

Chapter Two

Literature Review

This chapter discusses the literature review related to mind mapping in supporting students' writing skills. There are some important points mentioned in this chapter. This chapter explores about writing skills, the importance of writing and the problems of writing. This chapter also presents the definitions of mind mapping, mind mapping in supporting writing skills, how to make mind mapping and some problems in making mind mapping. Moreover, this chapter presents the related studies of the research.

Writing Skill

Students who major in English language are able to master the four skills, such as speaking skill, listening skill, reading skill and writing skill. Among those skills, writing is the most difficult one of other skills. Writing in English often becomes a challenge because it involves many components such as grammar structure, spelling, punctuation, and structure of the sentence. Defazio, Jones, Tennant, and Hook (2010) mentioned that based on student's perception, writing activities become tiring exercises for students because the students must be able to develop ideas with grammar accuracy, spelling, and appropriate quotations format. Durukan (2011) stated writing is the most systematic and concrete of the language skills. Thus, writing serves as basic skills for students to master English completely. Indrasari (2010) explained that if the students master the writing skill, it can help them to master the other skills.

Writing is an activity to create some information, story, and a medium to express people's thinking. Defazio, et.al., (2010) assumed writing encompasses problem-solving, creative inspiration, the revision that results in a completed manuscript and also a transcript. Through writing the students can share their ideas, share some information, and deliver their experiences.

The Importance of Writing

The students of English Language Education Department need to master writing skill. There are several advantages of having writing skill, some of them are: it makes easier to complete the student's assignment, and the students can develop the ideas through writing. Indrasari (2010) said through writing, the students become involved with the new language, trying to express their ideas and developed some ideas.

Moreover, writing skill can improve the quality at work, make it easier to apply jobs and writing skill also helps the students who will continue their studies abroad. Geiser and Studley (2001) explained for secondary school seniors, composing aptitudes are among the best indicators of accomplishment in course work among their first year recruits year of school (as cited in McNamara et.al., 2010). This argument is strengthened by Light (2001) "for professionals, writing skills are essential for their day-to-day work and critical for entry and promotion within their disciplines" (p. 58).

Writing has several positive impacts such as it can analyse a situation, and make an information by writing. Writing shows knowledge by providing information about true facts (Bean, 2011). Writing also helps students express

themselves and give a long-term memories. According to Graham (2010) the instinct for human beings to express their feelings and their experiences in some lasting form has been with us for a very long time and also can express their thoughts. To be able to write well, students should have complex skills, some of them are topic mastery, the ideas mastery, punctuation mastery, and sentence structures mastery. Writing supports vocabulary, grammatical structures, idioms, and punctuation (Indrasari, 2010).

The Problem of Writing

As a basic skill, students are required to master writing skill as a foundation for understanding other skills. According to Harmer as cited by Putra and Riswanto (2012), writing serves as a basic language skill, almost as important as listening, reading and speaking.

Writing is one of the communication media. Students should know how to write a letter, essay and how can they express their ideas to write down the information on a paper. Through writing, the students become involved with the new language, trying to express their ideas to reinforce learning. In facts there are many students who did not master the writing skill; most students have some problems in writing. In fact, Maula (2015) said writing skill is considered more complicated than that of other skills.

Based on the researcher's experience, most of the students in ELED at Islamic private university of Yogyakarta have difficulty to develop their ideas. The students cannot develop their ideas because they usually did not understand more about the topic and the teacher as a facilitator should be able to explain more

clearly the writing structures. This experience occurs when the researcher took a course about “Interpretive Reading and Argumentative Writing”.

In fact, in the writing activity, students just focused on the topics. Organization of the text, developing ideas, language use, content of writing, and vocabulary still become the difficulties faced by the students. Moreover, the students have less understanding on how to use grammar. Grammar becomes one of the problems faced by English students. They mention grammar is difficult to apply when they do writing activities. Therefore, Anggraeni (2017) stated the students are encouraged to pay attention more about grammar, spelling, vocabulary, and punctuation.

From these problems, there are some alternative solutions to solve problems such as using mind mapping. According to Buzan (2010), mind mapping helps students to think creatively, associate ideas, and make connections that might not otherwise make.

