CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents theories which underlie the research. The discussion of this chapter is divided into three main parts. They are literature review, relevant studies, and conceptual framework. In literature review, the researcher discusses some theories which related to the topic. In reviewing the related study, the researcher relates her research to the recent study. While in the conceptual framework, the researcher connects the field problems existed in writing and the actions that would bring about changes to the improvement of writing.

A. Literature Review

This sub chapter discusses some relevant theories which are related to the study. They include writing, recount text and mind mapping. The description of each topic will be presented as follows.

1. Writing

a. The Nature of Writing

Speaking (spoken language), for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2007: 3). It highlights an idea that being able to write is an important skill that has to be consciously learned. People are not born with the ability to write, yet they consciously have to learn how to write.

The similar idea, but not exactly, proposed by Brown (2001: 335) who differentiates between writing and speaking as follows.
“One major theme in pedagogical research in writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally.”

The result of a process nature of writing has produced writing pedagogy that focuses on students how to generate ideas, how to organize them, revise text for clearer meaning, edit text for appropriate grammar and lastly produce a final product. Thus, the process of writing requires a different set of competencies from speaking which can naturally be acquired.

To give more details about the nature of writing, Hayes (1996: 5) in Weigle (2002: 19) states:

“Writing is also social because it is a social artifact and is carried out in a social setting. What we write, how we write and who we write to are shaped by social convention and by our history of social interaction… The genres in which we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written.”

In other words, it is important to view writing not only as the written product, but also as social and cultural purposes. From this perspective, learning to write involves more than simply learning the grammar and vocabulary of the language. To some extent, the ability to write indicates the ability to function as a cultured member of a particular part of a particular society.

Grenville (2001: 1) in her book mentions that a piece of writing will have some purposes, i.e. to inform, to persuade, and to entertain. Writing to entertain commonly takes the form of imaginative writing and creative writing. Writing to inform can also belong to “entertaining” as long as it is a
good read, but it gives more information that can tell the readers about something. Meanwhile, writing to persuade might include the writer’s opinion that is trying to convince the readers about his idea.

For many years, teaching writing supposed to focus on written product rather than writing process. In this regard, the process of writing is considerably important to look beyond. The step-by step process in writing will completely be discussed afterward.

b. Writing Process

Writing, like any other skills, has its mechanical components. They include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs and texts (Harmer, 2007: 44). These mechanical components are the practical roles that writers should take into account in writing.

In the process of writing, students occasionally will find their own methods. This is the role of the teacher to make sure that every student has a complete understanding for the whole process in writing. The teacher can encourage students to use the following strategies as an understanding to writing process completed by different experts:

1) Prewriting

Grenville (2001: 12) mentions that the hardest thing about getting ideas is that little voice in a writer’s head that tell all of his ideas is not good. The first thing the writers should take into account in a writing process is generating ideas and putting their thoughts in order.
According to the researcher, Matsumashi in Sundem (2007: 43) states that writing task is found more complex and more abstract thought is required and the more time is required by experienced writers to plan their writing. In order to enhance the writers to plan their writing, the following strategies are the three usable formats for prewriting (as cited in Sundem, 2007: 43):

a) Bubbling (mind web)

Bubbling is the most well-known technique used by the writers as a mind web. It can be started by writing their topic in the center of the page. From the central topic, the ideas connected directly to it. By using arrows, the students can link two far-apart ideas. This technique is generally the easiest of the three methods to brainstorm ideas.

b) Outlining

Outlining is considered as the most specific of the three methods in prewriting. In outlining, students describe the function and contents of each paragraph by organizing ideas into topic sentences and supporting details. They can list only main ideas and details for three of the possible four paragraphs.

c) Drawing/ writing a captioned cartoon strip

Harrington in Sundem (2007: 46) states that prewriting in the form of a picture-by-picture comic strip can be beneficial. The students may not only describe the events of their writing, but they may also be motivated by enjoying this process. This technique is the most suitable for narrative/fiction writing.
2) Drafting

Johnson (2008: 179) assumes that drafting is the writer’s first attempt to capture ideas on paper. The quantity of the sentences is valued over quality. If it is done correctly, the draft is a rambling, disconnected accumulation of ideas. In line with Johnson, Sundem (2007: 54) suggests that drafting need not to be perfect writing. As students make a draft, the teacher can give encouragement and ask them to share anything they manage to get down.

