

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories which are used as the basis for supporting the study, as follows: writing, text type, mind map, picture series, and mind map-picture series. It also discuss about the previous studies.

2.1 Writing

The topic will be divided into four main headings, they are: the nature of writing; the product versus process oriented; the writing process; and the teaching writing in Junior High School.

2.1.1 Nature of Writing

Naturally, learning language is acquired from the listening activity. Then, it is continued into speaking, reading and the last, writing activity. Moreover, the four skills are categorized into receptive and productive skills. Listening and reading are categorized into the receptive skills because those skills merely receive the language. While speaking and writing belong to productive skills because those skills are used for producing the language. According to Bachani (2003), writing as like as speech, it has been considered as a powerful mode of communication.

Writing represents thoughts and ideas; we translate our thoughts and ideas into language in order to able communicate successfully with the readers. However, speaking and writing are different. Brown (2007) assumes that written language is simply the graphic representation of spoken language, and that written

performance is much like oral performance, the only difference lying in graphic instead of auditory signals.

Rather than for communicating tool, writing is used as a measuring tool for knowing the achievement in learning language. Brown (2007, p.395) explains, "In school, writing is a way of life. Without some ability to express yourself in writing, you don't pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering the subject matter." In line with Brown's statement, Kingston et al (2002) states that student's achievement in learning English is only measured by the productive skills, especially the writing performance.

From several definitions, writing is concluded as a way to convey message from brain in order to be able to communicate with the others especially without face-to-face communication. As a skill, writing is used by the students to measure their knowledge in order to be able to pass the course.

2.1.2 Product versus Process Oriented

In the teaching of writing, teacher can concern on product oriented or process oriented. According to Harmer (2001, p.257), "In the teaching of writing we can focus on the product of that writing or on the writing process itself". Generally, the writing teachers in Indonesia still hold the view that writing is a product. Product oriented is merely focused on the result of writing task. Harmer (2001, p.257) argues, "When concentrating on the product we are only interested in the aim of a task and in the end of product." Furthermore, Brown (2007, p.391)

explains, "Writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should "look" like."

While the process oriented focus on some stages or process which leads to the final written product. Harmer (2004, p.4) describes, "Writing process is the stages a writer goes through in order to produce something in its final written form." In addition, Nunan (1991) describes process approaches focus more on the various classroom activities which are believed to promote the development of skilled language use. The importance of writing as a process is explained by Oshima and Hogue (1998, p.3) "it is important to note that writing is a *process*, not a "product"."

Based on some explanation whether product or process oriented which has the best impact in teaching writing, the researcher determined to apply the two approaches. Brown (2007, p.337) explains, "The product is, after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising, and editing." In brief, process and product cannot be separated, it must be in balance. Thus, in this study, the researcher focused on finding the improvement of the students' writing product through the use of process oriented.

2.1.3 Writing Process

A process refers to sequences of actions by which something is done. In writing, writers are supposed to know the process thoroughly. It is dealing with the writer does, starting from thinking about what to write until the final copy is done. Brown (2007) mentioned that process writing approaches tend to be framed

in three stages of writing, which are: (1) Pre-writing, (2) Drafting; and (3) Revising.

Pre-writing is planning stage. It is an activity that encourages the generation of ideas, which can do in some ways, such as conducting some outside research, brainstorming, listing, clustering (begin with a key word, then add other words, using free association), free writing and so on. Since its function is to encourage students' ideas to write, the writing activities must be prepared to offer them learning writing experiences.

Drafting stage is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction. In traditional approaches to writing instruction, students are given timed in-class compositions to write from start to finish. The students will focus on writing without having much attention to the accuracy of their works.

Revising is one of the cores of process writing besides drafting. Revising is not merely as simply activity of checking language errors but it is done to improve content and organization of the ideas. In the revision process, the writer can change or rearrange for the aim of communicating thoughts more clearly and interesting than before.

Based on those three stages, it can be summarized that writing is complex process. The arrangement of the steps cannot be parted because it is comparable with works of a wheel. Each stage in the process of writing will help the students in producing text. In this occasion, mind map-picture series strategy is implemented on pre-writing stage.

2.1.4 Teaching Writing in Junior High School

Writing is considered as an important skill besides listening, speaking and reading skill which should be mastered by the students. However, the students found difficulties to learn writing ability. It is related with the ability of composing ideas into a readable text. Bachani (2003) describes that writing represents as organizing thoughts and ideas become a cohesive text which be able to communicate successfully with the readers. In addition, Nunan (1991) argues that writers need to anticipate possible difficulties to make the readers understand the writers' purposes since the readers are not to be able to ask to the writers.

