CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with some basic literatures analysis related to the study. It consists of four points. First is teaching writing, second is writing using Buzan mind map software, the third is teaching in junior high school, and the last is review of the previous study.

2. 1   Teaching Writing

Writing is one of the skills that have to be learned for mastering English in order to face globalization era. However, learning and mastering academic writing is not easy, but challenging. Oshima and Hogue (1999) state, it takes study and practice to develop this skill. Both native speakers and English learners, it is important to note that writing is a process, not a product. It means that a part of writing and it is always possible to review and revise, and review and revise again.

Since writing is a complex activity, there are many problems in writing like the difficulties in writing, word choice, tenses choice, etc. Because of the many conflicting theories and the difficulties in teaching writing in order to make their students easy to understand and master the subject. Teachers may outline a set of guidelines in planning the writing course and use their teaching experience as the basis in order to be better. Teaching writing is not only useful in academic area, but also in daily activity in many aspects.

According to Fuller and Whitaker in Walcott (2006), successful experiences in writing will be learned when the writer is able to spell words automatically and use appropriate vocabulary and genre knowledge. So teaching writing goal is students are able to produce writing in good form in structure, words focus and vocabulary.

2. 2   The Process of Writing

The act of writing is a process. When people learn what ideas they have about people and things, then select ideas they want to express and finally they put the ideas they chose into words and communicate them clearly to others. It means that they involved in the writing process. Oshima and Hogue (1999) state if there are three main stages in the writing process. The main stages is prewriting, planning, and writing (including revising and rewriting).

Pre-writing, which is the first stage in writing, a strategies design to find, gathers and produce information about a certain topic in writing. In the prewriting stages, a writer decides the interesting topic. Pre-writing covers a wide variety of activities.

The next step is to generate idea by brainstorming; students express theirs ideas about the topic. Three useful of brainstorming technique are listing, pre-write and more ideas. Clustering is another brainstorming tecnique which used to organize ideas. Uses of clustering is simple, write the topic in the center and draw a balloon around it then write ideas come to the balloons around the core.

The second stage is planning, which includes outlining. In this stage develop an outline, including a topic sentence. In planning stage the idea which organized by brainstorming into an outline. In an outline write down the main points and sub points in into the order. With outlining , it should be relatively easy to write a paragraph.

The third stage is writing including rewriting and revising. Rewriting is writing a second draft and correct it for grammar and mechanics. Writing is a continous process of discovery, before that must think of new idea that may not be on the brainstorming list or in the outline. Adding new ideas or delete original ones at any time in the witing process. Revising is editing the rough draft for content and organization. Before revising, change the writing in order to improve it. Check the content and organization including unity, coherence, and lgic more interesting way. And then write a final copy to hand it.

2. 3   Writing a Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main ida. A paragraph can be as short one sentence or as long as ten sentences. The number of sentences is not important, however, the paragraph should developed well to explain main idea clearly. A well-written paragraph has several distinguishing characteristics: the topic sentence should be clear, the body of the paragraph develops the central of idea with specific tacts, details, etc. The paragraph remains unified around main idea, and a paragraoh develops the main idea in a logical and coherent order that is clear to readers.

Oshima and Hogue (1999) state that there are three parts of paragraph: the first is topic sentence, it states the main sentence of the paragraph. It also limits the topic, so that can be discussed completely in a single paragraph. Supporting sentence develops the topic sentence, it means that the supporting sentence giving reason, examples, facts, statistics, and quotations. The concluding sentence signals the end of the paragraph and leaves the reason with important points to remember.

A good paragraph also has elements of unity and coherence. Unity means that discuss only one main idea in a paragraph, the main is stated in the topic sentence, and when each and every supporting sentence develops that idea. Coherence means that a paragraph is readable and understandable because supporting sentences are in some kind of logical order and the ideas connected by the use of appropriate transition signals.

Unity is an important thing of a good paragraph. Unity means that a paragraph discusses only one main idea from beginning to the end. Each sentence is related to the topic directly. The topic sentence of a descriptive paragraph should name the topic. The controlling idea should give the overall impression of the place describing. Each of the following sentences also states a topic and a controlling idea. Beside there is a supporting sentences. Supporting not only provide the details that prove the truth of the sentence but also make the writing rich and interesting. In a descriptive paragraph, more details, more clearly the reader will imagine what are describing. A compound sentence is composed of two simple sentences by a comma and a coordinating conjunction. There are the

coordinating conjunctions in English: yet, for, or, and, so, but, and nor (Oshima and Hogue, 1999).

