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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Writing Ability

A language is used for many kinds of purposes. It has many functions as well. In fact, there are two macro skills of language; they are receptive and productive skill. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing has significance in improving a communicative competence of learning the language.

Writing is one of the four language skills and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process. In line with this idea, Nation (2009, p. 113) said that writing is an activity that can usefully be prepared by working in other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. It means that writing activity is very useful for the students to help their other skills.

According to Carroll (1993, p. 7), ability can be regarded as a trait to the extent that it exhibits some degree of stability or performance even over relatively long period of time. So, concept of ability is closely related to skills, competence, performance, and capacity of someone to do



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something. The definition of ability in this research refers to ability to generate ideas. Writing ability is specified ability which helps writers to put their ideas into words in meaningful form and interacts with the message. According to Reid (1993, p. 28), writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In writing we could express our feelings or inform something to someone without speaking. It means that the communication is not only done through oral but also written form.

In other words, Hughey (1983, p. 38) said that writing ability is the sum of our abilities to link words and thoughts in order to express ourselves in the most complex of medium. Beside that, (Lamb and Johnson, 2000) also said that writing ability is the ability to express language in the form of letters, symbols, or words. The primary purpose of writing is communication. Krashen (1985), cited in Williams (2003), states that writing ability is acquired through reading rather than through listening.

The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed. In the other words, writing ability is a specific ability which helps writers put their ideas into words in meaningful form and interact with the message.

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Based on the definition above, the researcher concludes that writing is a process in which the writer is required to use some variables of writing, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the same time in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message.

2. Purpose of Writing

According to Grenville (2001, p. 01), there are three purposes of writing: to entertain, to inform and to persuade :

a. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

b. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. To persuade

The writer tries to convince the reader of something that a point of views is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.



In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

3. Process of Writing

Harmer (2005, p. 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

a. Planning

Before starting to write or type, they try and decide what it is they are going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.



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c. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Based on the process presented above, it is outstandingly seen that a writer needs to take long time to finish his or her writing. There are many activities that have to be done by a writer, such as prewriting, outlining, revising, editing, and so forth. To make a good writing, a writer cannot write at once. Briefly, to make a writing be successful, a writer needs to take a process because the essential writing is process.

4. Components of Writing

Besides process of writing that must be followed by the students, there are several components of writing that students have to know. These are needed by the students to produce effective writing. Hughes (2003, pp.

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101-102) states that there are five aspects of making good writing, they are:

a. Grammar

A good writer knows the best pattern or grammatical elements that they will use in writing. They can produce the best formula of sentences in writing paragraph.

b. Vocabulary

This component holds big roles in writing. Without mastering vocabulary, students are not able to express their ideas in written form. Students can create a good writing by using vocabulary because they can choose the right words that are suitable to the topic that they write.

c. Organization

Organization is one of the components in writing that tells about the systematic of ideas or flow of ideas. It tells about the logical progression and completeness of ideas in a paragraph.

d. Content

Content discusses about ideas that have been written. This is one of writing components that deliberate about how the writers can create and develop their ideas to gather all information into communicative message creatively.

e. Mechanics

The last component is mechanics. Spelling, punctuation, and capitalization are included in this part.

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Based on the quotation above, it can be stated that writing is a way to communicate between a writer and the readers in written form, so that a writer has to make the communication clearly by supplying and paying attention to the aspects of writing carefully.

5. Writing Assessment

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Hughes (2003, p. 104), the rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanics.

Table II.1
Composition for Scoring Writing

Aspects	Range	Criteria
Content	30-27	Excellent to very good: knowledgeable substantive, thorough development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledgeable of subject, title substance, inadequate development of topic.
	16-13	Very poor: does not show knowledgeable of subject, non substantive, non pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand

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Aspects	Range	Criteria
		out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: not-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/ idiom form, choice, usage but meaning confused or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanic	5	Excellent to very good: demonstrates

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Aspects	Range	Criteria
		mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, paragraphing, handwriting illegible, or not enough to evaluate.

The scoring of the students' writing is based on the writing scoring type which is suggested by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) in Brown (2004, p. 246).

Table II.2
Criteria of Writing Scoring

Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

The students' writing ability of writing procedure text can be measured by using writing assessment used by the English teacher of the Junior High School of 1 Seberida.

