CHAPTER 11

REVIEW OF RELATED LITERATURE

2.1 The Nature of Writing Ability

2.1.1 Definition of Writing Ability

Writing has been a subject for discussion since long time ago. Besides the discussion of defining, the term of writing involves many experts. Each of them views the term of writing differently. However, it leads the same point that writing is much more than producing graphic symbols on a flat surface of some kind. As children learn steps of writing, and as they build new skills on old, writing evolves from the first simple sentences to elaborate stories and essays. mSpelling, vocabulary, grammar, and organization come together and grow together to help student demonstrate more advanced writing skills each year. In his book "*Scientific Writing=Thinking in Word*" (Linsday, 2011:2) writing is one of the most inadequately developed of all the skills that scientists use in their research activities.

Writing is never effortless, if understand this messy, unpredictable, and amazing process, will be a little less hard on yourself when it doesn't come out just right the first time (Fulwiler, 1942:16, *College Writing*). Moreover, writing also allows us to perceive relation, to deepen perception, to solve problems and to give order to experience.

Learning writing means learn to organize the experience, information, and ideas in particularly different language patterns. To produce a good text of

writing need hard practice and process. In their book *"TEACHING WRITING in the content areas"* (Urquhart and Mclver , 2005:2) Writing is a process of exploration that offers benefits to students and content area teachers alike.

Based on the analysis of those definitions of writing its means writing is an expression of thinking in form of meaningful graphic symbols such as in form of meaningful words, sentences, paragraphs or texts. In another word, writing is one of the skills to be developed. Writing is put out the ideas that get on from the experience and make the information that needed in order to solve a problem.

2.1.2 The Components of Writing Ability

Talking about the components of writing ability, one of the theories explains that writing ability consist of many aspects or components. Beside that in contrary to Hughes (1989:91) in Elva Moria, Mahdum and Masyhur (2013) said that there are five aspects of making a good writing, they are:

(1) Grammar. It is important to be mastered because it is the basic to understand a language. The basic grammar helps us to compose a text. In this case, we will discuss about recount text, so that the tense that is used is past tense. Not only about tenses but we also use linking word and action verb.

(2) Vocabulary. Vocabulary is also one aspect that should be mastered before writing in order to write well. We should master to choose and use appropriate vocabulary. So, we can explore more deeply about what ideas we want to express.

(3) Mechanics. Mechanics include matters such as spelling, punctuation and capitalization. Spelling is important in order to make a meaningful writing. The

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meaning will be changed if a word is misspelled. Punctuation is a command for the reader to raise his voice or drop his speed and stop reading. Punctuation also helps to convey clear meaning. If the writer misses it, the meaning will be changed.

(4) Fluency. A paragraph is said fluent when the choice of structure and vocabulary consistently appropriate.

(5) Form (organization). It is important for a paragraph to have form (organization), which means that all of the sentences in a paragraph discuss only one main idea. If the sentences in the paragraph are not related to the main idea, the paragraph cannot be said as a good paragraph because it has bad form.

Based on explanation about components of writing, especially Recount Text, the researcher can be concluded that components of writing is should be mastered by the students, such as grammar,vocabulary,mechanics,fluency, and form (organization).

2.1.3 The Purpose of Writing Ability

As one of the four skills of reading, speaking, listening, and writing, writing also can be used for a variety of purpose. According to Harmer (2004:31-34), he divides it into two purposes, the first one is 'writing-for-learning', that role where students write predominantly to augment their learning of the grammar and vocabulary of the language. The second one is 'writing-for-writing', where students directed to learn and write in various genres using different register.

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In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experience based on the given topic in their books.

2.1.4   The Process of Writing Ability

According to Alice Savage and Patricia Mayer (2006:160) states that the process of writing has five steps.They are:

1. Brainstorming

Before doing writing activities, gather information or ideas to be made. Then, brainstorming with the topic or idea created to meet the desired expectations.

2. Creating an outline

Make an outline, determine the idea of the used and combine ideas to be logical sections. Can be in the form of a chart, the web or a list of the main ideas.