One way to make the writing more interesting is to vary the sentence openings. Occasionally move a prepositional phrase to the beginning of a sentence.

2. 4   Descriptive Paragraph

Descriptive writing entreaties to the senses. It tells how something feels, looks, tastes, smells, and/or sounds (Adele Fiderer, 2002). A good description is word picture, so when the readers read, they can imagine the place, object, or the person in their mind. Usually a descriptive paragraph follows a pattern of organization that called spatial order.

Spatial order is the arrangement of things in the paragraph that tells something left to right, back to front, bottom to top, near to far, and so on (Cambridge Advanced Study Program (CASP), 1999). The model paragraph notice how the descriptive paragraph moves from the bottom of the stairway to the top. Use spatial order expression to show the order. For example is notice how the description of the woman moves from far away to near.

A descriptive paragraph describes person, place, or thing that foccuses on the specific things. The description includes parts, qualities and characteristics. The structure of descriptive paragraph is the identification of the things and the description of the things: parts, qualities and characteristics (Bachtiar Bima Mustriana, 2005).
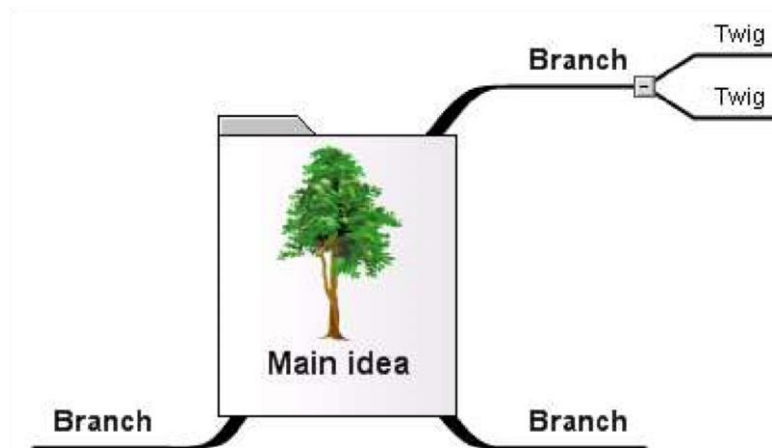
2. 5   Mind Map

Mind maps are the creation of Tony Buzan (2000) the memory expert that dislikes traditional, linear note taking and thus anything, it should start in the center of the page with related ideas branching out in all direction. This tool has been used by managers to organize, brainstorm, and even to prepare notes for speeches.

A mind map, or spider gram, is a strategy for making records on a topic, prior to writing, and it‟s a structured strategy, which shows the relationship of ideas such as brainstorming which students produce notes randomly on paper. Moreover, according to Buzan, mind mapping is a technique for the preparation of notes to help students use the full potential of the brain to the optimum. The trick is combining work left and right brain.

The five essentials characteristics of mind mapping:

a.   The main idea, subject or focus is crystallized in a central image

b.   The main themes radiate from the central image as "branches"

c.   The branches comprise a key image or keyword drawn or printed on its associated line

d.   Topics of lesser importance are represented as "twigs of the relevant branch

e.   The branches form a connected nodal structure

Picture 2.1. Illustration of Mind Map
Mind maps can be used for problem solving, outline/ framework

design, structure/ relationship representations, anonymous collaboration, marriage

of words and visuals, individual expression of creativity, condensing material into

a concise and memorable format, team building or synergy creating activity,

enhancing work morale .

2. 6   Buzan Mind Map's Software

2.6.1 The Advantages of Buzan Mind Map"s

        In addition of the program that invented by the inventor, Tony Buzan,

it also motivate student to think creatively. It means that this software is in line

with how your brain naturally processes information.

        It also serve students in the colour that stunning them. The curved

branches and model, bright colours and many sharp images that provide more than

just a pretty face and flat text. This software give tthe students a visually that

stimulate them to be more creative.

2.6.2 Step of Using Buzan Mind Map"s

   1. using a central image to help represent your main goal or theme is a

major factor in effective Mind Mapping.

