CHAPTER II

REVIEW OF THE LITERATURE

This chapter comprises explanations and studies related the use of Mind Maps to enhance writing skill student, It reviews the theoretical and empirical literature from the areas of mind maps and writing skill, It illustrates some literatures that relates to the study.

1.1 Mind Mapping

1.1.1 Definition of Mind Mapping

Mind Mapping developed by Buzan in 1960s. Some expert it refer to as strategy and another refer to Mind Mapping as technique. Meanwhile, Hedge (2000) states making a Mind Map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, it can be said that Mind Mapping can give students a way to begin writing assignments. Hayes (2000) states that through Mind Mapping students turns random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complecute a writing task as their ideas emerge in organized forms.

According to Kotob, Styger and Richardson (2016) Mind Mapping is a technique for delivering effective and creative thinking. The technique helps in arranging and presenting research concepts visually around a central key

word or ideas. In the other word, Alamsyah (2009) argued Mind Mapping is a usefull technique that helps you learn more effectively, improves the way that you record, information, and supports and enhances creative problem solving. Mind Mappingis a good tool to help you write a good structure on focus of essay. Mind Mapp help you to appearance all argument picture and to value objectively what argument and structure of essay is rational. Mind Mapp not only help you to plan what you want to write, but also useful when you write completely stated that by Buzan (2006).

One teaching and learning strategy that has recently emerged in higher education as a means to support student critical thinking is the non linear learning technique of Mind Mapping (Pudelko, 2012). Mind Mapping involves writing down a central idea and coming out with new and related ideas from the centre. Riswanto and Prandika (2012) also stated that Mind Mapping strategy can be used to explore a wide range of topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive and argumentative. Students can improve their ideas as Mind Maps work well as an effective visual design that enables students to clearly see the relationship between ideas, and consequently encourages them to group certain ideas together according to their similar characteristics as they proceed (Padang and Gurning, 2014).

In conclusion, Mind Mapping is a strategy or technique for note-making before writing; technique for delivering effective and creative thinking to helps organise thoughts, create ideas, focus discussions, solve

problems, make decisionsand achieve learning. Moreover, Mind Mapping not only tool to help us to think, imaging, memorizing, planning, and choosing information. But also Mind Mapping have symbols, key words, color and images. It is helpful to provides a universal key to unlock the potential of the brain.

Furthermore, the essence of Mind Mapping transcends its utility as a mere mnemonic device. It represents a paradigm shift in learning and thinking methodology. By integrating symbols, keywords, hues, and visual representations, Mind Mapping transforms conventional thought processes into a visually intuitive language that resonates harmoniously with the brain's natural architecture. This holistic approach amplifies cognitive engagement and understanding, facilitating enhanced memory retention, fostering inventive problem-solving, and nurturing the development of comprehensive plans of action. In essence, Mind Mapping stands as a testament to the intricate relationship between visual stimuli and cognitive enhancement, ushering in a transformative era where thinking is liberated and creativity flourishes.

1.1.2 The Purpose of Mind Mapping

According to Buzan (2013) states Mind Mapping have several specific purposes, there are; it activates whole brain, it fixes the mental tangled, it lets the students focus on main explanation, it helps to show the relationship between the separated information parts, it gives clear description

wholly and specifically, and Mind Mapping lets the students to group the concept and compare it.

Based on the purposes, Mind Mapping is hoped to help the students to focusing and organize ideas in writing. Mind Map can help in thinking in a more critical way and improve problem-solving ability at the some time. A Mind Map is a valuable tool for team collaboration in a bussines group and teaching learning because the Mind Map can help other people to create a resolustion of the problems.

1.1.3 How To Make the Mind Mapping

Mind Mapping is a technique that uses brain management to open all the hidden brain potency and capacity. Buzan (2008) mentions seven stages to make a Mind Mapping as follows.

2.1.3. 1 Putting the main idea in the center the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is aperfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do Mind Map in "landscape" style. Placing the main idea or topic in the middle of page will give maximum space forother ideas to radiate out from the center.

2.1.3. 2 Using a picture or photo for the central idea picture and photo are important enough in making Mind Mapping. It is because

pictures have a strong impacton imagination and memory. It also pleases sight and keeps attention focused.

2.1.3. 3   Using colors makes Mind Map more alive and adds the energy on creative thinking. It can be used to capture eye's attention and interest.

2.1.3. 4   Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.