The Definition of Mind Mapping

As explained before, there are some problems with writing activities; the students have difficulty to develop their ideas, the students have less understanding of how to use grammar, the students also have difficulty when they organize the text, generate the ideas, language, content of writing, and vocabulary still become the difficulties faced by the students. From those several problems, there are some alternative solutions in using mind mapping. Mind mapping is an old strategy that is still used until now, and Tony Buzan was the creator of mind mapping. Mind mapping was developed by Tony Buzan since 1960 (Adodo,

2013). Mind mapping is one of learning strategy that can help students to improve their achievement. According to Kostova and Radoynovska (2010), mind mapping is a promising educating and learning technique that enhances students' achievements by helping them to get organized information.

Mind mapping is a fun strategy to overcome the writing problems in which the students will not be bored when using mind mapping. Mind mapping is fun, interesting, and a propelling way to deal with learning (Adodo, 2013). Most of the mind mapping technique used patterns with various colors that make up the image. Margulies (1991) said that beginning with a focal picture and catchphrases, colors, codes, and images, mind mapping is quickly replacing the more conventional techniques for illustrating and note taking in working environments around the world (as cited in Mento, Martinelli, & Jones, 1999). Mind mapping can be used as a writing strategy to make students easier to develop their ideas. Mind mapping to improve note-taking, to foster creativity, to organize thinking, and to develop ideas and concepts (Adodo, 2013).

Mind Mapping in Supporting Writing Skill

Mind mapping is a strategy to activate brain performance. Adodo (2013) stated that mind mapping aims to activate both parts of the brain. Mind mapping is a unique strategy which forms interrelated images. Buzan explained mind mapping is an incredibly realistic system which goes for utilizing the cerebrum with full limit (as cited in Adodo, 2013). In this era, the teachers' strategies are boring, they are lack creativity in learning strategies makes students lose their learning motivation. In facts, some teachers did not use unique teaching strategies

so it can make students bored in the class. This opinion is strengthened by Eng Lin and Mustapha (2010),

Students who are linguistically inclined are able to learn from this approach of writing by the teacher. Students who are not linguistically inclined will find the traditional approach to writing dull and they might not be interested to follow the lesson (p.53).

According to Anggraeni (2017) using mind mapping as a learning strategy especially in writing activity makes the students be more creative to develop their ideas. Putra and Riswanto (2012) explained using mind mapping effectively will ensure people print their words, incorporate symbols and images to further spur creative thinking and use different colours to add visual impact. Mind mapping can be used to solve the problems, organize notes to speed up lesson, summarize books, and note-taking. Mind Mapping is a useful technique that helps people improve their record information, learn more effectively and supports and enhances creative solve the problem (Alamsyah, 2009).

How to Make Mind Mapping in Writing

Mind mapping can be used as a writing strategy that can help the students to develop their ideas to be useful information, essay, and stories. By using mind mapping the result of students' writing will be more structured and appropriate with the plot. Mind-mapping can make the students able to see the points clearly and their ideas more organized (Eng Lin & Mustapha, 2010). The students can

more easily develop the topics given by the teacher to become information, essay, and articles that are useful for reader.

There are some strategies that experts suggested when making mind mapping. One of them is by limiting the important points. Limiting the important points when making mind mapping is recommended so that in developing ideas the students can more easily to understand which points they should develop. Mento, Martinelli, and Jones (1999) said chosen words to focus on a particular aspect as previously specified. Moreover, the students also used some colours and used some shapes to make mind mapping. The students claimed, making mind mapping using attractive colors and relevant shapes can make easier for them to remember the plots they have made. Kurniawati (2010) explained that make a variation with capitalization, colors, underline, or symbol which describes the main points or ideas.

Mind mapping is a strategy that can develop creativity. Yovan (2008) mentioned that mind mapping can increase individual creativity or a group's creativity. Creative students will be easier to apply mind mapping. However, for students who do not have creativity, through mind mapping they will increase their creativity. Solving the student's problems who do not use mind mapping, some experts have been explained how to apply mind mapping. There are some steps to make mind mapping (developed by Tony Buzan, 1989) which includes: start with a shading picture in the middle, use pictures all through your mind map, words ought to be printed, all printed words ought to be on lines, and each line ought to be associated with different lines, words ought to be in "units", for

example, single word per line, use hues all through the mind guide, and last is the psyche ought to be left as free as conceivable to make connections and associations.