3. Writing a First Draft

Make some of the ideas in your notes that you want to use. Despite many mistakes but it can be repaired after classmates read or improve your work and give feedback.

4. Editing

Correct the grammar and mechanics mistakes you make after repaired by your classmates.

5. Writing a Final Draft and Submitting Your Work

Rewrite your draft being a complete sentence by hand or typed and make sure it has a good format.

2.1.5 The Concept of Teaching Writing

In teaching writing, a teacher should as the students to write more about paragraph and do discussion with other. The teacher should guide the students on using component of writing to wrote as well.

According to Harmer (2004) in teaching writing, the teacher cabe as a facilitator to correct mistakes of students' writing. In teaching writing, the teacher has chance to guide the students in writing process to get good product. Besides that, the teacher should over some corrections to the students about what they are writing, for example punctuation, grammar, or mechanic of the text.

The researcher concludes that teaching writing is an activity that done by the teacher to helps and guides the students to create their ideas about a topic. Besides that, the teacher encourages the students to find information of the topic, so they can write a good text in writing class. The students should master the five components of writing scores such as: grammar, vocabulary, mechanics, fluency, form (organization). Moreover, most important thing, the teacher builds their background knowledge and imagination, facilities and motivates them to be a good writing.

2.1.6 Teaching Writing in Junior High School

In writing class, especially in junior hihg school, teacher should give clear instruction to the students and help them. According to Scrivener in Gita Yolanda and Muhd.Al-Hafizh (2014:3) a typical route for classroom work might involve some steps on helping students to write. They are introducing the topic, introducing and summarizing the main writing task, brainstorming ideas, selecting and rejecting ideas, deciding on specicpic requirements; style, information, layout.

Teaching of writing in junior high school should be done appropriately. The teacher should know the characteristic of the students and use an appropriate approach.

Based on the explanation above, it can be concluded that teaching writing is an activity to help and guides the students to create their ideas about some topic. Besides that, the teacher encourages the students to find information of the topic, so they can write.

2.1.7 English Writing Material for Junior High School

Teaching English in junior high school is students are able to solve the problems in terms of spoken and written language. Based on the Standard of Competency and Basic Competency of Curriculum the capability to communicate is the capability to produce oral and written text in four skills.

The are several purposes of Learning English at Junior High School. They are the purposes of Learning English at Junior High School according to Depdiknas (2006) :

a. Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.

b. Having senses about the importance of English to increase the nation competitive ability in the goal society.

c. Developing the students' understanding about the relationship between language are culture.

In addition, the are scopes of learning English at Junior High School such as:

a. Discourse competence, it is the ability to understand or create oral or written texts based on the basic language skills.

b.The ability to create and understand various short functional texts, monolog, and essays in the form of procedure, descriptive, recount, and report.

c.Supporting competence, which is linguistic competence, socio cultural competence and discourse forming competence.

Based on the explanations above, the researcher decided to focuses on one of scopes, which are teaching writing of a recount text related to standard of competence and basic competence based on the ministry of Education for grade VIII students.

2.2 Recount text

There are many type of English text that taught in the level of junior high school such as descriptive, narrative, procedure and recount. In this study, the researcher focuses on recount text.

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a

description of what happened and when it happened. In his book *"Learning Material Junior High school Grade VII"*(M. ArifianRosyadi : 1) .

Anderson (2002:29) describes the generic structure of a recount text. The explanation is presented below:

a. Constructing a recount

a recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which they happened. In addition, the last is reorientation. It consists of a conclusion.

b. Grammatical features of a recount

A recount usually includes the following grammatical features:

1.Proper nouns to identify those involved in the text.

2.Descriptive words to give details about who, what, when, where, andhow.

3.The use of the past tense to retell the events.

4.Words that show the order of the events.

c. Generic Structure of Recount

1. Orientation: Introducing the participants, place, and time

2. Events: Describing series of event that happened in the past.

3. Reorientation : It is optional. Stating personal comment of the writer to the story.

Example of recount text :

➡️ Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There werw many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunc, we decided to go home.

