

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

This theoretical framework aims to review the suitable theories to sustain the research and also to help reader understand the study. Therefore, this framework covers the theory and the related studies which are important to support the analysis, including the interpretation of the finding.

2.1.1 Writing

2.1.1.1 Definition of Writing

Writing is a process of expressing the ideas by putting words into good arrangement in the written form. According to (Meyers, 2005, p.1), writing is a way to produce language which does naturally when someone speaks. Writing also an action – a process of discovering and organizing the ideas, putting them on a paper, after that reshaping, and then revising them. This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

Harmer states that writing is a process that what we write is often heavily influenced by constraints of genres than these elements has to be presented in learning activities (Harmer, 2007, p.86). Olsthain was quoted by Murcia

defines that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text (Celce-Murcia, 2001, p.207). From writing, we can deliver our idea to another people. To make reader easy to understand while read our writing, so we should follow step by step in writing.

2.1.1.2 Steps of Writing

According to (Biays & Wershoven, 2007, p.3) argue that writing well is dividing into four steps. They are prewriting, planning, drafting, and polishing. However, sometimes the theory is not appropriate with the practice. This case is one of cause why students still weak in compose writing.

The first step is prewriting. This section is time to think what the topic, the purpose, and who the audience. "Pre writing is the thinking, talking, reading and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise" (Root, 2003, p.41). We can get idea from journal, brainstorming, and free writing. After we get one good topic that appropriate with we want, we can continue to think how to develop ideas to be a paragraph. One of to develop the ideas is with adding detail the topic. Sometimes teacher help student to brainstorming with talk about the theme that related with the kinds of paragraph or give example. Another way is give certain topic in students' task.

The second step is planning to organize the idea. Before writing, let students explore their mind freely. Then convey what they have been thought writing

activity. We must consider the subject to know about what material that they should write and they know about it; consider the purpose of text such as to inform, persuade, or to entertain and consider the audience. Use a plan; make students more easily while writing something. Beside add detail information that support with our ideas, we can also delete the information that do not relate with our topic. However, usually the students forget with this step.

The next step of the writing process is drafting. In this step, we can start to write. After we write what your topic based on planning, we still need to revise. "Revising is means rewriting the draft by making changes in the structure, in the order of sentences, and in the content." (Biays & Wershoven, 2007, p.27). These are some tips for revising: a) Make notes in the margin or write new material on separate sheets of paper. b) Circle words that are thought misspelled or need changes later. c) Type or staple additions where we want them to go. d) On the computer, use cut and past or insert commands to move things around. e) Print out a double space copy for revising : slow down and revise in pencil (Meyers, 2005, p.10-11) Beside that, in this step we can also do editing and adding transmission.

The last step is polishing. This is the final part in writing because in this section we write the draft that already passes by many steps. After you polish, you should read the paragraph one more. It called proofreading, which correct some mistake in spelling, mechanic, or punctuation. Proofreading is reading carefully the draft more than once to check that the revisions and the editorial change were

mad correctly (Meyers, 2005, p.11-12). If you already do many steps in writing, do not forget to give a title in your writing.

If the task is kind of homework, this step is possible to do while they compose the writing assignment. But, if this task is given in class, there are some steps that are missing. For example, the steps that are usually missing are planning and revising. Some students think that planning is needed more time for writing, so that they decide to compose writing directly. It is the same case with revising, because the students always confuse with to decide one topic, so that the time is not enough to revise their writing. Often, the teacher also never gives more time to students to revise their writing, but they give final scores directly.

2.1.2 Text

2.1.2.1 Definition of Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that humans need to express their own in many ways that can be understood by others. Humans can use a text as one of the ways to express their own.

“A text is any stretch of language which is held together cohesively through meaning” (Joyce, 2002, p.4). It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting

texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hasan said that a text is a social exchange of meanings (M.A.K. Halliday, 1984, p.11). The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students' abilities to exchange the meanings in different points of sentence.

2.1.2.2 Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language. Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category. There are three main text types in this category: recount, poetic and dramatic (Anderson, 1997, p.1)

Whereas, factual text is a text that presents information or ideas and aim to show, tell, or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports, and instructions. The main text types in this category are recount,

response, explanation, discussion, information report, exposition, and procedure (Anderson, 1997, p.3)

2.1.3 Genre

Hyland states that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2004, p.4). For many people, it is intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

According to Harmer genre is a type of writing which members of a discourse community would instantly recognize for what it was (Harmer, 2007, p.113) Based on the explanation above, we can know that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by others

Based on School-Based Curriculum, there are many texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Each genre has specific language features.