3) Self-Revising

In this step, students learn how to make their writing better while revising their pieces. They will learn the techniques they will apply the next time they draft. Then they will see the “before” and “after” versions of their own. It is effective for students to first revise their own work and then get comment from a peer or adult.

4) Peer/Adult Revising

Revising a piece of writing from a peer/adult allows the students to learn techniques collaboratively. This process allows them to involve their parents closely in their children’s education and bridge the gap between school and home. All parents, however, are not effective teachers to guide their children do their works. In this case, we can encourage students to collaborate with different adults or choose to use peer revision. It is important for adults to look at the content of the piece rather than the conventions in revising.
5) Editing/ Proofreading

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed.

Editing as part of the writing process should be done by the writers and then again by peer/ adults, using appropriate editing marks. As in revision, teachers may ask students to check for the following grammar issues:

a) Punctuation—whether each sentence is ended by the proper mark, pauses is marked by commas or not.

b) Capitalization—the beginnings of the sentences, dates, and proper nouns should be capitalized.

c) Agreement—the sentence must be agree with tense and number.

d) Tense—the tense used should be consistent throughout.

6) Publishing

Publishing is a central to the implementation of students’ authentic writing. This is one of the strategies where writing becomes real and alive by having responses from the audiences.

Therefore, it is not enough to look only at what the learners have produced, but also the process approach. In order to improve their production, it is useful to understand how it was produced.
c. Micro skills of Writing

The following table is the micro skills and macro skills proposed by Brown.

Table 1: Micro skills of writing based on Brown (2004:221)

<table>
<thead>
<tr>
<th>Micro skills</th>
</tr>
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<tbody>
<tr>
<td>1) Produce graphemes and orthographic patterns of English.</td>
</tr>
<tr>
<td>2) Produce writing at an efficient rate of speed to suit the purpose.</td>
</tr>
<tr>
<td>3) Produce an acceptable core of words and use appropriate word order patterns.</td>
</tr>
<tr>
<td>4) Use acceptable grammatical systems (Tense, agreement, pluralization), patterns and rules.</td>
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<tr>
<td>5) Express a particular meaning in different grammatical forms.</td>
</tr>
<tr>
<td>6) Use cohesive devices in written discourse.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Macro skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Use the rhetorical forms and conventions of written discourse.</td>
</tr>
<tr>
<td>2) Appropriately accomplish the communicative functions of written texts according to form and purpose.</td>
</tr>
<tr>
<td>3) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.</td>
</tr>
<tr>
<td>4) Distinguish between literal and implied meanings when writing.</td>
</tr>
<tr>
<td>5) Correctly convey culturally specific references in the context of the written text.</td>
</tr>
<tr>
<td>6) Develop and use the battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the earlier micro skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. On the other hand, the macro skills covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, and so on. Thus, it is not only about a word but it is about the whole written text.
2. Teaching Writing

a. Principles of Teaching Writing

Nation (2009: 93-95) proposes some principles for teaching writing. The principles are categorized into four parts that can be used to evaluate a writing course. The first part is meaning-focused input. In this part, learners should bring experience and knowledge to their writing. According to this principle, writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.

The second part is meaning-focused input. In meaning-focused output, learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and many times spent writing provides useful practice for these elements. This is a very tough principle for each of the four skills. Biber (1989) in Nation (2009: 94) states different genres use different writing conventions and draw on different language feature and so it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in. According to this principle, learners should write with a message-focused purpose. It means that writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing. The principle also allows learners to develop skill in the use of computers to increase the quality and speed of their writing because
computers provide very useful ways of providing feedback, especially when the learners submit their writing as a computer file.

The third part is language-focused learning. In language-focused learning, learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others’ writing. Teachers should provide and arrange for feedback that encourages and improves writing. In this part, learners should be aware of the ethical issues involved in writing.

The last part is fluency development. In fluency development, learners should increase their writing speed so that they can write very simple material. Fluency development can occur through repetitive activities and through working with easy familiar material.

b. Stages of Teaching Writing

Communicative language teaching has its own goals in teaching communicative competence. One of the approaches in communicative language teaching is text-based instruction. As its name implies, the important parts of planning text-based instruction are text types. However, the syllabus also usually specifies other components of texts, such as grammar, vocabulary, topics, and functions. Hence, it is a type of mixed syllabus which teaches grammar through the mastery of texts rather than separately.