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Re-orientation

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

2.3 Mind Mapping Strategy

The term of mind mapping was developed by Tony Buzan in 1970. Mind mapping is the techniques of making an graphical outline, next called mind maps, which used to represent word, ideas, tasks, or another linked to and arranged radial around a central key word or idea by lines, typically it contain words, color, short phrase or pictures (Buzan:2006). It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Tony Buzan, 2010).

As Alamsyah (2009) explained that Mind maps 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 maps contains of

lines, pictures, colors, allows, branches or some other way of showing connections between the ideas generated on mind maps.

By presenting ideas in a radial, graphical, on-linear manner, mind maps encourage an unorthodox brainstorming approach that can generate ideas without regard for a more formal hierarchical organization system. Mind maps are used to generate, visualize, structure, classify ideas, and as a media in study, organization, problem solving, decision making, and writing.

figure 2.5

A Hand drawn mind map
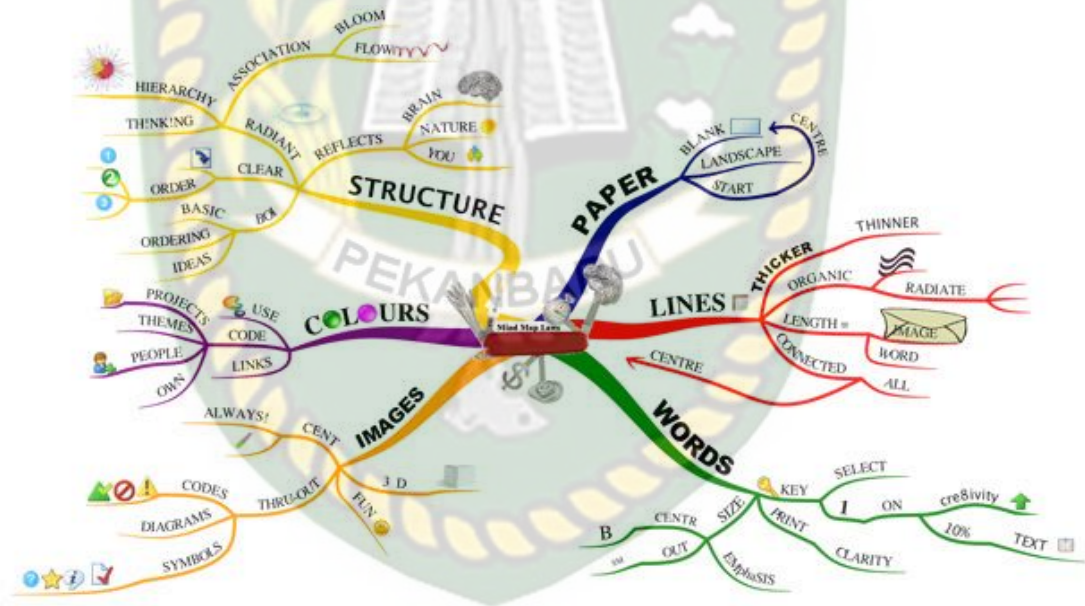
2.3.1 The Procedure of Mind Mapping Strategy

The are many process procedure of mind mapping strategy. According to *"Andrea Leyden"* taken from the internet *(**http://**www.teachthought.com/ **pedagogy/10-mind-mapping-strategies-for-teachers/**)*

Mind Mapping Strategies for Teachers

Pre-class:

1. Planning: Whether its lesson plans, design of your class curriculum for the school year or planning an assignment timeline, Mind Maps give you a clear and visual overview of what needs to be covered.

2. Organizing: If you're the type of person who regularly jots down ideas and thoughts, Mind Maps are the perfect tool to create structure and organization of a topic.

In-class:

3. Teaching: Online Mind Maps can be used in class to brainstorm and generate discussions. This will encourage students to participate but also to fully understand a topic and its nuances by creating connections between ideas.