In addition, Buzan (2008) also explains more about how to make mind mapping. He has seven steps to make mind mapping. The seven steps are as follows: First, starting from the center of the blank paper with long sides of the landscape. Starting from the middle will give freedom to the brain to spread in all directions and to express himself more freely and naturally. Second, use images or photos for central. Picture or photo will have a thousand words that help the brain in using the imagination to be revealed. A central image will be more interesting, keeping the brain focused, helping the brain to concentrate, and activating the brain.

Third, use an attractive color. For the brain, the color is as interesting as the picture. Different colors make mind maps are more alive, adds energy to creative, and fun thinking. Fourth, connect the main branches to the center image and connect the second and third level branches to levels one and two, and so on. The brain works by association. The brain likes to associate two, three or four things at once. When the branches are connected it will be easier to understand and remember.

Fifth, make a curved line, not a straight line. A straight line will bore the brain. Curved and organic branches like tree branches are much more attractive to the eye. Sixth, use one keyword for each line. A single keyword can give more

power and flexibility to the mind map. Seven, use images. Each picture means a thousand words, this function as the central image.

The Problems in Making Mind Mapping

Mind mapping is very effective for developing their ideas and making associations between these ideas. The students can use mind mapping to develop their ideas. In fact, many students do not understand how to make mind mapping even though mind mapping can be used as a learning strategy especially in writing activities. Based on the researcher experience while studying in English education, a few students have used mind mapping to help their writing activities.

In facts, there are some problems in using mind mapping such as difficulty to limit the contents, forgot to understand the plots of mind mapping, and difficulty in connecting the branches of mind mapping. The problems of using mind mapping are also experienced by the students who have used mind mapping. Some of them claim that they still find difficulty to limit the contents when making mind mapping. In addition, Dewi (2010) said that most of the students were not able yet in choosing a word, using spelling, and punctuation appropriately. It can be seen from the result of students' work in which most students do not use variation words yet.

Mind mapping has plots that are interrelated with each other. Each points has a connector line that connects with the other points (Adodo, 2013). When the students make mind mapping they will make plots that are interrelated with each other plots. However, sometimes, the students are confused about the plots that they already made.

Mind mapping may only have one parent in a concept map. Mind mapping also has some branches, each branch has different context but they are related to each other. According to Adodo (2013), topics will be cross-linked with other topics to describe complex relationships between topics, mind mapping has some topics that each topic represents a different relationship. The students who have used mind mapping claimed that they still found difficulty in connecting the branches of mind mapping that they have made. The students usually use the abstract words in making main topics, so that sometimes they still have difficulty in making connector lines in order to develop these main topics into sentences.

Review on Related Studies

The study about mind mapping has been done by some previous researchers. Some of them are as follows. First, the research conducted by Putra and Riswanto (2012) explained about the use of mind mapping strategy as effective in improving the students' writing achievement. This research used a quasi-experimental method. The result of this research shows there is significantly better of students writing achievement, this result was proven on the scores of the posttest which were higher than the scores of the pretest.

Second, the research conducted in Melbourne by Naqbi (2011) explained about the use of mind mapping to develop writing skills in UAE Schools. The design adopted in the research was a qualitative method with observation and interview. The research showed that "the mind mapping technique would seem to be particularly suited to helping students in planning their writing as the approach

encourages students to reach for and adopt a deeper level of understanding of the writing topics" (Naqbi, 2011., p.103).

From several previous studies, there were some similarities and differences with this research. One of the previous research used a quasi-experimental method, and another previous research used qualitative as the methodology, while this research use interviews to collect the data. Both of these studies have similarities in using mind mapping as learning strategies especially in writing skills. The differences between previous studies and this research are on the places, years and the participants. The data of this research is different from two previous studies, and the result of this research is not generated from previous studies. Therefore, this research is feasible to conduct the data.