CHAPTER II

THEORETICAL FRAMEWORK

A. Writing Skills

1. Definition of Writing Skills

Writing activity is a form of manifestation of ability and the most recent language skills mastered by students after listening, speaking and reading skills, students must be able to combine vocabulary well with languages that are stringed up to easy to understand the meaning of the article. In writing all elements of language skills must be fully concentrated in order got really good results. According to the Big Indonesian Dictionary, writing is making letters (numbers and so on) with a pen (pencil, chalk and so on), children are learning, giving birth to thoughts or feelings (such as compose, make letters).[5]

Writing is an activity to deliver messages using written language as a tool or medium.[6] Writing is an activity that someone does for produce an article.[7] And writes is lowering or depicting graphic symbols depicting a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and a graphic description of that.[8] Based on the above concept, it can be said that writing is indirect communication in the form of transferring thoughts or feelings with take advantage of the structure of the language, and vocabulary using symbols so it can be read as to what the symbol

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[5] Poerwadarminta, (2002), Big Indonesian Dictionary, Jakarta: Balai Pustaka, p.1098

[6] Suparno, Yunus Muhamad. (2008), Basic writing skills, Jakarta: Open University, p.13

[7] Iskandarwassid. (2008). Language Learning Strategies. Bandung: Rosda Karya, p. 101

[8] Tarigan, Henry Guntur, (2008), Writing as a Language Skill.Bandung:Publishers Space, p. 78

represents and from previous elaboration it can be concluded that writing is the act of expressing ideas or thoughts in communication using graphic symbols which are arranged based on certain rules and conventions.

2. Purposes of Writing

Each type of writing serves several purposes. Purpose or purpose the author is the response or answer the writer hopes he will get from readers. Author has a goal administration, namely: providing information, enlightening the soul, perpetuating history, self-expression, promoting idealism, expressing opinions and theory, as well as entertaining.[9] The purpose of writing, among others, is as follows:

1. To tell something

   Telling something to other people means other people or the reader knows what the person has experienced.

2. To provide directions or directions

   Giving directions or directions is when someone teaches people other how to do something in the correct stages.

3. To explain something

   If students read various textbooks everyday, of course books contains various explanations. Then the writing can be classified into in writing that aims to explain something.

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[9] Kusumangingsih, Dewi. Et al. (2013). *Skilled in Indonesian*. Yogyakarta:ANDI OFFSET.

4. To be sure

    There are times when people write to convince others about their views on something because often someone feels that their views and opinions are the most correct.

5. To summarize

    The purpose of this kind of writing is generally found among students schools, whether at the primary, secondary, or college levels high. Writing a summary will greatly help them and easy to learn the contents of a long and thick book.[10]

    Based on the purposes of writing above, writing is done in This study aims to tell something that the writer thinks so can provide information to readers. Micro skills of writing as follows:[11]

1. producing graphemes and orthographic patterns of English

2. producing writing at an efficient rate of speed to suit the purpose

3.   producing an acceptable core of words and using appropriate word order patterns

4. using acceptable grammatical systems (e.g., tense, agreement, pluralisation), patterns, and rules

5. expressing a particular meaning in different grammatical forms

6. using cohesive devices in written discourse

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[10] Djamarah, Syaiful Bahri and Aswan Zain. (2013). *Teaching and Learning Strategies* (Edition Revision. Jakarta: Rineka Cipta

[11] Suparno, Yunus Muhamad. (2008), *Basic writing skills*, Jakarta: Open University, p.13

7.   using the rhetorical forms and conventions of written discourse

8.   appropriately accomplishing the communicative functions of written texts according to form and purpose

9.   conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meaning when writing

10.   correctly conveying culturally specific references in the context of the written text; develop and use a 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.

So, it can be concluded that writing is the act of expressing ideas or thoughts in communication using graphic symbols which are arranged based on certain rules and conventions. The rules and conventions are concerning with the aspects of content, organization, word choice, language use, and mechanics. Aspect of content is talking about the ability to think creatively and develop thoughts, excluding all irrelevant information. Organization is the logical orderof sentences presented so that the arrangement of the sentences makes sense; it involves unity and coherence. Vocabulary is the ability to choose and use wide range of proper words, and idioms. Language use is the ability to apply sentence structure and other grammatical features. Mechanical aspect is related with the ability to use correctly those conventions peculiar to the written language,counting punctuation, capitalization, and spelling.