According to (Wignel, 1998, p.192) there are kinds of genre; Spoof is genre which has social function to retell an event with a humorous twist. Recount is genre, which has social function to retell event for the purpose of informing or

entertaining. Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. Analytical exposition is a genre, which has social function to persuade the reader or listener that something is the case. News item is a genre, which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important. Anecdote is a genre, which has social function to share with others an account of an unusual or amusing incident. Narrative is a genre, which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

The other text are; Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps. Description is a genre which has social function to describe a particular person, place or thing. Hortatory exposition is a genre, which has social function to persuade the reader or listener that something should or should not be the case. Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon. Discussion is a genre which has social function to present (at least) two points of view about an issue. Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet (Wignel, 1998, p.192-217)

2.1.4 News Item Text

News item is factual text which informs readers about events of the day which are considered newsworthy or important (Pardiyono, 2007, p.246). As English learners, we have to know and understand the genre. By knowing genre, we can write the text correctly. For example, if we want to write the text about newsworthy events of the day, we can use news item text to write it.

The function of news item text is give information to readers or listeners the important events of the day (Hammonds, 1992, p.84). It is usually be practically in journalism. If we wants to be journalism, we must be expert in learn about how to create a news item text. However, some students not know the function of text itself, so they lazy to learn and difficult to create it.

Same with the other text, news item has schematic Structure. According to (Gerot, 1995, p.200) the schematic structures to construct news item text. Firstly is headline that contains the title of the text, secondly is newsworthy event that tell the summary of event, thirdly is background event that elaborate what happened to whom in what circumstances, and the last is sources that comments by participants in, witnesses to and authorities expert on the event. In the background event we must give the complete information about the event, so the reader know what the chronologies of the event. For the source, we must give a quotation for direct source and if they use indirect source we do not use quotation.

Beside the function and the schematic structure, we also must know about the significant lexica grammatical feature of news item text. As stated by Gerot

(1995, p.200) state the significance lexicogrammatical features of news item text are as follows short, which telegraphic information about story captured in headline, use material process to retell the event, use of projecting verbal processes in sources stage. This is because the news item text we can find in newspaper and someone read a newspaper rapidly. People not read all news in newspaper. They will read about important news that they think. They usually read in limit time, so as journalism make news very shortly but complete information. For the examples and structures of the text can see in appendix 5.

2.1.5 The Concept of Mind Mapping

The definition of mind mapping is create a note but be creative one so we can more enjoy to learn or remember something. With mind maps we will easy to remember much information. Tony buzan is the first people that introduce this technique in late 1960s. The function of mind mapping is a way to help students note down the lecture. This method suggested only use key words, pictures, code, and dimension while make a plan to make the ability of remembering better and the revision of knowledge much better. Mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain (Buzan, 2004, p.68)

Mind mapping technique often used to practice for teach or learn something because has many advantages. According to Svantesson (2004, p.1-2) described that there are some advantages using mind mapping technique.

Firstly is for increasing comprehension. Using mind map can make it easy to understand the material as learners can work out the connection correlation among parts of things. It is because we use a branch to connect one word to another word. So we understand with the chronology of the idea. Secondly is only need a little time to study. We only need concentration on the topic and remember some word. It is because we use a keyword that if we read it we can remember about the topic. Someone is easier to remember word than sentence. Therefore, learners can save time and stay focused. The thirdly is more enjoyable. Imagination and creativity are unlimited in using mind maps, so it can be more motivate to learn. By using pictures and colors, it makes the brain relaxed and excited to think. Our brand is easier to remember a picture than a sentence. From the above explanations, mind mapping is provide evidence that it bring many benefits to the memorizing ability and brain development of learners.

According to Svantesson (2004, p.64-67) each feature of mind mapping has its own benefits to the learners. Firstly is central image, which has to describe main idea of a mind map and put it on the central of the paper. It is for activating the students' right brain and strengthening the students' memory. Secondly is key word. A key word is a word that can lead a sentence or event. It is an urge to remember many words for students, as they are permit to use one key word per line. Thirdly is a branch. The branches should be curvy to encourage the activation of the right side of our brains.

The next is color. It is a very good memory sign and it involves the right side of the brain as well. Colors encourage creativity and help in memorization in the

long-term store. Colors bring life into the mind map, which make it easier to comprehend and remember things presented on it. The last is picture. In mind mapping, pictures can change and strengthen a keyword. On the other hand, pictures attract learners and help them remember things easily and vividly. Besides that, in mind map can add symbol and sign to show the relation of between branches. On the contrary, for people who do not like drawing, they will difficult to add picture in their mind mapping.

There are some criteria of making mind-mapping technique. Furthermore (Buzan, 2004, p.119) explains the steps below in how to make mind mapping. First, take a piece of white paper and it is in a landscape position. Second, start by drawing a color image in the centre of the paper and write the key word with capital letters. Third, choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image. Fourth, add other main themes branches around the map. Fifth, make thick and colorful branches spanning out from your mind map. Then, write basic ideas about the key word and still use the capital letters. After that, add an image to all the main branches to represent each key theme and use images to visualize every important key word on your map. The last, let your mind mapping be as imaginative as possible.

