

CHAPTER II

THEORETICAL FOUNDATION

The aim of this chapter is to explore the fundamental literatures related to the research conducted. It provides review on writing, teaching writing, Tony Buzan's Mind mapping, and related study.

2.1 Writing

2.1.1 Definition of writing

Writing is the representation of language in a textual medium through the use of a set of signs or symbols. It is distinguished from illustration, such as cave drawing, painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio. Writing is an extension of human language across time and space. (<http://en.wikipedia.org/wiki/Writing> [June 2010]).

Hyland (2003: 9) states that writing is a way of sharing personal meanings and it emphasizes the power of the personality to construct someone's view based on a certain topic. Writing is a combination of process and product (Sokolik, 2003) as cited from Linse (2005: 98). Sokolik explain that the process of writing is by collecting all the ideas or data that we have, managing it then providing it into the good result which also known as product. Furthermore, writing means the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs. While,

Zamel (1982: 195) states that writing is a process through which meaning is created. This suggests composition instruction that recognizes the importance of generating, formulating, and refining one's idea.

2.1.2 The Writing Process

When someone starts writing, he/she does not exactly follow the same basic steps as they write, it just flows based on their mind. These basic steps were classified by Crider (2006: 29): exploring is a type of research and planning; the drafting and revising steps involve writing, analyzing, and rewriting. The last step, editing, calls for final proofreading. It becomes more complex when the students spent most a lot of time to think about what they want to write before they start to write and compose while they work according to the series of steps. Writing does not only need skill, but also needs patience. Blanchard and Root, in their book *Ready to Write More* (2004: 11) explain briefly about three steps in writing as a process: prewriting; generating idea, and organizing idea. Then, writing; using ideas to write a first draft. Last, revising and editing; improving what have written.

Teaching writing does not only focus on the result but also the process of writing. White and Arndt's model (Harmer 2001: 258) can represent the writing process; drafting, structuring consists of ordering information, experimenting with arrangement. Then, reviewing, focusing, and making sure are getting the message across want to get, and the last is generating idea and evaluation.

2.1.3 Types of writing

Alwasilah (Alwasillah & Alwasillah, 2005: 111-119) mentions four types of writing that called as “EDAN”, which means expository writing, descriptive writing, argumentative writing, and narrative writing.

1. Expository writing is a kind of writing that aims at clarifying, explaining, teaching, or evaluating an issue. The author tries to give information or sign to the reader by developing idea with giving an example, process, cause and result, classification, definitions, analyses, compare, and contrary.
2. Descriptive writing is a kind of writing that is used to describe about a person, object, appearance, scenery, or phenomenon. In this text, the author tries to make readers as like they see, feel, and experience what the story tell. Description could briefly explain and evolve about process, compare, definitions, and other strategies.
3. Argumentative writing is a kind of writing that aims to prove the truth or untruth of a statement or situations. The writer tries to show the empirical data by giving a logical appeal, pathetic or affective appeals, such as authority, empirical data, logical appeals, and values or attitude.
4. Narrative, originated from “*to narrate*” means to tell. This is the kind of writing that means to tell a story. It is more about writing a chronological story, whether true or just a fictional.

2.1.4 Descriptive Text

As Alwasilah stated before in genre of writing, descriptive writing is a kind of writing that is used for describe about a person, object, appearance, scenery, or phenomenon. Description could briefly explain and evolve about process, compare, definitions, and other strategies. Descriptive text is a kind of writing genre that first taught in the level of junior high school. A descriptive text has a functional objective to describe a particular person, place, things (Depdiknas, 2006). Descriptive writing vividly explains about a person, place, or thing which can make the reader as imagine it. From the book “Making Sense of Functional Grammar” by Gerot and Wignell (1995: 208) it is stated that descriptive text is a kind of the text which is aimed to describe a particular person, place or thing.

Table 2.1

The Generic Structure of Descriptive Text

Goal:	Descriptive writing vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer’s experience.
Characteristics:	The general characteristics of descriptive writing include: <ul style="list-style-type: none">• elaborate use of sensory language• rich, vivid, and lively detail• figurative language such as simile, hyperbole, metaphor, symbolism and personification• <i>showing</i>, rather than <i>telling</i> through the use of

	active verbs and precise modifiers
Uses:	Descriptive writing appears almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in a narrative.

(<http://www.thewritingsite.org/resources/genre/descriptive.asp>)

In a descriptive writing (Alwasillah & Alwasillah, 2005: 114), there are four kinds of descriptive texts that can be explored: first, historical profile; providing an interesting accurate report about place, times, or event. Second, venture profile, deeply reporting about occupation or business. Third, reporting from interview, field observation, and other research. Forth, a case study which is telling about someone experiences for representing a cluster, for example: the sacrifice of disaster, immigrant community, and the last, personal research report; serve the story specifically about an observation which entertaining you, it is can be about an usual hobby, new technology, etc.

Djuharie (2009:153-154) classifies a descriptive text into two part, first is identification; introduction about the subject or something that want to describe, and the last is description; giving an information about characteristics of subject.

Furthermore, Djuharie classifies the descriptive language feature into five parts: first, using a specific noun and simple present tense. Second, using detailed noun

phrases, a noun word that added into adjective, medley kind of adjective that has quality of describing, numbering, classifying, relational process. Third, using verbs described about condition of participant and signal of proprietary. The last is, using figurative words as way to give compare illustrations.