3.   Teaching Writing

Integrating the four language skills in the teaching of English is strongly demanded. Impossible to learn to speak a foreign language without learning how to write in it. It is also stated that in the early stages of a course oriented towards oral proficiency, writing serves a variety of pedagogical purposes.[12] The consideration strongly suggests that teacher should teach writing skills as part of an integrated skill approach of language learning. Although at early stages writing will be largely a reinforcement of language learned orally, as the learner progress to the next stages of language learning, teacher can provide for written work on a more extensive scale. In the classroom, guided writing is a very important tool for helping students to become better writers. Help can be given in thinking through ideas, ordering the ideas, considering the vocabulary and grammar, co-operatively preparing notes and draft copies, and in other ways of making preparation to write. Students can learn to become a better writer by being actively encouraged to follow through series of preparatory steps before the final text is produced, and becoming aware of that preparation process, so that it can be done more independently and fluently in the future.

In line with the ideas above, work in the classroom falls on a continuum from copying to free writing. At one end the students are practicing forming letter shapes in a handwriting book, noting down substitutions tables form the board, copying example from a textbook, etc. At the other end the students choose subject matter and the form

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[12] Dalman. 2014. *Writing Skills*. Jakarta: PT Raja Grafindo Persada

of a written work to do. As shown in the figure below, accuracy is more of concern towards the beginning level; the learning focus shifts slowly towards fluency as the level increases.

Five typesof class room writing performance. The first is imitative or writing down. At the beginning level of learning to write, students will simply write down English letters, words, and possibly sentences in order to learn the conventions of orthographic code. The second is intensive or controlled. A common form of controlled writing is to present a paragraph to students in which they have to altera given structure throughout. For example, the students may be asked to change all present tense verbs to past tense; in such a case, students may need to alterother time references in the paragraph. The next type is self-writing. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category. Display writing is considered as the fourth type of classroom writing performance.[13] For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need tomaster is a whole array of display writing techniques. The last type is real writing.The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of

[13] Djamarah, Syaiful Bahri and Aswan Zain. 2013. *Teaching and Learning Strategies* (Edition Revision. Jakarta: Rineka Cipta

display andreal writing. Three subcategories illustrate how reality can be injected: academic, vocational/technical or personal.

B.   Mind Mapping

1.   Definition of Mind Mapping

Mind Mapp or mind map is a strategy to maximize the potential of the human mind by using the right brain and left brain simultaneously. This strategy was first introduced by Tony Buzan.[14] Mind Mapping is a way of putting information into the brain and recalling it at another time.[15] Mind Mapping is also called a mind map, which is how it works in the form of arranging facts and thoughts into a map. So that it will make it easier for us to remember information compared to using ordinary note-taking techniques. Mind maps are applied in the field of education, such as engineering, schools, articles and taking exams.[16] Mind Mapping is a graphic technique that makes it possible for us to explore all our brain's ability to think and study.[17] Mind mapping can be interpreted as a depiction or pouring ideas, ideas about something through the framework of the flow of thinking from general concept towards the particular. Mind Mapping also works to explore children's creativity to think about a material.

Meanwhile, according to Porter Hernacki, mind mapping is a technique utilization of the whole brain by using visual images and graphics others to form an

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[14] Alamsyah Said and Andi Budimanjaya, (2016) *Multiple Intelligences Teaching Strategies* Jakarta: Prenadamedia Groupp. 172.

[15] Isnu Hidayat, (2019),Popular Learning Strategies Yogayakarta: DIVA Press, 2019, p. 104.

[16] Daryanto and Syaiful Karim, (2017), Century Learning Yogyakarta: Gava Media, h. 181-182.