2.1.6 Evaluating English Composition

Evaluating or assessment language has benefit for learners and teacher (Cohen, 1994, p. 13-15). For the learner, assessment will be promoting

meaningful involvement. Therefore, students will more understand or familiar with the material. We can understand with something that new if we often to practice it. If we seldom to practice, we will forget about it and the function.

In the other hand, assessment also gives the benefit for teacher. Assessments give three benefits for teacher, they are subject matter that usually for communicative skill, improve the skills, and desired level of achievement (Cohen, 1994, p.15). The result of the assessment can be measurement of teacher how well they transfer the material to the students, how well the students understand with the material, and teacher can improving future assessment.

In this research, the researcher using analytical approach for assessment writing. Analytic score is assigned five aspect in writing which detail description of five different level in each category according to Brown and Bailey (1984) (cited in Brown, 2004, p.243). Analytical score more deeply and complete explanation than another. The researcher use rubric score which adapted from Brown and Bayle (1984). There are five aspects to assessing the writing (organization, logical development of ideas, grammar, punctuation /spelling /mechanics, and style (Brown, 2004, p.243).

In this research, the researcher try to construct the rubric score that more simpler and appropriate with news item text in order to make the researcher more easily to scoring of the data. There are different score of the item. Organization is the largest score of in this rubric score, which is 75 points. It is caused that mind map is more appropriate to help the students to organize the idea for writing. the

second largest score is the contents. It has 10 points for contents. Mind map also influence of the contents for the text but not much. For the other item, only has 5 score for each of them. It is because mind map did not influence for grammar, punctuation, spelling, mechanic, and enrich vocabulary. It is because the experiments is only take in few days so that it is not quite time to help students in grammar, punctuation, spelling, mechanic or enrich the vocabulary. For detail of rubric score can see in appendix 7

2.2 Review of previous studies

There are some previous studies that quite similar with this studies. This one of example is thesis which written by Basri (2011) from Walisongo State Institute for Islamic Studies. The title is teaching writing of news item text through documentary video at the 10th grade of SMAN 1 Kaliwarung. In this experiment, he uses two groups; control and experimental groups. He held two test; pretest and posttest. After the data had been collected by using test, it was found that the pre-test average of the experimental group was 63.6 and control group was 62.7. While, the post-test average of the experimental group was 76.7 and control group were 70.7. The obtained t-test was 3.029, whereas the t-table was 1.67 for a = 5%. The t-test score was higher than the t-table ($3.029 > 1.67$). It was meant that H_a was accepted while H_o was rejected. It was meant that the use of documentary video as media in the teaching of writing news item text was very effective. Documentary video could be used to stimulate students' concentration, sensation, attention and desire. Besides that, documentary video constructed students'

critical thinking and built students' ideas. Finally, documentary video could help the achievement of learning success.

The second research is entitled "The use of mind mapping to improve the abilities in writing descriptive text of the 10th grade students" which is written by Muzdalifah Vibriyanda (2008) a student of Surabaya State University. She also uses experimental research. She uses experimental and control groups in this research. In this research, she held pretest and posttest. Only for experimental group which give a treatment. The result of her research show that writing score by using mind mapping is increased while the result of difference is not significant but this method can help to students make construction of writing easily.

Aquariza (2009) is did a research in investigating using mind mapping in teaching speaking skill at RSBI class SMA Negeri 1 Sidoarjo. The sample of data is the first grade students of RSBI class X-1 in academic year 2008-2009 that consists of 28 students and one teacher. The result of this research shows that using mind mapping in teaching speaking was so helpful to regulated student. Ideas and stimulates the group presenter to extend the statement using their own words. It was interesting for them because of its sample form and relatively easy to be understood.

Another study who investigated about mind map comes from Naqbi (2011). He did experiment the use of mind mapping to improve writing skill in UAE schools. The methodology included a variety of qualitative data collection

techniques such as interviews, mind map analysis, observation checklist and reflective journal. A major limitation of the research was that the duration of the research was very short. The turnaround time between the introductions of mind mapping, the implementation of the author's teaching strategies and the final mock examination was just a matter of weeks. The results may be more significant if the same students were retested in six months and again in one year, and this would help the author's research to be more reliable. The evidence and research outcomes suggested that mind mapping did help students to plan and organize their ideas for writing tasks under exam conditions. This research has shown the effectiveness of using mind mapping as a planning tool and offers practical help for teachers who teach writing skills in upper English as a foreign language classrooms.

However, the researcher did not find the research about teaching of news item text by mind-mapping technique. Therefore, the researcher wants doing observation about that. The researcher hopes that mind mapping in this study also succeed to make student more easily to compose the news item text. The aim of this research is help teachers to give a new technique that maybe appropriate to teach English, especially for writing news item text, that is by using mind mapping technique.