Text-based instruction, also known as genre-based approach, sees communicative competence as involving the mastery of different types of
texts. Feez and Joyce (1998) in Richards (2006: 39-41) give the following description of how a text based approach is implemented.

1) Building the Context

   Students in this stage:

   a) are introduced to the social context of an authentic model of the text type being studied.

   b) explore features of the general cultural context in which the text type achieves.

   c) explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need. In addition, context building activities include presenting the context through pictures, audiovisual, realia, excursions, field-trips, guest speakers, etc.; establishing the social purpose through discussions or surveys, etc.; cross cultural activities; and comparing the model text with other texts of the same or a contrasting type.

2) Modeling and Deconstructing the Text

   In this stage, students:

   a) investigate the structural pattern and language features of the model.

   b) compare the model with other examples of the same text type.
3) Joint Construction of the Text

In this stage:

a) students begin to contribute to the construction of whole examples of the text type.

b) the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently.

4) Independent Construction of the Text

In this stage:

a) students work independently with the text.

b) learner performances are used for achievement assessment.

Independent construction activities include writing tasks which demand that students draft and present whole texts.

5) Linking to Related Text

In this stage, students investigate what they have learned in this teaching/learning cycle can be related to:

a) other texts in the same or similar context

b) future or past cycles of teaching and learning

Activities which link the text type to related texts include:

a) comparing the use of the text type across different fields

b) researching other text types used in the same field

c) role-playing what happens if the same text type is used by people with different roles and relationships
d) comparing spoken and written modes of the same text type

e) researching how a key language feature used in this text type is used in other text types

c. **The Role of Teacher in Teaching Writing**

Nation (2009) proposed a number of roles of teacher in responding students’ written work. The first thing that teacher can do is by motivating the students in the process of writing. This way has a positive feedback on their writing.

Harmer (2007: 109) said the teacher may act as an assistant by helping the students accomplish the task. In a certain activity, teacher can also play a role as an audience. In this role, he should respond to the ideas and perceptions to what the students have written about. The teacher may also act as a resource that he should also be available when students need information or guidance. As an editor, the teacher should help and rearrange pieces of writing for some kind of publications. The last, but not least, he can be an evaluator who assess on how well things are going far.

Thus, teacher plays a number of different roles that will influence the students’ performances. In other word, he/she cannot play a single role only as a task-giver or a presenter in teaching.
d. Teaching Writing in Junior High School in Indonesia

The objectives of learning English at Junior High School according to Badan Standar Nasional Pendidikan (2006) are:

a) Developing the communicative competence in the form of oral and written texts to achieve the functional literacy level.
b) Having senses about the importance of English to increase the nation competitive ability among global societies.
c) Developing the students’ understanding about the relationship between language and culture.

Whereas the two scopes of learning English at Junior High Schools are:

a) Discourse competence, which is the ability to understand or create oral or written texts which is realized within the four skills; namely listening, speaking, reading, and writing to achieve the functional literacy level.
b) The ability to understand and create various short functional texts, monologue, and essays in the form of procedure, description, recount, narrative and report.

From the objectives and two scopes of learning English above, it can be seen that one of the ways to achieve the functional literacy level within the four skills is by creating the various essays. Writing, as one of the four skills, can be integrated with recount texts in order to develop the communicative competence purpose in the form of written texts.

e. Materials for Writing in Junior High School

The materials in this study are based on standard of competence of the School-Based Curriculum. The standard of competence or writing at Junior High School taking in the second semester is presented in the next page.
Table 2: **Standard of Competence and Basic Competence of Writing Ability for Grade VIII Junior High School (Second Semester)**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Students are able to express meaning in a written functional text and a simple short essay in the forms of recount and narrative to interact with their closest environment.</td>
<td>12.2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their closest environment in the forms of recount and narrative.</td>
</tr>
</tbody>
</table>

After considering the Basic Competence taken in the second semester, the researcher considered to use the form of recount text. Recount texts performed simple short essay that students have been accustomed to. The texts will lead them to write biographies, autobiographies, or personal stories. To master the texts, they need to understand the structure of the text.