(1.1) When you open i Mind Map, select „New Mind Map" from the Start Page. (1.2) Select a Central Idea image from the library provided by selecting it and clicking Choose, or by double clicking on it. You can also use your own image by selecting Browse (see picture 1 below).

Picture 2.2. Central idea of Buzan I mind Map.

(1.3) Your Central Idea Image will then be displayed in the centre of the screen. If you click on this you can then type your Central Idea text (see picture 2 below).
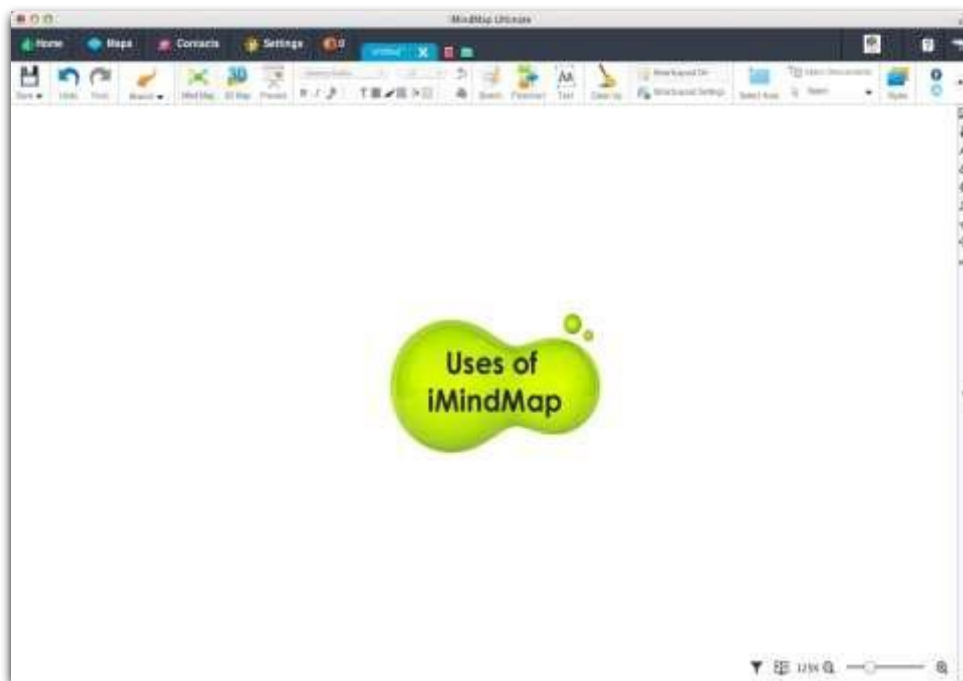
Picture 2.3 : Central Idea

2. then create the branches

(2.1) To create a main branch – Click over the red circle in the center of the

Central Image (which will appear when you hover your mouse pointer over the

Central Image) and drag your mouse outwards un1l your achieve the desired

branch length.