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Table II.3
Assessment Aspects of Writing Procedure Text

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Goal b. Materials c. Steps				
3	Vocabulary				
4	Grammatical Features a. Present Tense b. Imperative sentence c. Action verbs d. Temporal conjunction				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score :

- 1 = Incompetent
 2 = Competent Enough
 3 = Competent
 4 = Very Competent

$$\text{Total score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

In this research, the researcher used the writing assessment in the school based on the Standard Curriculum. The researcher took 80 as the highest score. According to Arikunto (2009, p. 245), the score can be explained as follows:

1. 80-100 = A (Very good)
2. 66-79 = B (Good)
3. 56-65 = C (Enough)



4. 40-55 = D (Less)
5. 30-39 = E (Bad)

6. Types of Writing

According to Jordan (2007, p. 5), there are five types of writing: they are expository, narrative, persuasive, descriptive, and process writing.

- a. Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding.
- b. Narrative writing accounts for personal or fictional experiences, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.
- c. Persuasive writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer takes a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.

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- d. Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more of the senses.
- e. Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

In this research, the type of this research is expository, which is writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept.

B. Procedure Text

There are many text types in English. Gerot and Wignel (1995, p. 192-219) mention that they are narrative, recount, procedure, descriptive, explanation, hortatory exposition, analytical exposition. One of them is procedure text.

Anderson and Anderson (1997, p. 50) define procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries.

According to Bima (2005, p. 73), Procedure text is to inform and to direct someone on how to do something. The purpose of procedure text type is

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to explain how something can be done. Siswanto (2005, p. 98) said Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally... Based on explanation above, two experts stated that procedure text is how to do to make something to be done. There are the elements of procedure text, they are:

1. Goal

The goal of procedure text is an introductory statement giving the aim or goal. The goal may be the title of the text or sometimes it can be an introductory paragraph.

2. Materials

Materials are the list of materials that will be needed for completing the procedure. The materials can be a list of or a paragraph. This part may be left out in some procedure.

3. Steps

There are series of steps listed in chronological order that should be done to achieve the goal.

The language features of procedure text are displayed as follows:

- a. Use of Simple Present Tense
- b. Use of command or imperative sentence (e.g : put the noodles on the ..., cut the onion ..., wash the tomato ...)



- c. Use of action verbs (e.g : turn, put, mix)
- d. Use of adverbial phrases or temporal conjunction (e.g : first, second, third, the last)

Based on the explanation above, procedure text is a kind of text that gives instructions in doing something. A procedure consists of a series of steps which shows how to achieve some goals. In procedure text, the focus is only on systematically explaining a logical sequence of actions or steps. Each event or step must be clearly explicitly written to make readers can carry out the same activity.

C. The General Concept of Mind Mapping

Mind mapping was originally invented by Toni Buzan in 1970s and nowadays there are millions of people using it for brainstorming, note-taking, project planning, decision making, and document drafting. Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topic.

Buzan (2008, p. 138) defines that mind maps are a graphic, networked method of storing, organizing and prioritizing information (usually on paper) using key or trigger words and imagines, each of will ‘snap on’ specific memories and encourage new thoughts and ideas. Each of the memory triggers in a mind map is a key to unlocking facts, ideas and information, and also to



releasing the true potential of your amazing mind. On the other words, Buzan (2005, p. 6) claims that a mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain.

Hedge (1998, p. 30) 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. Dealing with the statements, Richards (2002, p. 365) states that mind map is a teaching technique for organizing the words, and it to show the relationships between words and information. Mind map is also as a key word that may serve as a link between related words and concepts, and it expressed diagrammatically.

In addition, Borkar (2011) explains that mind map is a technique that makes optimum use of brain power and allows people to learn and retain information more effectively. It is because of this characteristic feature that mind maps have proven to be highly effective when used for studying.

Based on the explanation above, the researcher can conclude that Mind Mapping is a simply diagram used to visually represent or outline information. It is a powerful technique that can be used to translate what's in mind into a visual picture. Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allow students to comprehend, create new ideas and build connections.