2.1.3. 5   Making a curve line connector, not a straight line a Mind Map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like a tree branches are more interesting for eyes.

2.1.3. 6   Using one key word for each line It is because a single key word gives more energy and flexibility for Mind Mapping.

2.1.3. 7   Using pictures Image and symbol are easy to remember, and they stimulate new creative association.

So, Mind Mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize

information. By using Mind Mapping, people can emerge and organize ideas to be a good sentence.

Moreover, Mind Mapping can make the students happy in studying because there are colorful pictures. That is why Mind Mapping is a technique that can be used to learn writing skills.

1.2 Writing

1.2.1 Definition of Writing

Bowker (2007) stated that writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary. Writing is not only matter of writing word or sentences, but it is a means of communicating idea to people.

Anthony (2007) asserted that writing is a powerful instrument of thinking because it helps students to have control over their thoughts and shapes, their perceptions of them selves, and the world around them.

Ahangari and Behzady (2011) mentioned that writing is one of the best ways to keep track of learning. Riswanto and Putra (2012) also stated that writing is one of the language skills that will never be left in education. It is a very essential part of the lesson, not only in language class, but also in other classes s uch as Biology, Mathematics, History, etc. Furthermore, Hedge (2000) added that writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. It

involved a number of activities; setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. On the other hand, writing has always been considered an essential skill in teaching and learning English.

To sum up, writing can be concluded as a language skill is required in many contexts throughout life that will never be left in education. Writing not only an essay but also basic communicating skill and unique asset in the process of learning a second language.

1.2.2 Purpose of Writing

Clouse (2006) identified several different purpose of writing is to share experience, to inform, to entertain:

2.2.2. 1   To share experience, perhaps to express your feelings about the experience of reflection upon it. For example, the writing might tell how upset you are about the discovery of the mice.

2.2.2. 2   To inform, perhaps to increase the reader's knowledge, establish a record, or provide help. For instance, the writing might explain what happen when adwelling has mice in it.

2.2.2. 3   To entertain. Short stories, romance novels, and humorous newspaper columns are written to entertain. For example, the writing might be a funny story about what it is like living with mice.

Additionally, drawing from the insights of Cox (2000), it becomes evident that the spectrum of writing purposes encompasses a diverse array of

objectives, including the dissemination of information, amusement, satire, and persuasion. The first facet, "to inform," entails the writer enlightening the audience with the knowledge they possess, thereby fostering a sense of awareness and understanding. The second facet, "to amuse," involves the writer's skillful orchestration of jokes or humor to captivate and entertain the readers, infusing a lighter tone into the content. Transitioning to the third aspect, "to satirize," emerges as a sophisticated technique wherein the writer tackles weighty subjects through the lens of humor, revealing underlying truths with a touch of irony. Ultimately, the fourth facet, "to persuade," encapsulates the writer's intent to wield their words as a persuasive tool, seeking to sway their readers' thoughts and actions in alignment with the writer's standpoint. This multifaceted spectrum underscores the rich tapestry of writing's objectives, each thread contributing uniquely to the fabric of effective communication.

In conclusion, writing serves many different purposes for different writer. Through writing, ones can share their ideas, knowledge about something, or their opinion about particular things. Realizing about the purpose of writing is very important before a student start to write, so they can express their purpose of writing clearly to audience.

1.2.3 Component of Writing

As underlined by Heaton (2018) There are five general components or main areas of writing:

2.2.3.1. Language use: the ability to write correct and appropriate collocations and sentences.

2.2.3.2. Mechanical skills: the ability to use correct conventions like punctuation and spelling.

2.2.3.3. Treatment of content: the ability to think creatively and to develop thought,excluding irrelevant information.

2.2.3.4. Stylistic skills: the ability to manipulate sentences and paragraphs and to uselanguage effectively.

2.2.3.5. Judgment skills: the ability to write in a manner appropriate for a particular purpose with a particular audience, and the ability to select, organize, and order relevant information (rhetorical steps) with acceptable collocations.

1.2.4 Five Element of Good Writing

There are five element to improving your writing is to move beyond words and sentences. Should learn to consider how all of the sentences interact with each other and how your reader will relate to your paragraph. Purpose, audience, clarity,unity and coherence. (Folse, Muchmore-Vokoun & Solomon, 2010).