**f. Assessing Writing**

In assessing students’ writing, the researcher and her collaborator uses analytical scoring rubric since the rubric have some advantages in writing. The pieces can be rated on such features as content, organization, vocabulary, language use and mechanics. The five aspects have been adapted to the criteria of a recount text as follows.
Table 3: Jacobs et al.’s (1981) in Weigle (2002: 116) scoring profile adapted to criteria of a recount text.

<table>
<thead>
<tr>
<th>Aspects of Writing</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to Very Good</td>
<td>4</td>
<td>Relevant to the purpose of a recount text, knowledgeable, related to the points of mind mapping</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>3</td>
<td>Mostly match to the purpose of a recount text but the lacks detail of information, some knowledge of subjects</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>2</td>
<td>Nearly match the purpose of a recount text, limited inadequate development of the points of the mind mapping text</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>1</td>
<td>Does not match the purpose of recount text, does not relate to the points of mind mapping or not enough to evaluate</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to Very Good</td>
<td>4</td>
<td>Well – organized of a recount text, ideas clearly stated/supported</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>3</td>
<td>Loosely organized of a recount text but main ideas stand out</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>2</td>
<td>Ideas confused or disconnected</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>1</td>
<td>No organization</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Excellent to Very Good</td>
<td>4</td>
<td>Word form mastery; effective word form, and choice</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>3</td>
<td>Occasional errors of word form, choice, but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>2</td>
<td>Frequent errors of word form, choice, and meaning obscured/Confused</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>1</td>
<td>Little knowledge of English vocabulary, word form, choice; essentially translation</td>
</tr>
<tr>
<td>Language Use</td>
<td>Excellent to Very Good</td>
<td>4</td>
<td>Few errors of agreement, tense, articles</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>3</td>
<td>Several errors of agreement, tense, articles, pronouns and prepositions, meaning obscured or confused</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>2</td>
<td>Frequent errors of agreement, tense, articles, pronouns and prepositions; meaning obscured or confused</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>1</td>
<td>Dominated by errors, does not connect each other</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent to Very Good</td>
<td>4</td>
<td>Shows mastery of conventions; few errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>3</td>
<td>Occasional errors of spelling, punctuation and capitalization</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>2</td>
<td>Frequent errors of spelling, punctuation and capitalization, poor handwriting</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>1</td>
<td>Dominated by errors of spelling, punctuation and capitalization, handwriting illegible or not enough to evaluate</td>
</tr>
</tbody>
</table>

Thus, the example of analytic scoring rubric presented on the table is more useful in assessment, as inexperienced raters can be easily understand and apply the criteria in separate scales.
2. **Recount Texts**

   a. **Definition of Recount Texts**

      According to Anderson (1997: 48), a recount is a text that retells past events, usually in the order in which they happened. It is one of the texts proposed to be mastered by VIII grade junior high school students as they will have the text taught during the two semesters.

      In fact, a recount can be either spoken or written. The example of a recount can be biographies or autobiographies, newspapers or television news, letters and postcards, textbooks or conversation with friends.

      Hence, a recount text has a purpose to tell the reader about a story or an event. The texts are usually given in the order that the event occurred. The contexts of the text can be factual (such as a news story), procedural (such as telling someone how to build something), or personal (such as a family holiday or a subject’s opinion).

   b. **Structure of Recount texts**

      Constructing a recount text is considered as exciting for students since they can retell the audience about what happened on holiday, birthday, and etc. To write a good paragraph, the students should be able to follow the three steps to construct the text. These three steps of constructing a recount text proposed by Anderson (1997: 50) are:

      a) a first paragraph, that gives background information about who, what, where, and when. (called an orientation)
      b) series of paragraphs that retell the events in the order in which they happened.
      c) a concluding paragraph.
In addition, there are some features of the language usually found in a recount text. They can be in form of proper nouns (to identify those involved in the text), descriptive words (to give details about who, what, where, when and how), the use of the past tense (to retell the events), or any words that show the order of events (for example first, next and then).