4. Handouts: Mind Maps that have been created online can easily be printed and shared with students. Notes in the Mind Map can built on by students in class.

5. Presentations: A brilliant way to develop student's communication skills is through presentations. However, students can easily become bored listening to others present. Mind Maps act as visual information providers and encourage the audience to engage with the material that is being presented. Easily create an interactive Mind Map online with this free Mind Mapping tool, Exam Time.

6. Creativity: Essentially a Mind Map is a blank canvas; why not have some fun in your classroom? Get the creative juices flowing by throwing your students a silly

idea and asking them how this can be achieved. Not only will this exercise encourage creativity, but it will also help students think for themselves and have some fun with it!

7. Learning: Mind Maps have been embraced in the realm of education as a learning tool which help students reinforce knowledge by making connections between different areas and delving in-depth into an area.

Outside class:

8. Collaboration: The new generation of "Digital Citizens" is highly adaptable to change and expect to use technology as part of their education. Students can easily work together on group projects or assignments using free online study tools such as Exam Time where you can share your Mind Map with friends or a group of people.

9. Assessment: A great way to use Mind Maps for assessment is to ask students to express their ideas about a topic in a Mind Map before and after a class. Students will retain the information better and it will also reassure teachers that students remember and understand the knowledge.

10. Comprehension: Analyzing study material by reflecting on what you have learned is key to fully comprehending new information. Encourage students to delve into the material and see how far they can go – a Mind Map can develop into several ideas, which can branch out into new Mind Maps from each node.

With the availability of online Mind Mapping tools, it's now even easier to capitalize on the opportunities discussed above. Therefore, mind mapping strategy

is a good strategy that allows students generating their ideas in pre-writing stages of writing recount text.

2.3.2 The Advantages of Mind Mapping Strategy

Making a mind map should be a spontaneous 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 associations.

advantage do they have in the classroom :

1. Alternative to "chalk and talk"
2. A semantic organization tool that helps learners analyze and organize "what they know and what they are learning".
3. Many uses pertinent to learning: "developing understanding, problem solving, conveying information, and assessment of student understanding"
4. Encourages learners to express existing cognitive structures and build on those by integrating new knowledge.
5. Helps teachers connect with diverse learning styles.
6. Research into memory and learning stresses the value of associations, which is precisely what mind maps do.
7. Provide a view of individual understanding and "an opportunity to assist with the analysis of complex processes and can play a role in knowledge translation" (Wheeldon&Faubert, p. 71).

Example of recount text using mind maping strategy :

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There werw many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunc, we decided to go home.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

Holiday
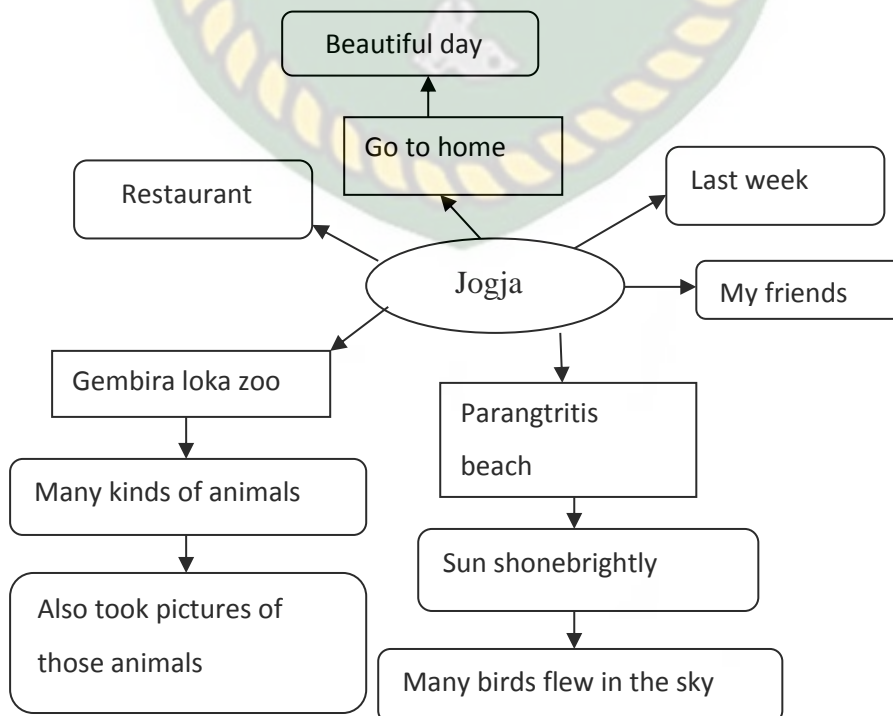
2.4 The Writing Indicator of Recount