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D. The Advantages of Mind Mapping Technique

According to Buzan (2011), there are at least 7 advantages of mind mapping technique for students:

1. Making notes

Mind maps are useful ways for students to make notes toward information received. This technique helps students to take note about important information by using key words only, and then make connections between facts and ideas visually in order to keep all information received together on one sheet. Then, when students review the notes, they will remember the information quickly.

2. Planning an Essay

Mind map helps the students generate more ideas quickly and with the radial structure, the researcher can quickly see the connecting topics, main paragraphs, and structure. This technique helps the students make a realistic plan for essay, and create a logical structure for the instruction, main sections and conclusion.

3. Studying for Exams

By using mind mapping, studying and exams will be helped by providing simply review of the notes for each subject. Mind mapping creates the key information that the students need to remember.

4. Creative Inspiration

Mind maps have the same concept as the brain working system. The meaning that people have in their thought could be an image, a word



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or feeling have many ways in connecting ideas. Mind maps are the way of representing this process on paper. So, when students use mind mapping, they should note down any ideas that are in their head, no matter how crazy or random it is. This is where the best creative inspiration comes from.

5. Problem Solving

If students have no obstacles that need to overcome, mind mapping can help the students to see things clearly. When the students have a problem, they are often panic, meaning that their hearts starts beating faster and they feel stressed. Instead of forcing their mind to find the solution, mind mapping helps them to open up many possibilities and options to solve the problem. Mind map helps the students to create many possibilities from their original thoughts. For students, when they get solution from it, they should become focused on many options they have, then they have to choose the quickest, easiest, or best one for their problem.

6. Making Presentation

In presenting paper at school, commonly students read from sheets of notes that make others feel bored. With mind maps, the presentation will be a breeze for students. Mind maps provide keyword and image that can stimulate students' memory, so in representing the paper, it will be more conversational way. The students can keep eye contact with their friends.



7. Group Study

Group study can be really fun way for students to share their knowledge. Mind map can help students to get a brainstorming session. First, the students have to make their individual mind map or their thoughts on the topic. Then they can join together with their friends. They can combine their ideas and peers without losing their personal insights on the topic by creating new mind maps.

In conclusion, Mind Mapping has many advantages for the students in their learning process. Start from making notes, planning an essay, studying for exam, group study, making presentation, problem solving, and mind mapping also can make the students become creative.

E. The Use of Mindmapping

It has been stated before that mind map can give assistance to students to start writing assignments. In fact many students find writing difficult, and most of them find getting started the most difficult part of writing. Hayes (1992, p. 203) states that mind mapping can reduce difficulty in starting writing assignments by giving students an organizing technique to get them started. He explains that ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing.

The following procedures of employing mind mapping in the classroom as described by Hedge (1998, p. 30) :

1. Students are given a main topic at the center of the board.

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2. Students jot down all the things associated with the main topic that come into their minds.
3. Students share with each other about what they have jotted down – teacher gives any necessary explanations and suggestions.
4. Ideas are elicited from the students as they suggest things, and a mind map is made collectively on the board as the ideas suggested so that students can see how to draw out aspects of the topic and subgroup items. This step based on the reasoning behind mind map that is not to think in an ordered or linear way, but explore a topic by moving between its various aspects.
5. Branches are then drawn and added as the students suggest new ideas or add ideas to already established aspects. The end result is a map with a number of subtopics or aspects radiating from the central topic (main topic) and with further points added to these.
6. When the map is reasonably full, teacher leads a class discussion on the best order in which points could be presented in a composition.
7. Alternative writing tasks are then can be proposed: ask students to prepare a piece of writing using the mind map on the board, elaborate it in their own ways or ask students to choose other topics and draw up their personal mind maps for their own topic.

Furthermore, Borkar (2011) elaborates the procedures of mind mapping as follows:



1. Use a plain paper that is essentially huge and bring in a collection of colored pens to draw with.
2. Take the chapter that you have to study and make a note of the central theme in the center of the page. For example, Irony.
3. Start drawing branches (each with a different color) of the different kinds of ironies like situational irony, verbal irony and so on, on all sides of the central idea of irony.
4. Under each type of irony, draw arrows to map out the basic pointers that make up this concept. For example, the definition, examples, characters and their traits, etc.
5. Keep enough space handy to add in more information as you brainstorm and come up with more concepts.
6. Preferably draw pictures that center around each concept. Something that will help you to associate the idea with the text. The brain tends to remember things better when they are represented in the visual form.