3. Mind Mapping and ICT

a. Roles of ICT in Classroom Activities

The roles of ICT provide a real opportunity for teachers to apply in classrooms. Adams and Brindley (2007: 39-40) mention thinking skills and mind maps which are familiar concepts in the English classroom. They have confirmed how ICT can motivate students to explore and present their reaction to texts through expository. They further mention three common benefits of ICT which support the classroom work as follows:

1) Cognitive gain

The visualization process of ICT had a vivid effect on students’ capacity to think about the meaning of texts. The process of visualization also brings the effect to the students to stimulate and structure the text.

2) Motivational gain

The application of ICT in classroom activities conveys the students’ enthusiasm and motivation. Students can be more fun through the ICTs than ordinary learning.
3) Interactional gain

The most powerful aspect of the software lies in its potential for bringing interaction between the teacher and the students. Moreover, it shows that students feel more ownership of the work, more confident in their ability to explain their developing ideas to the teacher, and guiding the teacher’s attention to particular things they had done on screen.

b. Definition of Mind Mapping

The nature of mind mapping is closely related to the function of the mind. It is a form of an outline with ideas and pictures. It can be used in almost every activity where thought, recall, planning and creativity are involved. Mind Mapping, or so-called spidergram, was firstly invented by Tony Buzan following his research through note-taking techniques. Buzan states that mind map is an easy way to get the information into and out of brain.

Mind mapping was firstly invented by Tony Buzan following his research through note-taking techniques. He studied three common techniques for taking notes during a lecture, i.e.: writing a complete technique, writing a summary, and writing key words only.

c. The Advantages of Mind Mapping in Writing

Buzan (2003: 35) gives an example of a typical essay taken from a European competition for 10-12 year olds who had to write an essay on “My Summer Holidays.”
The essay is considered as a bad-organized writing and the sentence repeats itself. In this case, the essay writing can be really tough and producing low marks by lots of hard work and stresses without mind maps. On the other hand, the students will save time, be more organized, and come up with more ideas for they have more fun and get better marks with mind map.

Formerly, Buzan (2003: 109) designs some examples of manual mind maps for some articles, essays, and letters by using a paper and some color pens. The following figure is an example of mind map demonstrated by Buzan for students who had problems as shows in figure 1.
Figure 2: A Holiday Mind-Mapping

The previous page shows that mind mapping can be used for all kinds of text with different purposes. Buzan (2003) previously demonstrates that the use of mind mapping brought many benefits to solve the students’ problem in writing essays. Hence, mind mapping brings wider advantages for brainstorming in writing. They were described as follows.

1) The center or main idea is more clearly defined.
2) The relative importance of each idea is clearly indicated. More important ideas will be nearer the center and less important ideas will be near the edge.
3) The links between the key concepts will be immediately recognizable because of their proximity and connection.
4) As a result above, the activity to recall and review will be both more effective and more rapid.
5) Each map made will look and be different from each other. This will aid long-term memory.
Although Buzan successfully demonstrates mind mapping by using pens and paper, Urban (2006: 9-10) shows that mind mapping on a computer is much easier than in handwriting. Nevertheless, he states that hand-drawn and computer-drawn mind maps bring both advantages and disadvantages as follows.

1) **Handwriting-Mind Mapping**

A traditional mind mapping is used by handwriting. It needs a blank of paper and some color pencils. There are some advantages and disadvantages of a hand-drawn mind map.

a) The advantages of handwriting-mind mapping include:

   (1) It is fast.
   (2) The writer can mind map anywhere he has a pen and paper.
   (3) It can be artistic because mind map can be works of art.
   (4) Some people think that it is better to use a pen and paper than use a computer.

b) Disadvantages:

   (1) It becomes messy as the writer arranges and rearranges items.
   (2) It takes more time than mind map on a computer.
   (3) It needs a photocopier or a scanner to make copies.

2) **Computer-Mind Mapping**

A computer mind mapping offers a new innovation in mind mapping. In addition, mind mapping also brings some advantages and disadvantages.
a) Advantages:

(1) It is fast because the user can save the maps for future use.
(2) The user can rearrange items on a map by deleting, dragging and dropping.
(3) The user can link maps together.
(4) The user can print out unlimited copies.
(5) The user can share maps on the Web, over his network, or by sending them via email.
(6) The user can use mind maps to develop projects like Web sites and presentations. It can reduce the amount of work he has to do.
(7) The user can use mind maps as the focus for all his projects and link mind maps together.

b) Disadvantages

To use it, the user needs to have a computer, PDA or other electronic tool available.