2.2.4.1. The first element of good writing is purpose; When we engage in a discussion about paragraph purpose, we essentially delve into an exploration of the intricate tapestry of motivations that drive a writer to meticulously construct a specific paragraph. The

underlying reasons, intentions, and objectives that propel the writer's pen across the page come into sharp focus. It is within this context that the paramount importance of a writer's unwavering comprehension of their purpose takes center stage. This comprehension serves as a lodestar, guiding writers through the labyrinth of their narrative, ensuring they remain resolutely on track and aligned with the overarching aim they endeavor to fulfill. By nurturing this symbiotic relationship between the writer's consciousness and their paragraph's purpose, the resulting prose acquires a distinct clarity, cohesiveness, and intent that resonates profoundly with the discerning reader.

2.2.4.2.   The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

2.2.4.3.   The third element of good writing is clarity, clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language. Here are two ways that you can improve clarity; use descriptive (or precise) words, use clear pronoun references.

2.2.4.4.   The next element of good writing is Unity, unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

2.2.4.5.   The last element of good writing is coherence. A piece of writing exhibits coherence when its constituent ideas are meticulously organized, creating a seamless and logical flow from one thought to the subsequent. This orchestrated progression not only enhances the readability but also empowers the reader to effortlessly trace the intricate pathways of the narrative. When a paragraph or essay is endowed with such coherence, the reader is endowed with a roadmap that guides them through the labyrinth of concepts with greater ease, allowing them to readily discern the thread of main ideas that intertwine harmoniously throughout the text.

1.3 Previous Related Study

In recent times, a multitude of studies exploring the realm of Mind Mapping has been undertaken across various contexts. Within this body of research, both positive and negative outcomes have emerged, particularly concerning its implementation in refining writing skills. Many researchers

have dedicated their efforts to investigating the efficacy of Mind Mapping, underscoring its significance in enhancing writing abilities.

The researcher of this study also discovered the suitability of Mind Mapping for fostering writing skills. Naqbi (2014) articulated that "Mind Mapping can guide students in planning and structuring their ideas for writing tasks." This observation implies that Mind Mapping stands as a potent learning technique capable of aiding students in honing their writing prowess. Furthermore, it addresses the challenges students encounter in generating ideas during writing sessions, fostering the confidence required to craft well-composed paragraphs.

By capitalizing on Mind Mapping's potential, educators can offer students a practical tool for organizing their thoughts, amplifying their writing fluency, and fostering a heightened sense of self-assurance in producing coherent and impactful written work.

In addition, Mind Mapping is able to help students to organize writing easily. Naqbi (2015) when she conducted the research in a government school located in the United Arab Emirates (UAE). She found that using Mind Mapping to the students were able to generate, to plan and to organize their ideas effectively. As a result, they were able to produce a well-organized writing. They could generate their ideas better and evaluate them quickly. Mind Mapping also helpedin developing the students' cognition skills and aided to information recovery in an assessment situation.

Moreover, serving as a potent tool for enhancing writing skills, Mind Maps exhibit the capability to significantly elevate students' prowess in the realm of composition. An illustration of this effect can be found in the study conducted by Marlina (2009) among English Education students at STKIP Siliwangi Bandung. In her research, Marlina discovered that the outcomes derived from data analysis, utilizing the t-test formula, unequivocally underscored the augmentation in the students' writing proficiency. This empirical evidence further underscores the positive impact that Mind Maps can wield on the enhancement of writing abilities among students.

The study conducted by Riris Mutiara Simamora in 2012 is worth mentioning in this context. In her research, she observed a noticeable enhancement in the students' writing abilities, a result consistent with other similar studies. Additionally, the questionnaire administered during her research unveiled a positive reception among the students towards Mind Mapping. Many students expressed that they found Mind Mapping to be an engaging learning technique, one that stimulated their creativity and introduced a novel and uncomplicated approach to writing.

Several distinctions can be drawn between the aforementioned research and the upcoming study to be undertaken by the researcher. Primarily, the variance lies in the research methodology employed. The present study adopts a descriptive qualitative approach, diverging from the earlier research which encompassed classroom action studies or experimental designs. Additionally,

there is a divergence in research settings, as this investigation is conducted at SMA Negeri 7 Konsel.

Furthermore, while both studies share the common theme of investigating Mind Mapping, there is a differentiation in their research titles. This differentiation underscores the nuanced angles from which the topic is being explored, thus contributing to a comprehensive understanding of the multifaceted aspects associated with Mind Map utilization.