[17] Sutanto Windura, (2016)*Mind Mapp Step by Step* Jakarta:PT Elex Media Komputindo,h. 16

impression between the following left and right brains involved making it easier to enter information into the brain Based on the explanation above, it can be concluded that Strategy Mind Mapping is a way of taking creative notes for students with organize facts and thoughts into a map that uses images visuals and graphics making it easier for students to remember and understand the lesson.This is because this strategy uses the brain right and left brain simultaneously.

2. Benefits of Mind Mapping

There are many benefits that can be achieved when students using the technique of recording this mind map in learning activities, among them:

a. Increase creativity and individual activities as well group;

b. Make it easier for the brain to understand and absorb information fast;

c. Improve memory;

d. Can accommodate various points of view on a information;

e. Can focus the attention of students;

f. Taking notes with a fun mind map technique;

g. Activate all parts of the brain.

3. Basic Concepts of Mind Mapping

The essence of mind mapping itself is as follows: [18]

a. How to develop the brain to think in all directions.

b. How to capture different thoughts from different angles.

c. Outwardly powerful organizational and creative thinking tools the usual.

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[18] Ibid. h. 184

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d. The easiest way to put information into the brain and retrieve that information when it's needed.

4.   The Procedure for using Mind Mapping

Using mind mapp in learning is very easy, because the principle of mind mapp is the development of the branches starting from central information written in the middle of the paper. Here are the steps for implementing the mind mapp strategy:

a. Start in the middle on a blank page of a book or drawing paper by creating / writing the main sentence category as keywords that will be the center of information one way through images, symbols by giving different colors.

b. As much as possible use a single keyword (key word), write it down in bold / capital letters.

c. Arrange the order of information contained in each category.

d. Make correlations through inter-category relationships

e. shows the relationship between information. (Every word / picture must be on its own and have its own line).

f. Draw a line and link it to the center of information or keywords. Each connecting line has its own color. More and more the more connecting lines made the more information that was delivered.

g. Use curved lines to connect between Topics Central and Subtopics. For visual stimulation, use color and different thickness for each relationship path.

h. Develop a mind mapp according to your own style.

5. **The Advantages of a Mind Mapping Strategy**

The advantages of mind mapping learning strategies include several the following:

a. More effective because it does not require a long duration in practicing it,

b. Can be used to organize various ideas,

c. The process of drawing diagrams can lead to other ideas,

d. The diagram that has been formed can be a guide for write.

6. **Weaknesses of using Mind Mapping**

covering several the following: [19]

a. Only active learners are likely to be involved,

b. Not all students learn, as well

c. Not all detailed information can be entered.

7. **Advantages of using Mind Mapping**

Making mind maps is said to be the best way for us to be able to sort through thoughts and ideas.

a. Sorting and setting priorities.

b. Boost the power of creativity.

c. Encourage us to be more productive and efficient.

d. Increase creativity and productivity.

e. Boost more ideas.

f. Identify the relationship between various data and information.

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[19] Isnu Hidayat, 50 *Popular Learning Strategies*, p. 106.

C. Narrative Text

1. Definition of Narrative Text

According to Hartono narrative text is a kind of text that tells about a story that is based on the some events or experience.[20] Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative text is a piece of the text which tell a story and in doing, so entertains or informs the readers or listener. Narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways.[21] To sum up, narrative can be concluded as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative text should be paid attention for better construction. Narrative sounds an interesting kind of text.

2. The Characteristic of Narrative Text

There are three kinds of narrative text. Narrative text is divided into three types. They are a true story, a fable and a folk tale.[22]

a. A true story is a personal experience of a character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life.

b. A fable is a kind of narrative text with the main character is an animal that has an attitude like humans.

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[20] Hartono, Rudi, *Genres of NarrativeText,* Semarang: UNNES, 2005.

[21] Harmer, Jeremy. (2007). *How To Teach Writing*. New York: Longman.

[22] Feez S. & Joyce, H. 2000. *Writing skills: Narrative and non-fiction text types.* Sydney: Phoenix Education Pty Ltd.

c. A folktale is a typical of fairy or legend story. It tells about magical story. Many people are interested in folk tales, because it is usually told about something magic, legends and romance.