By considering both effects of hand-drawn and computer drawn, it can be concluded that computer-mind mapping brings more advantages than handwriting-mind mapping. In addition, not all students were capable to draw some images in handwriting-mind map. Thus, the students can use mind map on a computer either in classroom with the teacher’s assistance or practice it at home.

Therefore, mind mapping on a computer is considered as more applicable and faster to be useful in a classroom activity. It can be used by the
teacher and the students in the classroom. To use it in the classroom activity, the user should provide a computer and integrate it with a data projector.

d. Mind Mapping Software

There are many samples of mind mapping program provided that can be downloaded. They are Mind Mapper®, Mindjet Manager®, Nova Mind®, Visual Mind®, Free Mind®, E-Draw®, Concept Draw®, and iMindMap®. To have the software downloaded, the user can get either free trial or premium program. One of them may require the Internet connection to use the software. To begin using the software, the user should install the software from certain website addresses.

iMindMap6® was created by Tony Buzan. Buzan’s iMindMap6® software performs some features that can create mind maps. The features include desktop application that provides organic mind mapping methods to create a map for brainstorming, organizing, creative thinking, project management, and planning. The software is able to integrate with Microsoft Office, OpenOffice.org and iWork. Besides, the platforms of the software embrace Microsoft Windows, Mac OS X, and Linux.

e. The Instructions to Use iMindMap®

Using iMindMap® is as easy as the students can practically operate the software. The operation of the first installation takes no longer time to access the software. The step-by-step instructions of using this software are explained as follows.
1) Creating Central Idea

In this step, the students start by creating a central idea. Using this central idea, the students set the theme for mind map which symbolize the topic that will be presented. Once iMindMap® software is opened, choices of central images appear. Then, the student can choose which image is the most suitable to the topic or import his own. There are many background categories to choose for the central idea, namely educational, business, personal, general, and 3D enhanced themes.

![Figure 3: Creating Central Idea](image)

2) Adding Ideas

Adding ideas is as easy as the beginning step does. The students can do this by adding branches for their own ideas. They start by drawing main branches which the function is similar to the chapter headings of their topics. The first branch appears then.

To draw the main branches radiating from the central idea, the students have to move the cursor over the “Central Idea” until a red dot appears. After clicking on the red dot, they have to drag out to draw a branch. By adding all
of main branches in this way, the students can represent each major theme of their topics. To add a word, they can simply type straight after drawing the branch. To edit what has been written, they should double-click on the branch and a text box will appear.

To continue adding child branches, they can move the cursor over the end of the main branch until the red dot appears and then they can drag out the red dot. The color coding on the branches provides a clue to their functions. The students can also simply add new branches by pressing “Insert” in the keyboard.

Figure 4: Adding a Branch

3) Moving and Changing Branches

The position of a branch can be moved to another way by clicking on the branch to make it active. After that, the students drag this to the place the branch would like to be placed on map. The length of a branch can also be changed by moving the cursor over the end of a branch to make the blue ring appear. To change the length of the branch, they can click on this blue ring and move it inside or out.
4) Using Images and Icons

Using images and icons makes mind maps more memorable. The students are more likely to remember the important information on their maps. It is great to visualize the students’ ideas. An image can also be attached to the branch by clicking on the branch to make the blue dot active and selecting the 'Insert Image' icon on the Branch Editor. This way also applies to 'Insert Icon' on the Branch Editor. Images are different from icons. Images are larger and more detailed than icons. Meanwhile, icons are smaller and more symbolic than images.

![Figure 5: Using Images and Icons](image)

5) Using Key Words

Once a branch has been created for an idea, the students can add a word to describe this idea. It is important to try and only use one key word here. This is because one word will create many more connections than two. It also allows the student’s mind to have the freedom to stimulate new ideas and thoughts. For example, if a student put her first and second keyword, “Emma’s likes and dislikes”, on one branch, this limits the associations the
student can make to just ‘Emma’. In this case, if he gives each name a separate branch, he can describe so many more associations, for example Emma: her likes (dancing, football, computer, animals, and music); dislikes (book, film).