Talking about the writing indicator of recount. It has some indicator taken from the internet ***http://e-asttle.tki.org.nz/technical.resources/teacher_ resources#r1 .***

Using the Scoring Rubric

The progress indicators in the scoring rubric have been developed to help teachers understand and evaluate their students' progress and achievement in writing. Teachers are asked to make a "best-fit" judgment as to the levelat which their student's writing most predominantly sits for each of the seven content areas: *Audience Awareness and Purpose, Content/Ideas, Structure/Organization, Language Resources, Grammar, Spelling, and Punctuation.*

Deep Features

Audience Awareness and Purpose:

The writer aims to inform or entertain a reader or listener by reconstructing a view of the world that the reader can enter. Recounts centre on the sequenced retelling of experience, whether real or imagined. Three common types of recount have variations in focus:

1. Personal recounts.

2. Factual recounts.

3. Imaginative recounts

Content/Ideas:

Recounts use a succinct orientating device early in the piece to introduce characters, settings and events to be recounted (i.e., who, what, why, where, when, how). A point of view, the perspective from which the recount is told, is often established here. Events are related in time order.

Structure/Organization:

Recounts are organized around a sequenced account of events or happenings. They follow a time sequence in that they are organized through time (i.e., conjunctions and adverbials show linkages in setting events in time and ordering the events and the passage of time).

Language Resources:

Specific people, places, and events are named . Detailed recounting makes extensive use of descriptive verbs, adverbs, adjectives, and idiomatic language to catch and maintain reader interest. There is frequent use of prepositional phrases, adverbials, and adjectival to contextualize the events that unfold.

Many action verbs tell of happenings and of the behaviors of those involved. Some relational verbs are used to tell how things are as the writer reflects, observes or comments. The choice and use of vocabulary often reflects the desire to create particular images or feelings for the reader.