2.2 Teaching Writing

In teaching process, the writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self-sponsors of their own writings (<http://nadabs.tripod.com/writing/.2001> (sept, 24th 2010)). English and language arts teachers are accustomed to teaching the intricacies of communication to their students. By making reading and writing instructions relevant to students' interests and needs, they create a learning environment where students can thrive (http://www.glencoe.com/sec/teachingtoday/subject/help_ELL_lit_la.phtml. [sept, 7th 2010]).

Crider (2006) in her book “On Teaching Writing” states that without guidance, some students’ never will learn to write. Crider has explained the teacher job in teaching writing. First, guide and encourage class. Second, focus on helping students’ feel comfortable putting their thought on paper, on helping them realize they can express themselves in writing. Third, encourage each student to perceive his environment and assess their feeling accurately. Let students to record their perceptions on paper in their own words and arranged to their liking. Last, guide them in thinking creatively, thinking like a writer.

Hence, there are five types of classroom writing performance that set up in communication based on Brown (2001: 343-346):

1. Imitative or writing down is the simplest writing done at the beginning level of learning to write.
2. Intensive or controlled writing is writing used as a production mode for leaning, reinforcing, or testing grammatical contexts.
3. Self-writing is writing with only the self in mind as the reader.
4. Display writing is writing involving an element of display.
5. Real writing is writing that aims at the real communication of message to a reader in need of those messages.

2.3 Tony Buzan's Mind mapping

Buzan and Abbot (2010) in their book explain that a mind map is an easy way to place information to brain and take information out from brain. Mind map is a creative and effective way to write and will map your mind by a simple way. Giving a whole prime problem or in a large areas, it is possible to plane or making decision, collect the data, propulsive to solve the problem using a new creative method, and pleasure to see, read, understand, and memorize.

All mind maps is using color and the form is radiant thinking. All mind maps have nature structure which spray from the center. By lines, symbol, words, and picture which related in simply, basic, nature series with brain. Using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

2.3.1 The Step of Making Mind Mapping

Buzan and Abbot (2010:15) in their book *“The Ultimate Book of Mind Maps”*, explain seven steps in making mind map:

- 1) Start from the center of a blank page turned sideways. The idea of beginning in the center is designed to give the brain the creative freedom to branch out in all direction.
- 2) Use an image or picture for your central idea, because images have a strong impact on our imagination and memory. It also pleases sight and keeps attention focused.
- 3) Use colors throughout. Color stimulates creative thinking helps distinguish area of creative thought, stimulates the visual centers of the brain and captures the eye’s attention and interest.
- 4) Connect mind branches to the central image and connect second and third level branches to the first and second levels. This kind of connecting is done because the brain work by association, and if the branches are connected on the page in front of one, the ideas also connect in one’s head, which will spark off more creative thought.
- 5) Make the branches curved rather than straight. A mind map with straight lines is boring to the eyes and does not reflect its creative intent! The brain is far more attracted to the curved lines that are found in nature when it is working creatively.
- 6) Use one word per line. This is done because each single word or image generates its own vast array of creative thought. When single words

are used, they leave the mind or open to the sparking of new thought, whereas phrases or sentences tend to dampen that triggering effect. If an idea needs to be expressed in the form of a phrase, it is important to include only key words and not “enclose” the thought with grammatical structures.

- 7) Use image throughout. Image and symbols are easy to remember, and they stimulate new creative association.

2.3.2 The Advantages of Mind Mapping

According to Michael Michalko in his book *Cracking Creativity* cited from Buzan and Abbot (2010), mind mapping will: activate brain, helped mind from mental problem, made us focus on the mind subject, helped us to showed the connection between information that separated, gave the clear picture in whole, possible to make us classified the concept, and help to compare it.

Anything can be mind-mapped, such as: a birthday party, a book one is reading, one's plans for the day, notes taken in a class or lecture, flower arranging, the economy, the meaning of life, or one's experience of a piece of music. Similar to a road map, a mind map will: give an overview of a large subject/area, enable people to plan route/ makes choices and let you know where you are going and where you have been, gather and hold large amount of data, encourage problem solving by seeing new creative pathways, enable you to be extremely efficient, and enjoyable to look at, read, muse over and remember.

2.4 Related Study

Some researchers have conducted the research dealing with implementing mind mapping in learning writing. Kusumaningsih (2008) in her study about the use of mind mapping in teaching narrative text investigated that students' writing ability are increase. Mariani (2005) cited from Kusumaningsih (2008: 28) in her study investigated the use of mind mapping as a visual media in improving students' writing skill. The result of her study showed that there were several improvements of students' score in writing.

Miswiria (2007) also conducted her study related to the use of mind mapping technique. In her research, she used the steps of using mind mapping technique in order to improve students' writing narrative text. By using mind mapping as the visual media, the result showed that the mind mapping technique stimulated the students' for writing. Murley (2007) cited from Widyasari (2010) also mentioned on her journal that mind mapping can be used an effective brainstorming tool. Ideas or concept can be captured by using this technique. In addition, Wahyudi (2008) in his experimental study to prove the effectiveness of mind mapping technique in improving students' writing in recount text showed that the students' ability were significant influence both in qualitative and quantitative result. Moreover, the result showed that the mind mapping stimulated the students' for writing. It is because by using mind mapping technique, the students' can develop their ideas; improve their imagination, their vocabulary, and their creativity.