Relating with the difficulties in learning writing, there are some relevant matters that need to be highlighted in the teaching writing of junior high school students. Therefore, Harmer (2001, p.37) states, "The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills". In other words, age of the students can affect the way of the teacher to teach them. The students of junior high school are classified into adolescent students. Brown (2007, p.106) explains, "The 'terrible teens' are an age of transition, confusion, self-consciousness, growth, and changing bodies and minds" In addition, Harmer (2001, p.39) argues, "Apart from the need for self-esteem and the peer approval they may provoke from being disruptive, there are factors too, such as the boredom they feel..." It is concluded that teaching writing for junior high school students required more patience and energy because of boredom factors, peer-pressure and self-problems. Thus, the teacher has an important role to find out the

most appropriate strategy which is make the students motivated during the learning writing.

2.2 Text Types

This topic consists of three subtopics which are the kinds of text types, the general concept of narrative text, and the example of narrative text.

2.2.1 Kinds of Text Types

Since writing uses as communication tool, thus people writes in different kinds of writing which is depended on the certain subjects and also purposes.

According to Furneaux (1999, p.57), "Writing is essentially a social act: you usually write to communicate with an audience, which has expectations about the text type (or genre) you produce." In addition, Anderson and Anderson (1998) give further information related with kinds of text type. They mention that the text types are divided into two categories which are literary texts and factual text. The category of literary text can be divided into three main text types: narrative, poetic and dramatic while factual text is divided into ten categories, which are explanation, information report, discussion, exposition, recount, factual description, procedure, and procedural recount.

Moreover, the kinds of text type also cannot be separated in the aim of teaching writing. The Indonesian government determined some goals in each level of schools. According to syllabus of Curriculum 2013 for Junior High School level, the eighth graders are expected to be able in developing and producing functional written text in form of descriptive, recount and narrative. Students are

also expected to use writing as communication tool that will bring as close as in real context. Since this study focuses on improving the students' ability in writing narrative text, the researcher explains briefly about narrative text especially fable and myth. Here is the explanation general concept of narrative text.

2.2.2 General Concept of Narrative Text

There are some characteristic which makes narrative different from the other kind of text types. Rusmanhaji (2013) describes that there are three distinguish feature which made narrative text different with the other texts. It is contained as purposes, generic structure, and also linguistic feature. In line with the statement of Rusmanhaji, Anderson and Anderson (1998, p.2) explain, "Text types are used by speakers and writers to communicate for a particular purpose. Knowing how to identify and construct text types, then, is the basis of literacy."

First, narrative text has communicative purpose which is used for amusing and entertaining the reader. Second, narrative text is structured by some stages which are orientation, complication, sequence of events, resolution, and coda. The last characteristic is about linguistic feature. Narrative text must be written in form of past or past continuous tense because it tells about past events. In other words, narrative text is a genre which tells chronological events from the problematic events to resolution stage in order to amuse the reader and tells them a lesson.

2.2.2.1 Model of Narrative Text

The students should know scaffold of narrative text before they try to construct it. The scaffold is used as a guidance to construct a piece of the text.

According to Sudarwati and Grace (2007), there are three stages of the narrative scaffold, which are (1) orientation; (2) complication; and (3) resolution. First stage, orientation is used by the writers to tell characters and settings of the story. Second, complication is the part of the story where the writer tells about something that will begin a chain of events. Third, resolution is the last part of the stage which shows solution to the problem. Here model of narrative text (see table 2.1).

Table 2.1 Model of Narrative Text

Title	The Ant and the Grasshopper
Orientation	It was summer, hot and sunny, and, instead of working and preparing for winter, a Grasshopper preferred to dance, sing and play his violin at his leisure, not minding that these wonderful days will soon be over, that cold and rainy days will soon be near.
Complication	On seeing a hardworking Ant passing by him, preparing for the hard winter that was to come one day, he invited him to join him and share his fun. "Unfortunately, I don't have time for this", the Ant answered, "I must work hard, so that winter won't find me without shelter and food." "Stop worrying so much, there is still plenty of time to prepare for winter. Let's sing and dance together, let's laugh and enjoy life". But Ant was very wise and wouldn't pay attention to the Grasshopper's words and continued to work hard and store food for the long winter that was to come.
Resolution	The winter came sooner than expected, and the Grasshopper found himself without home and without food. He went to the Ant's house and begged him for food and shelter. "I'm sorry, but I can't help you", the Ant said. "I only have room and food for me and my family, so go find help somewhere else." "I should have followed Ant's example in the summer", the Grasshopper thought sadly. "I would have been so happy now..."

