that will be needed to make mind map (Buzan, 2013):

1) A piece of blank paper
2) Pen and colored pencil
3) Brain
4) Imagination

The students can remember many information through this way in mind mapping. Here are several steps to make mind mapping (Buzan, 2013):

a) Start in the center of the landscaped blank paper: blank paper allows $360^\circ$ of freedom to express the full range of your cortical skills, whereas pre-drawn lines restrict the natural flow of your thoughts.
b) Make a central image that represents the topic about which you are writing or thinking: A picture is worth a thousand words. It opens up associations, focuses the thoughts, is fun and results in better recall.

c) Use multiple colors throughout the mind map: for visual stimulation and also to encode or group. For the brain, colors are as interesting as the picture. Colors make the mind map more lively and add the energy to the creative thinking.

d) The lines should be connected, starting from the central image: the central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.

e) Make curve lines, not straight lines: curved lines give visual rhythm and variety and so are easier to remember, more pleasant to draw and less boring to look at.

f) Use a key word in each line: a single key word will give more power and flexibility mind map.

g) Use images as much as you can: instead of or in addition to the words.

Figure 2.3 How To Make A Mind Mapp ([http://www.mind-mapping.co.uk](http://www.mind-mapping.co.uk))

2.4 Teaching Descriptive Text By Using Mind Mapping

The procedure of teaching descriptive text by using mind mapping are (Buzan, 2013):
1) First meeting

First, the teacher explains about descriptive text, including schematic structures, linguistic features. Second, the teacher introduces the mind mapping technique and it is function to help students in their writing lesson. Third, the teacher gives a topic to discuss and by leading several questions about the topic, the teacher shows the students how to make a mind mapping about the topic. Next, the teacher gives A4 paper to students and asks students to make their own mind mapping. At the end of the first meeting, the teacher collects student’s mind mapping designs.

2) Second meeting

The second meeting, the teacher asks students to make a descriptive text based on their mind mapping design. While students are making their texts, the teacher goes around the class to check student’s texts and helps them if they have problems in writing their descriptive text. In the end of the lesson, several students are asked to read their texts in front of the class and they have to submit their texts.

2.5 Conceptual Framework

English writing skill is one of important English aspects which should be mastered by students. The fact states, especially in Indonesia, students are still getting difficult to writing text especially descriptive text, so do in SMPN 6 Kota Pasuruan. They have difficulties in expressing their ideas while writing an English text and they are difficult to connect between one sequence even with others. Problems come because the students cannot generate their ideas. Therefore they don’t know which one to write first. The other problem is students has difficulties is making tense sentence. Consequently, they cannot make good writing descriptive text (based on interviewed with English teacher of SMPN 6 Pasuruan, 10 februari 2015).

Students activity in writing was not very interesting because the teacher just explained about the schematic structures and language features of the text and then asked the students to write text based on the topic given. The students mostly
did not pay attention to the teacher’s explanation and they looked bored when they were writing the text (based on observation of researcher, 10 February 2015).

Using mind mapping as a technique will help students to collect their ideas and the worlds to write before they write descriptive text. Mind mapping can make students be more creative, because they can imagine their idea not only by writing the key words but also by drawing the images in their minds (Windura, 2008). Mind mapping become an alternative way in teaching writing descriptive text. This technique is chosen because it can stimulate the student’s pleasure in teaching and learning process of writing descriptive text.

If students get in used with this technique, the writer assumes that students get better achievement in writing descriptive text. Moreover, it can be effective in teaching and learning process of writing descriptive text in classroom. Therefore, the research is intended to find the empirical evidence of mind mapping can improve English writing skill of descriptive text.

2.6 Mind Mapping To Improve English Writing Skill

The mind mapping technique could help students in planning their writing as the approach encourages students to reach for and adapt a deeper level of understanding of the writing topics. Nurlaila (2013) states that mind mapping technique was effective to help students in writing descriptive texts in enjoyable way. The results of interviews suggest that the students loved this technique because it successfully motivated them to write descriptive texts in an enjoyable way, to improve their writing descriptive texts, to increase vocabulary and creativity, to arrange sentences and organize ideas and the results of questionnaires show that most students gave positive responses toward the use of mind mapping technique in writing descriptive text. Riswanto and Pebri (2012) states that students of SMAN 3 Bengkulu used non-equivalent groups pretest-posttest design was used in this study also get result that there was a significance difference on students writing achievement which was taught through mind mapping strategy. Therefore, it can be concluded that mind mapping strategy improve students writing achievement.