2.5 Teaching Recount Writing

Since Indonesian curriculum of English (2006) has developed a text-based curriculum, there are several kind of text are targeted to be mastered by students
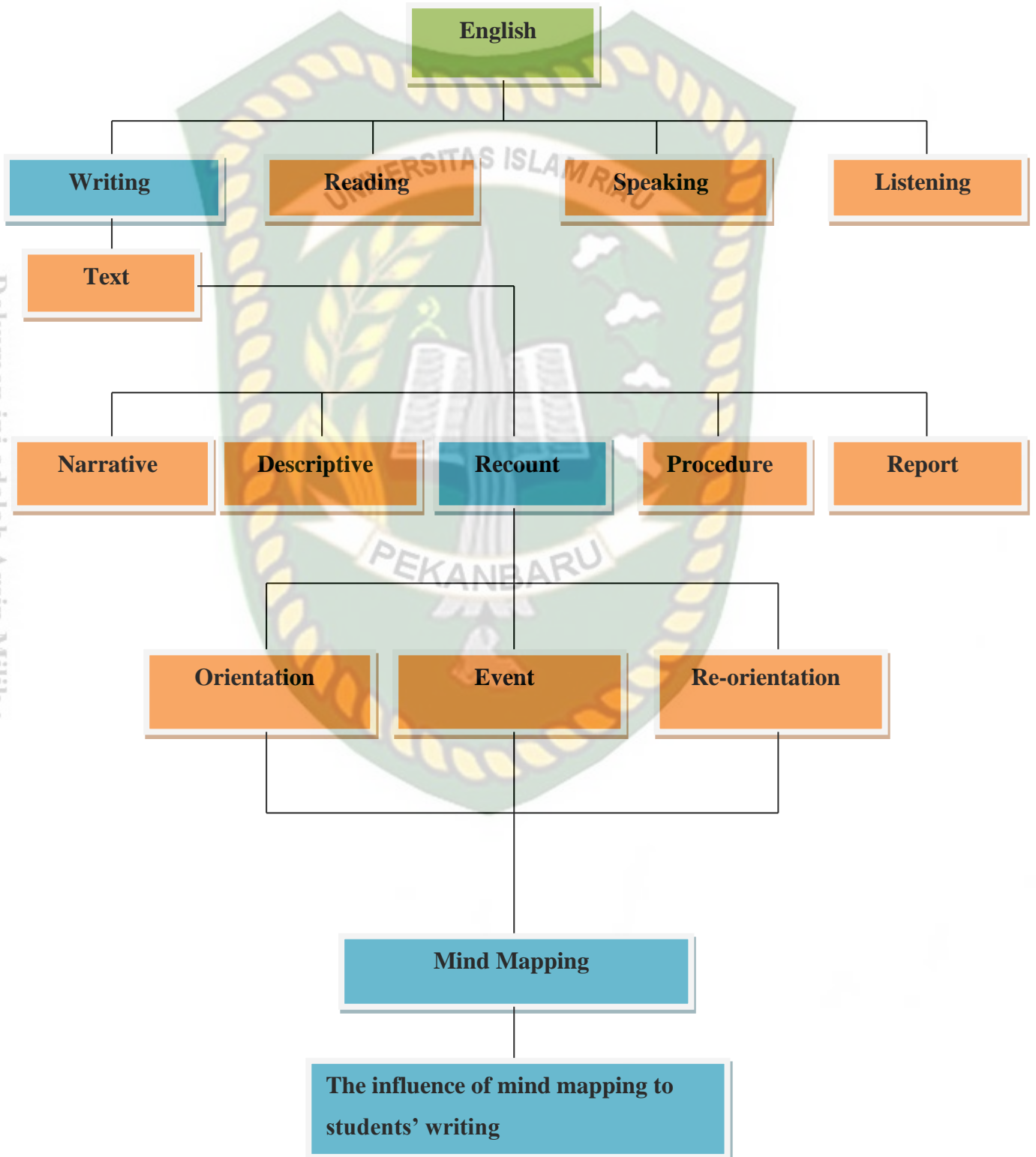
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of certain level of schooling. Therefore, the genre approach is applied in order to implement the text based curriculum.

Hammond (1992) cited in Bums (2001) and Kim (2005) proposes that the wheel model of the genre approach in teaching writing have three phases. The first phase is modeling, where the genre target that should contract is introduced to the students. At this stage, the discussion focus on the social function and the language function and language features of the genre. The next phase is joint negotiating of text by students and teachers. This phase refers to the stage where students carry out exercise by trying to use the relevant language. The last phase is the independent construction of the texts, in which students start to produce the text.

A recount is the retelling or recounting of an event or a experience. Often based on the direct experience of the writer, the purpose is to tell what happened. Daily news telling in the classroom is a useful precursor to this particular writing genre. Recounts though often personal, can also be factual or imaginative.Recount Writing step – teaching a new form of writing include Familiarization, Analyzing a framework, Modeled writing, Shared writing, Guided/independent writing. Familiarization involves immersing the children in oral language and reading activities that focus on the form – i.e. recount. Variations of news formats (classroom structures) 1.Whole class 2.Rostered news 3.Pair news 4.Circle news.