3. **Language Features of Narrative Text**

Based on Djuhrie stated that language features used in narrative consist six items, such as:[23]

a. Using past tense: lived, named, walked, stayed, killed, etc

b. Using action verb: arrived, ate, went, laughed, ran, etc

c. Using adverb/adverbial phares: angrily, quickly, in horror, etc.

d. Using noun/noun phrase: a woman, tree, bean, a big old tree, stepmother, household, beautiful princess, etc

e. Using pronoun: they, she, he, it, its

f. Using connectives/conjunctions: once upon a time, one day, long time ago, then, after a few days, soon, before, etc.

4. **Generic Structure of Narrative Text**

According to Suparmin, Sari and Anggara stated that general structure of narrative text: orientation, complication, sequence of events, resolution, and coda (an optional step). [24]

a. Orientation includes who is in the story, when the story is taking place, and where the action is happening.

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[23]Djuhri, Jhon. 2010. *College Writing Skill. San Francisco*, Clifronia: Mc Craw Hill

[24] Glencoe. 2009. *Writing Assessment and Evaluation Rubric*, California: MCGrew Hill

b.   Complication sets off a chain of events that influences what will happen in the story.

c.   Sequence of events tells how the characters react to the complication.

d.   Resolution shows how the characters solve the problem created in the complication.

e.   Coda provides a comment or moral based on what has been learned from the story (an optional step)

D.   Review on Related Research

No	Name	Title	
1	Ermawati (2017)	The Influence of the Mind Mapp Strategy on Learning Outcomes of Islamic Cultural History (SKI) in Class V Students at MIN 12 Bandar Lampung	From the research results it is known that, the calculation of the t-test for the final test value obtained t count> t table, namely 2.20> 2.006 on tarah significance of 5% or 0.05. According to the t-test criteria means that H0 is rejected and H1 received. This shows that there are differences in learning outcomes, namely in the experimental class the learning outcomes have an average value of 79, meanwhile in the control class the learning outcomes have an average value of 73. Thus, the use of the Mind Mapp strategy has a positive effect

			on the learning outcomes of students' SKI class V MIN 12 Bandar Lampung.[25]
2	Yelita (2015)	Influence Application of Mind Mapp Strategy to Narrative Writing Skills in Primary school	Based on the results of data analysis it can be concluded as follows, at 1st meeting, the acquisition percentage of implementation is 92.5% accomplished in accordance with the RPP. At meeting 2, get the percentage of the implementation namely 93.18% carried out in accordance with the RPP. This shows that the use of the mind mapp strategy is carried out well. The t-test is obtained the result value of t count = 10.56 and t table = 2.045 so that t count> t table. This matter shows that there is a significant effect of implementing mind strategies mapp on narrative writing skills.[26]
3	Firdaus (2013)	Skills Enhancement Writing Descriptions Through Implementing Assisted Think-Pair-Share Strategies Photo Media for Class II Students of SDN	From The results showed that in the first cycle, the average completeness student learning reached 68.16% and increased in the second cycle to 83.55%. Apart from that, the teacher's skills and student activities are also

[25] Ermawati, "*The Influence of Mind Mapp Strategies on Learning Outcomes of Cultural History Islam (SKI) for Class V Students at MIN 12 Bandar Lampung*", Thesis in the Field of Study Teacher Education at Madrasah Ibtidaiyah, Tarbiyah and Teaching Faculty, Islamic Institute of Religion Negeri Raden Intan Lampung, (2017).

[26] Yelita Zulfianti, Asri Susetyo Rukmi, "*The Effect of Mind Mapp Strategy Implementation Against Narrative Writing Skills in Elementary Schools*", JPGSD, Volume 03. Number. 02. 2015, p. 552-553.