Figure 6: Example of iMindMap® software

B. Relevant Study

Mind Mapping was a technique used by Tony Buzan in certain purposes of the texts. Buzan (2003) successfully demonstrates how to help students write through Mind Mapping. The example of the map can be seen in figure 2. Because of its effectiveness, Mind Mapping is continuously developed by many other researchers as a way of presenting thoughts and perceptions by using color and pictures.

Al-Jarf (2009) undertook research on enhancing freshman students’ writing skills with mind mapping software. However, he used the old version of Free Mind® 0.8.1. The results show that the experimental students who used mind mapping software made high gains in writing. Every week the software was used to create mind maps for the essay they had to write. Since students have difficulty
generating ideas in EFL, writing paragraphs with topic sentences and supporting
details, mind-mapping software was used to help the students brainstorm, generate
ideas; relate main ideas and supporting details. The mind-mapping software uses
lines, colors, arrows, branches to show connections between the ideas generated
on the mind map.

The similar study, but not exactly, was also conducted by Al-Jarf (2011) who
shows how mind mapping software could be integrated in EFL courses to help
freshman students mastered English spelling. In conducting her study, she used
Free Mind® 0.9.0 to help the students categorize, visualize and recall sound-
symbol associations. The aim of her study was to focus on placing a phonics
category that would be used as a basis for grouping, and classifying words in the
center, how to add branches for the word examples, and how to change the font
color, size and case.

In 2011/2012 academic year, two researchers from Indonesia, Riswanto and
Putra (2012), applied a quasi-experimental method on the use of mind mapping
strategy in teaching writing. The researchers collected the data through students’
writing test of 66 students who were divided into two groups. The first group was
taught by using mind mapping, and the second group was not. After giving the
treatment for six meetings, there was a significance difference on students’
performances that were taught by using mind maps and those who were not.
C. Conceptual Framework

As stated in the objective of learning English (BSNP, 2006), writing is one of the skills that students should master in Junior High School. There were many kinds of written text that is supposed to be learnt for Junior High School students. However, there were some problems encountered by the English teacher of VIIIA class in SMP Muhammadiyah 8 Yogyakarta in solving these problems. The main problem was dominated by the students’ problem in writing aspects. The students’ writings did not match the purpose of recount text. In other words, they were less to notice the content aspect in writing. In organizing recount texts, the ideas were not clearly supported. Regarding to the vocabulary aspect, they had little knowledge in English and made errors of word form. Besides, the sentences were essentially translated. The writings were also dominated by language use aspects. There were frequent errors of tenses, articles, and prepositions. The spelling, punctuation and capitalization errors were frequently found in the mechanic aspects.

In most problem of writing, getting idea is usually the first matter that slows the step. It takes more time for students to put their ideas into texts. As a result, the time management was less effective in writing. The appropriate technique that can bring about changes was expected to solve the problem. To overcome those problems, the researcher collaborated with the English teacher to improve the students’ writing ability through mind mapping software.

Hofland (2007: 30) states that mind mapping provides many advantages in the classroom activities. First, the main benefit is the use of brain which makes it
easier to remember. Second, the use of mind mapping saves time because one of the characteristics in mind mapping is the use of keywords. However, if the students are supposed to write, mind mapping can be used to brainstorm their ideas before putting it into texts. Third, mind mapping makes it possible to look over and think over the different key topics. Hence, it is very useful when writing an essay, developing, and working out an idea.

In addition to pedagogical benefits, mind mapping can be used to add active and collaborative learning in the classroom. Palloff and Pratt (2001), as cited in Budd (2003: 9), state that students are engaged in active learning as they struggle with ideas, associations, and categories in creating a mind map. They create their own mind map, not simply looking at the presentation delivered by the teacher. The exercise is collaborative because the mind maps are created as a small group effort. A collaborative relationship between the instructor and students can also be established as the instructor acts as “guide on the side” not as the “teacher on the stage.” In line with this, Kagan and Kagan (1994), as also cited in Budd (2003: 8), suggest that to establish individual responsibility, the exercise can include a brief presentation of each mind map to the class with one chosen group member as the presenter.

Thus, by implementing mind mapping software in classroom activities, the researcher expects that the students’ writing performance in VIIIA class of SMP Muhammadiyah 8 can be improved. The following figure presents the relationship between the implementation of mind mapping software and writing problems.

(continued)