Source: Rusmanhaji (2013)

Finally, the students can write a good narrative text if they understand the steps of writing narrative text.

2.3 Mind Map

This topic consists of three subtopics, they are: the definition of mind map; the advantages of mind map; and the procedure of using mind map.

2.3.1 Definition of Mind Map

Mind Map is also known as mind mapping, concept mapping, and spider diagram. Mind map is a learning strategy which was developed by Buzan in 1964.

Buzan (2004) states that mind map is the easiest way to involve the information in our brain, and for getting information from brain. This way is kind of creative and effective in taking a note. It is in line with Brainpower (2007), a mind map is a graphical way to represent ideas and concepts. Mind map is a visual thinking tool which helps the user on structuring, analyzing, comprehending, synthesizing, recalling and generating information. In brief, mind map is a creative strategy to optimize the ability in getting information from brain.

2.3.2 Advantages of Mind Map

There are eight advantages in applying mind map as a strategy in the teaching and learning process. According to Buzan(2003), mind map can help the students to remember better, come up with brilliant ideas, save time, get better grades, and organize your thinking also to have more fun. Moreover, Krasnic (2011) states that mind map will provide connections and structure to organize logically and meaningfully to write an essay. It will help the students to identify information according to the students' interests.

Furthermore, Smith, et al. (2003) say that mind mapping is a good way for organizing the information so that ideas become more visual and the chain of thought and hierarchical relations can be easily followed and turned into a paper.

Mind map has beneficial role in organization aspect. It was helpful for the students to determine the organization of the ideas. To sum up, there are three

benefits of mind map. First, it is useful for memorizing and reviewing the lesson.

Second, it has functions for brainstorming which is helping to generate ideas in more creative way. The last, mind map can help to organize ideas in order to make the students easier to write in correct order.

2.3.3 Steps of Using Mind Map

Mind map was coined by Tony Buzan. It is used as a way to get the ideas into a piece of work. Buzan (2003) mentions how mind map is being applied for the classroom's activities. Figure 2.1 shows the example of mind map.

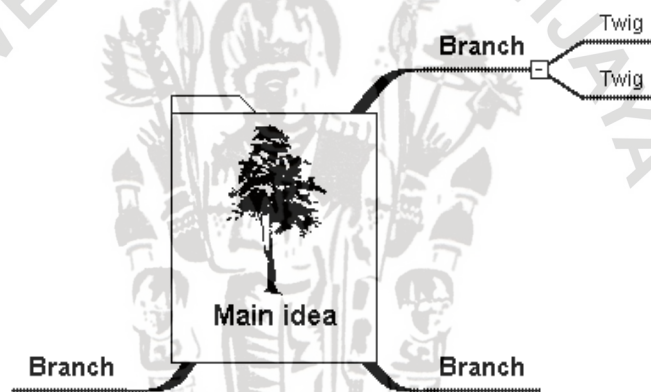


Figure 2.1 Example of Mind Map

There are five easy steps to make mind maps. Firstly, preparing a blank unlined paper and some colored pens. The paper must to place in sideways or horizontal way. Second, draw a picture in the middle of the page which uses for summing up the main topic. Third, draw some thick curved which connect from the picture in the middle of the page into some sub-topics. The central branches will represent the main sub-topic. Fourth, write each of ideas in the each branch. Important words are needed to be underlined as like as in normal notes to shows

the importance. The last, draw other connected lined from each of ideas. These additional branches are representing the details or the supporting ideas.

2.4 Picture Series

This topic consists of two subtopics which are the advantages of picture series and the criterion of good pictures.

2.4.1 Advantages of Picture Series

Basically, the important part of learning process is indicated from the level of difficulties in teaching and absorbing a lesson. Thus, the teacher always uses a variety of teaching media in teaching and learning process to explain the material and also to encourage the students' interest. According to Ariningsih (2010), media is divided into three kinds: visual media, audio media, and audio-visual media. In other words, the teacher should select appropriate media by considering the students' need and strategy which used in the teaching and learning process.

Picture series is included on visual instructional media. There are three advantages in applying picture series as instructional media on teaching and learning process. First, picture series is used for the students who were lack of ideas. Many interpretations can be made in a picture. Thus, the students can generate ideas by interpreting the meaning of pictures. Raimes (1983) says that picture in sequence provides material that offers guidance on vocabulary, sentence structure, and organization that let the students write about new subject matter.

Second, picture series provide detailed illustrations which make the students are able to write and arrange in correct order. Wright (1989) states that picture series are picture which show some actions or events in a chronological order.