(2.2) To add a label/text to your branch– Immediately after creating your

branch type your text and press Enter. It will then be automatically

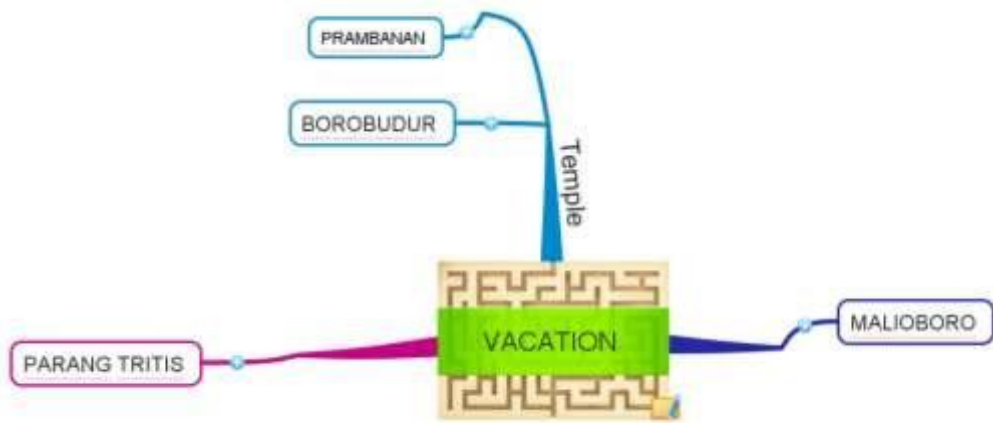attached to the branch (see picture 3 below).
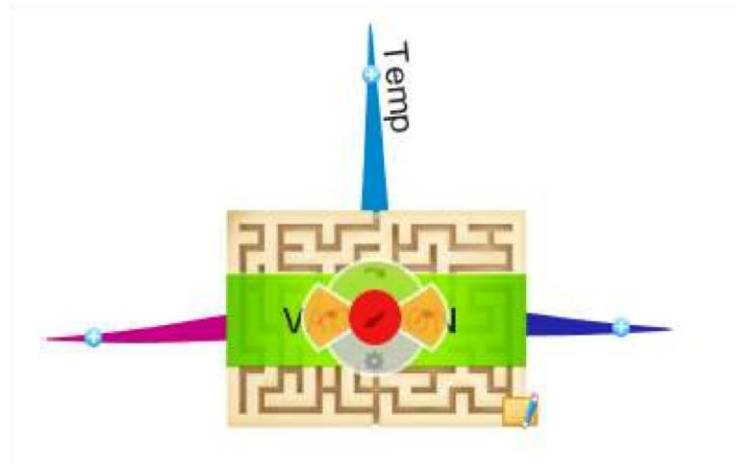
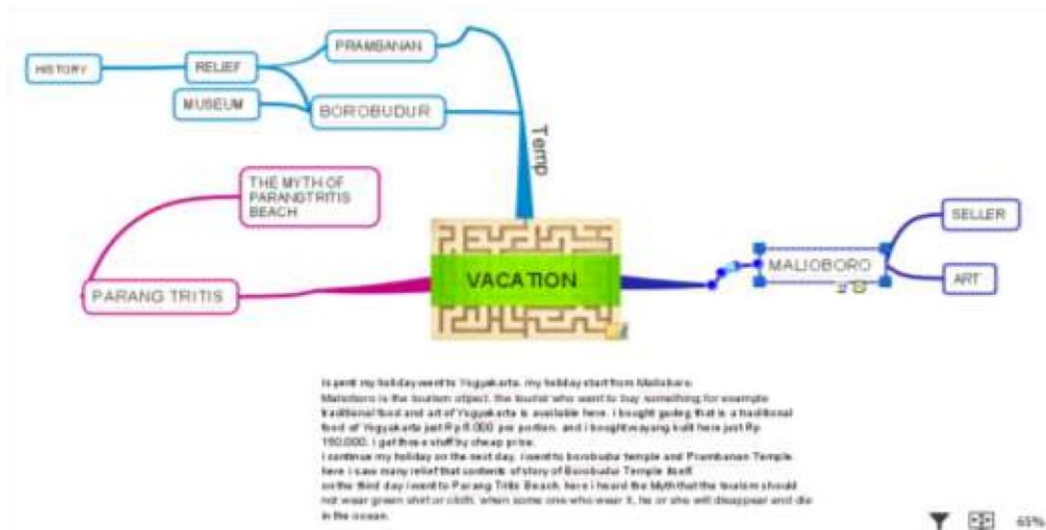Picture 2.4 : The Tools in Center Idea
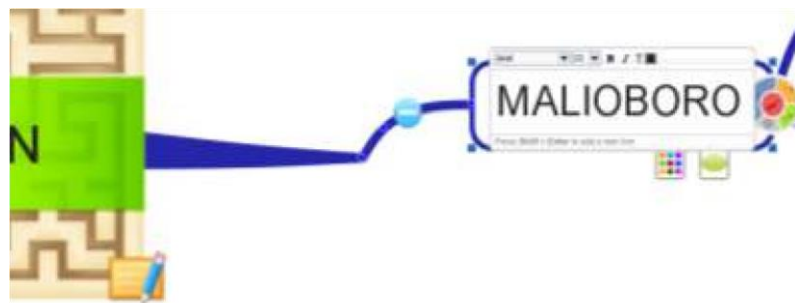
Picture 2.5 : The Tools in Sub Idea (2.3)

Now create as many branches as you like to represent your primary

concepts. Please see example below (Picture 4). Until finish (picture 5)

Picture 2.6 : The Result of Developed Idea by Mind map

Picture 2.7 : The Result of Developed Idea by Mind map into paragraph