2.6 Scheme of Research

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                        English

Writing      Reading      Speaking      Listening

Text

Narrative   Descriptive   Recount   Procedure   Report

Orientation      Event      Re-orientation

                Mind Mapping

        The influence of mind mapping to
        students' writing
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$\longrightarrow$ **Point of this research**

2.7 Past Study

This research can be accepting, and can be continue it is relevant with several researchers the have been conducted before. However, the researcher has the some object, but it has different problem. It can be seen from several previous these below:

1. JokoSupriyanto. 2013, the title of his research was "*The Effect of Mind Mapping Strategy on The Students'Writing Ability*" It has been mentioned that the data was analyzed by using ANCOVA. The steps of this analysis was then resulted some scores. First, the average score of the pretest for the experimental and control group were 57.45 and 67.27. In this computation, the result showed that the control group got higher score than the experimental group. So, the two groups here were different in the achievement which the control group seemed to be the better one before the treatment was given.

Then, the posttest score was also analyzed to know the significant difference between them related to the application of mind mapping. Therefore, it was also found that the average of posttest scores in the experimental and control group were 71.64 and 71.36. In conclusion, the result showed that the experimental group got higher score than the control group. The finding showed that it was appropriate to what Trevino (2005:33) said that graphic organizers (GOs), including mind mapping, are very useful for visual stimuli, planning and

brainstorming. Moreover, during the application of the treatment, the students were excited. they have in mind into pictures. They only needed to organize the ideas in a good order so that it gave them ease to develop the ideas. The ideas order in mind maps was signed by drawing branches from the main idea as the central point. In this case, the branches were drawn against the clockwise. In addition, they added some pictures to explain the words that they had put on each branch. The ideas could also be represented by pictures. As long as the mind maps were understood by the maker, pictures representation was allowed.

After applying mind mapping strategy, the researcher found that the students encourage themselves to be creative. It was found by noticing the mind maps they had already produced. Some of them presented their mind maps with very interesting pictures and orders. Different from the experimental group, the researcher applied conventional teaching in the control group. The different treatment was certainly applied from the first one. In this case, students were taught how to develop ideas in writing recount text by noticing the generic structure and the language features. This ideas development was presented in the generic structure that consisted of orientation, series of events and reorientation. During this procedure, students seemed to be unexcited as the activity demanded students to follow the rule of how recount text was produced.

Moreover, the language features were also used in text construction so that students did not go further from the characteristic of recount text. Both the experimental and control group were given the same portion of handouts of

recount text. The handouts were taken from many sources that related to recount text. Also, students in both of the groups had the same knowledge related to this text as they had already learned it in senior high school. After administering the test and calculating the score between the two groups, the researcher concluded that there was significant difference between the two groups. Specifically, the achievement gotten by students who were taught by using mind mapping strategy was better than one gotten by those who were taught by conventional teaching.

2. Irwandi. 2012, the title of his research was "*Using Mind Mapping Technique to Improve the Ability of Eleventh Graders of Senior High School 8 Malang in Writing Report Texts*" .The result of the treatment during two cycles showed that the use of mind mapping as a teaching strategy could improve the students' ability in writing report texts. Although the treatment in first cycle showed improvement, not all the criteria of success were achieved yet, especially their writing score. Their scores increased by 15.35 points on average over the preliminary study, while the target was 20 points. Moreover, 16 out of 32 students did not pass the KKM, 76. Therefore, the planning was revised to continue the treatment into second cycle. The revision focused on the classroom management and lesson plan.

The teacher made a regulation for those who attended to the class late. Meanwhile, in the lesson plan, practicing mind mapping and playing mind mapping game were the alternative activities. These activities were integrated in the process-genre based approach. Moreover, the selection of topics of report texts

was specified to a topic of animals, unlike the first cycle it was too broad. As a result, the treatment in the second cycle could improve their writing score by 28.51 points on average over the preliminary study. 27 out of 32 students passed the KKM. Besides, the average students' writing score was 88.9 in the second cycle.

2.8 Hypothesis

1. Null Hypothesis (Ho)

There is no significant effect of mind mapping strategy toward the second year writing ability of Recount text at SMPN 5 SIAK HULU.

2. Alternative Hypothesis (Ha)

There is significant effect of mind mapping strategy toward the second year writing ability of Recount text at SMPN 5 SIAK HULU.