Third, picture series is interesting media which enhance the students' interest toward the learning process. Brown (2004) argues that pictures stimulate the writers to produce written production and activate their motivation. To sum up, pictures series can be used to improve the students' abilities and interest to construct paragraph through good organization, content and language use.

2.4.2 Criteria of Good Pictures

As a media for teaching the students, it is important for the teacher to select appropriate picture series according to the students' need. Besides, the pictures should fulfill some criteria. According to Harmer (2001), there are three criteria for choosing of good picture, which are pictures should appropriate in term of the students' level and the purpose. The level of appropriateness based on age of the students until culture of the students. Then, pictures should be visible. It should be big enough to all students. Third, pictures should durable. Pictures can be reusable and not easily ripped.

In addition, Wright (1989) mentions five basic questions which are used as guidance to select pictures. Those questions related to the easiness to prepare picture, the effortlessness to organize the picture, the attractiveness of the picture, the meaningfulness of the picture, and the simplicity to provide vocabulary. In this study, the researcher applied those eight criteria to select the picture series.

2.5 Mind Map-Picture Series

This topic consists of two subtopics, they are: the using mind map-picture series in teaching writing; and the steps of mind map-picture series.

2.5.1 Using Mind Map-Picture Series in Writing

Mind Map-Picture Series (see Figure 2.2) is considered as a combination of mind map as strategy and picture series as media. There are four brief explanations behind the combination of this strategy. First, both of mind map and picture series can be used for pre-writing stage. Mind Map is one of kind of clustering techniques which is advised by Oshima and Hogue in brainstorming stage. In other hand, Raimes (1983) states that picture in sequence provide for variety of guided and free writing exercises. Second, they were categorized as interesting strategy. Buzan (2003) explains that Mind Map can help the students to remember better, come up with brilliant ideas, save time, get better grades, and organize your thinking also to have more fun. Raimes (1983) states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.

Third, those strategies can complete each other. Mind map can help to organize ideas while picture series can help to gather ideas. Mind map as a technique helps to take notes and also organize ideas. Mind map supports the students to compose text in good order. By adding picture series on mind map, it will help students to understand the concept of the story. There is some previous research which suggested combining mind map with pictures. Firstly, Naqbi (2008) recommends the combination of mind map and picture. She states that the result of the preliminary investigation about the use of images was successful.

Thus, it could be valuable to implement this concept also when using mind mapping strategy in an exam situation. Secondly, Nilawardani (2014) suggests

that applying of picture series will give better results if the teacher gave guidance in form of clustering technique. Third, Aprilianto (2009) explains that the combination of mind mapping and pictures are to be able to raise students' interest. The students use the pictures to describe the real object to the mind map. Finally, the students write a structured draft and with a purpose.