After analyzing some experts, the researcher chose the procedures from Borkar to be elaborated and implemented in this research for some reasons. First, Borkar's procedures are easier to be identified and operationalized. Second, the procedures are more appropriate for students' condition and achievement at Junior High School 1 Seberida.

F. The Relevant Research

There are two relevant researches provided: first, the research was conducted by Alma Prima Nurlaila on 2013 entitled "The Use of Mind

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Mapping Technique in Writing Descriptive Text". It was a mixed method between pre-experimental design particularly one group pretest-posttest design and questionnaire and interviewed techniques. The research result indicated that there was a significant improvement in students' writing ability, as can be seen from the results of the t-test, in that the t_o was higher than the t_{crit} ($7.821 > 2.021$). It means that mind mapping technique successfully motivated the students to write Descriptive text in an enjoyable way.

Another relevant research is a research conducted by Khoiriyah (2014) entitled: "Increasing the Students' Writing Skill through Mind Mapping Technique" she tried to use mind mapping technique to improve students' writing skill. Based on her search findings, Mind Mapping technique is a good technique to improve students' ability in writing. It showed from the result of the study that the students' mean score improved from the first cycle (70.95) to the second cycle (76.68). And out of 65.91% of the subjects got the target scores 75 in cycle I and it had been reached by 84.08% of the students in cycle II. In short, it can be concluded that in the last cycle, students had really made significant progress. Briefly, based on the analyses resulted in the Khoiriyah's research findings that mind mapping technique could improve the students' writing skill.

G. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This is an experimental research in which focuses on gaining the effect of mind mapping

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technique on students' ability in writing procedure text at seventh grade Junior High School of 1 Seberida. Therefore, in analyzing the problem in this research, there were two variables used. The first is using mind mapping technique which refers to the teacher's technique in teaching writing is an independent variable. The second is the students' ability in writing procedure text at the seventh grade Junior High School of 1 Seberida is a dependent variable. To operate the investigation on the variable, the researcher adopted the procedures stated by Borkar. Thus, the indicators are designed as follows:

1. The procedures of using mind mapping technique are as follows :
 - a. Teacher uses a plain paper that is essentially huge and brings in a collection of colored pens to draw with.
 - b. Teacher takes an example of procedure text and makes a note of the central theme in the center of the page. For example, How to make a Pizza.
 - c. Teacher starts drawing branches (each with a different color) of the components of procedure text, such as goal, materials, and steps of How to make a Pizza.
 - d. Teacher together with the students, under each points of how to make a Pizza, draws arrows to map out the basic pointers that make up this concept. For example, step by step, how to make it, the ingredients, and others.
 - e. Teacher divides students into 6 groups in which each group consists of 4 or 5 students.



- f. Teacher asks each group to write a mind map about a simple procedure text as what teacher has already explained for approximately 20 minutes.
 - g. Teacher asks students to write a simple procedure text based on the mind map created for approximately 30 minutes.
 - h. Teacher asks students to submit the text.
2. Based on the syllabus that used at Junior High School of 1 Seberida, thus the indicators of students' ability in writing procedure text are designed as follows:
- a. The students' ability to write content clearly.
 - b. The students' ability to write organization clearly.
 - c. The students' ability to use vocabulary approximately.
 - d. The students' ability to use grammatical features correctly.
 - e. The students' ability to use spelling and punctuation correctly.

H. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that :

- a. Students' ability in writing procedure text is various.
- b. Mind mapping technique can influence students' ability on writing procedure text.

2. The Hypothesis

- a. H_a : There is a significant difference between taught and without being taught by using Mind Mapping Technique in improving students'

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writing ability of procedure text at seventh grade of Junior High School 1 Seberida.

- b. H_0 : There is no significant difference between taught and without being taught by using Mind Mapping Technique in improving students' writing ability of procedure text at seventh grade of Junior High School 1 Seberida.
- c. H_a : There is a significant effect of using Mind Mapping Technique on students' writing ability on procedure text at seventh grade of Junior High School 1 Seberida.
- d. H_0 : There is no significant effect of using Mind Mapping Technique on students' writing ability on procedure text at seventh grade of Junior High School 1 Seberida.