		Tugurejo 03 Semarang City	experienced enhancement. the average student activity reached 67% and increased in cycles second with an average of 79%. Photo media-assisted Think-Pair-Share strategy can improve teacher skills, student activities, and aspects of learning outcomes writing skills in class II SDN Tugurejo 03 Semarang City.[27]

Based on the brief description above, it is concluded the application of the Mind strategy Mapping is very effective for improving learning outcomes and skills write learner's narrative. This author's research can be completed beforehand, because previous research has focused more on the use of Mind strategies Mapping of learning outcomes and writing narratives. While the difference This study with previous research is focused on use mind mapping learning strategies for junior high school students' writing comprehension.

E.   Conceptual Framework

This mind mapping learning strategy can be interpreted as a depiction of pouring ideas, ideas about something through the flow framework think from general concepts to specific ones. This mind mapping too serves to explore

27 Habib Firdaus Tri Putra, "*Increasing Skills in Writing Descriptions through Application of the Photo Media Assisted Think-Pair-Share Strategy for Class II SDN Tugurejo Students 03 Semarang City* ", Thesis in the Field of Elementary School Teacher Education, Faculty of Science Semarang State University Education, (2013).

children's creativity to think about a material.Writing skills are the most difficult language skills mastered compared to the other three language skills. This is because Writing skills require mastery of various linguistic elements and elements outside the language itself that will become the content of the writing. From the explanation above, this mind mapping learning strategy is very good suitable for use, because it can bring up ideas and imagination and creativity students to be able to write in the form of an essay description. With the existence of this mind mapping strategy, is expected to improve results students' writing comprehension. The frame of mind of this research is:

1. Use of Mind Mapping as an independent variable (x)

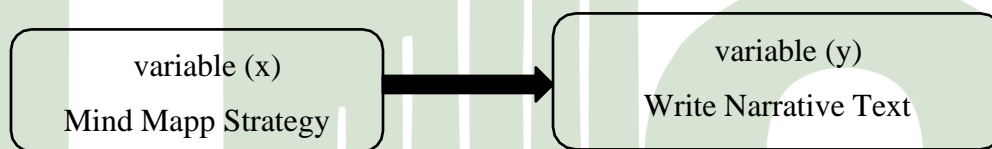2. The ability to understand writing as the dependent variable (y)

| variable (x) Mind Mapp Strategy | → | variable (y) Write Narrative Text |

Image 1

Conceptual framework

F.   **Related Study**

There are several reseaches related to the writing narrative text among others:

1. Hartani (2009) conducted a research about „An analysis of the student ‟sability grammatical errors in writing English at MTs Al Islamiyah Gunung Bayu‟. She took the population of the third year student were 72 students and the sample were 42 students. She use the writing test as the instrument of collecting data.

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The result of the analysis showed that there were 32 (76%) students who made error in tense, 22 (52%) students who made error in conjuction, 18 (43%) students who made error in personal pronoun, and 5 (12%) students who made error in preposition.

2. Anwar (2011) conducted a reserach about „An Analysis the students"ability in writing narrative text". This research was aimed at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing narrative text dealing with generic structure of narrative text, vocabulary, and mechanics. The total population were 205 students. The researcher took 31 students as the sample. It means that the percentage of the member of sample was 15.12%. The researcher used writing test in the form of narrative text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in writing narrative text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.

3. Sumanti (2009) conducted a research about „An analysis of the students"ability in trasforming verb into noun" at Madrasah Aliyah Muallimin UNIVA Medan. The objective of this research were to describe the students" ability in transforming verb into noun at Madrasah Aliyah Muallimin UNIVA Medan. Population of this research was first years student of Madrasah Aliyah Muallimin UNIVA Medan school year 2009/2010. The result that the students"

ability was low because there were 18 students (38%) who were able to understand and 29 students (61,7%) who were unable to understand to transfroming verb into noun from whole sample.

G. Research Hypothesis

Based on the theory and writing problems that have been stated, the writer assumes that there is a significant effect of using mind mapping on Narrative text writing Text of class VII students of MTs Miftahul Husna

H_0 : There is no effect of the application of the Mind Mapping model on the skills of writing narrative essays for grade VII private MTs students Miftahul Husna

H_a : There is an effect of applying the Mind Mapping model on skills writing narrative essays for class VII students of MTs Swasta Miftahul Husna