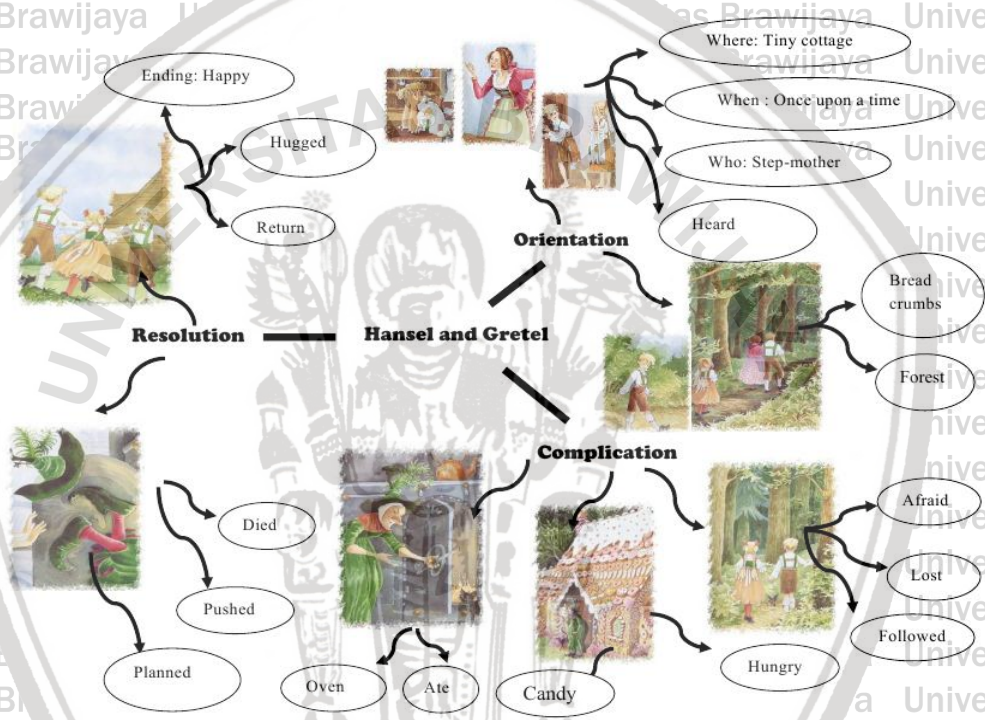


Figure 2.2 Model of Mind Map-Picture Series

According to the figure, the differences between original mind map and mind map-picture series are rely on the function of the picture itself. First, the original one just uses pictures while the researcher uses series of pictures in combining with the mind-map. Second, the original one uses the picture for reflecting the whole of the story which wants to be written. The picture merely uses for complementing the idea. However, the researcher applies the series of

picture in each branch of mind map to provide more details ideas. In this study, the pictures have important role in gaining idea.

2.5.2 Steps of Mind Map-Picture Series Strategy

Considering that mind map-picture series strategy has beneficial in writing, it is needed for the teacher to determine steps to apply this strategy. The researcher developed some steps which adapted from the steps in making original mind map and generic structure of narrative text. There are five steps to make mind map-picture series. Firstly, preparing a blank unlined paper and some colored pens. The paper is placed in sideways or horizontal way. Second, write title of the text in the middle of the paper. Third, draw three thick curved which connect from the title. The thick curved represents generic structure of narrative text. Fourth, put picture series depended on the generic structure. Each of branches can be consisted of more than one series of picture. The last, draw other connected lined from each of picture series. The line is used for generating and organizing ideas related with the picture series.

2.6 Previous Studies

The results of previous studies were important to be known because they were used by the researcher creating better plan. There were some previous studies related with the using of Mind Map-Picture Series which have been conducted to improve writing skill, which are described as following:

First, Suyanto (2010) conducted an experimental research which entitled "The effectiveness of mind mapping to teach writing skill viewed from their IQ".

Suyanto conducted this study to know whether mind mapping strategy was effective to improve the students' writing skill rather than using modeling technique. The sample of this research was 36 students in each class of VII 8 as control group and VII 9 as experimental group at *SMPN 1 Prambon Nganjuk*. Every group was classified by the result of IQ test into students with high IQ and students with low IQ. Based on the findings of the study, the implementation of mind mapping technique is effective to help in generating and organizing the ideas for writing texts rather than modeling technique.

Second, Repelitawati (2011) conducted a classroom action research which entitled "Implementing Mind Mapping Strategy to Improve the Writing Ability of the Seventh Graders of Public Junior High School 4 Kediri". She was taken the data from twenty-nine students in VII-H class by using observation checklist, field notes, and students' test. The researcher found that mind map can help student to overcome their problem in generating and organizing ideas. The result showed that students were easy to connect an idea and improved their writing ability especially in descriptive text. From the results, it showed that there were 82% of the students (24 students) got score ≥ 75 as the standard of minimum score and 18% of the students (5 students) got the score ≥ 65 . The researcher suggested the other English teachers and also future researchers to apply mind mapping in teaching writing.

Thrid, Mudassir (2014) conducted a quasi-experimental research which entitled "The effectiveness of using picture series on students' ability in writing a recount text at junior high school". He conducted the research at *SMP N 1*

Pasuruan. This research was focused to find whether picture series was effective to improve students' ability in writing recount text rather than teaching without picture series. The subject of this study was 22 students from in VIII-B as the control group and VIII-C as the experimental group. It showed that the students who are taught writing by using picture series significantly obtained higher scores in content and organization aspect rather than those who are taught writing without picture series.

Fourth, Hartik (2014) conducted a classroom action research which entitled "Using Picture Series to Improve the Ability of the Eighth Graders in Writing Narrative Texts in SMP Negeri 21 Malang". The researcher proposed using picture series to solve students' problem dealing with the problem in how to start writing. It was related with problems in generating and organizing idea; and also laid upon the linguistic feature. Hence, the researcher took the data from 36 students of VIII-8 in *SMP N 21 Malang* by using some instrument, as follows: observation checklist, field notes, scoring rubric and also questionnaires. The finding showed that that there are 75% students (33 out of 36 students) achieved equal or greater than 75 as standard minimum score (KKM). It also showed that 33 students were participated active in teaching and learning process.

Related with those explanations, the researcher finds some differences with the previous study. The differences are lying on the steps, the setting, and the research design. Since, the researcher did not find another study which used the combination of mind map and picture series, the researcher used those previous study which have quite similarity in the use of strategy or media.