CHAPTER I

INTRODUCTION

In this chapter, this researcher would like to discuss introduction that consistent of background of the study, Previous Studies, problem of the study, objective of the study, the limitation of the study, significance of the study, operational definition of key terms, Frame of discussion.

A. Background of the Study

English is an international language. All people over the world realize how important English is today. As an international language, English has an important role and functions to connect people from one country to other people in other country. Not only that, English is also used in science and technology. Either mass media or electronic media are most informed in English. How poor the Indonesian people are if they could not master English language. It can be called Indonesia people are "left behind" from other people in other country need English to be learned, included Indonesia as developing country.

Indonesia government has taken English as one of the subject which has been learned in every level of education, such as' elementary school, junior high school, senior high school, and also the college/university.

English writing skill is specifically still considered as the most difficult skill for almost all Indonesian students. Even though, the objectives of English subject of S*MA/MA* as stated in the curriculum of 2004 were to develop a communicative competence both in oral and written forms to achieve informational literacy level, to have awareness about the essence and the

importance of English to increase the nation's competitive competence in a global world, and to develop the student's understanding about the relationship between language and culture, by mastering English as a means for communication, students were expected to communicate and produce proper English texts.

By having the abilities stated above added with the mastery of grammar and vocabulary, students were believed to be capable of having good writing skill and applyed it in real world communication. Writing is undeniably a complex activity. Because of this, teachers of English have to struggle hard to find out and employ effective and supporting strategies for teaching and learning writing to occur. One of the writing strategies assumed to be effective is mind mapping is a visual diagram in which the ideas and relationships between them are represented using bubbles and lines. The idea are then put into parts and they are broken down and extended until your page looks like an impressionist painting of a spider colony. This means a topic of writing generates some main ideas of paragraphs and the main ideas were explained further into details that also include some examples if possible until our writing is completely written. Students enable to do this because mind mapping is a method to maximize the potency of human thought by using the right and left brain simultaneously. Symbolizes mind mapping as a map of road of a city that has many road branches. Like the road map, we can see comprehensively about the main problem within a very large area.[1]

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[1]Arikunto Suharsim,(2006). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: PT. Rineka Cipta, p., 231.

In supporting of the view point above, my reason in choosing topic is Mind maps can give thought structure, we understand complexity as it can track how one concept relates to another and we can also see how many elements each main concept has, we can track information, and it enhances recall since the mind works by connecting ideas to one another."

Talking several stances above into account, the researcher needs to conduct research on the students' ability of mind mapping in writing descriptive text at the 10th graders of SMAN-3 Palangka Raya academic year 2013/2014

Mind mapping in teaching writing can build up new relationships between the components of the essay, motivation and involve students in the thinking, writing and reading aspects. The writer believes that it was necessary to students' ability of mind mapping in writing descriptive text at the (X) students needed to write about the interested in and interact and communicated effectively.

B. Previous Studies

The were some previous studied that related to this topic as follow:

Novi Rahmania Aquariza (2010), Found that the implementation of mind mapping in teaching writing was so helpful to regulate students ideas and stimulates the group presenter to extend the statement using their own words. It is interesting for them, because of its simple form and relatively easy to understand. Furthermore, the existing of students teaching students able to help reinforce the explainer's learning, encourage higher order to thinking and problem solving.[2]

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[2]Novi Rahmania Aquariza, *Using Mind Mapping in Teaching Writing Skills at SMAN-1 Sidoarjo* :Un published Thesis, university Sidoarjo, 2010, p. i. td.

Riswanto (2012), Found that the mind mapping strategy is one of the teacher's strategies in teaching. Not only mind mapping show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Toni Buzan 2010). And mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them the group certain idea together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. The mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive, argumentative, essay etc.[3]

Pebri Prandika Putra (2012), The result of the paired sample t-test, paired sample difference in mean between pretest and posttest of writing achievement in the control group was 11.81 with standard deviation of 11.13 and t-obtained was 6.09 at the significant level of 0.05 and the degree of freedom 32 and the critical value of t-table for two tailed test was 2.0. From Table 13, it can be seen that t obtained 6.09 was higher than the critical value of t-table 2.0. It can be stated that the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was significant difference in writing achievement within the students in the control group. There was significant difference in

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[3]Riswanto, *The Use of Mind Mapping Strategy In The Teaching Of Writing at SMAN-3 Bengkulu*: Unpublished Thesis, Stated Instituted of Islamic Studies (IAIN) Bengkulu Indonesia, 2012, p.i.td.

Writing Achievement between the students who were taught by using Mind Mapping strategy and those who were not. These experimental students could improve their writing achievement significantly better. Their better achievement toward writing achievement can be seen based on the scores of the posttest which were higher. The studies above discuss mind mapping strategy, by using experimental students could improve their writing achievement significantly better.[4]

Arif Prayogo (2009), found that about teacher teaching preparation beside on the model of teaching preparation (RPP) are made by the local government and followed the model teaching preparations are made by curriculum academic staff. Those model are made by the curriculum staff are not fulfill the prerequirement of the models are made by the local government.

Teacher's way to evaluate the student skill by using mind mapping in teaching writing descriptive text make the student easier went perform the test it can be proved by the result of the test hypotheses there can be seen about the result of the test between student that perform the test by using mind mapping and without is clearly different. The studies above discuss mind mapping in the process study in teaching writing descriptive text mapping and without is clearly different. [5]

C. Problems of the Study

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[4] Pebri Prandika Putra, *The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3Bengkulu*: Unpublished Thesis, Stated Instituted of Islamic Studies (IAIN) Bengkulu Indonesia, 2012, p.i.td.

[5] Arif Prayogo, *using mind mapping in teaching descriptive writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor), :* Unpublished Thesis, syarif Hidayatullah State Islamic university Jakarta, 2009, p.i.td.

Related with the background and problem identification in particular stated previously, the researcher formulated the following research problems:

How is the ability of the 10th graders of SMAN-3 Palangka Raya in writing descriptive text using mind mapping technique?

D. Objective of the Study

To describe the ability of the 10th graders of SMAN-3 Palangka Raya in writing descriptive text using mind mapping technique.

E. The limitation of the Study

The study belongs to experimental study. This research is focuses on the use of mind mapping in teaching writing. The population of this study is the 10th graders of SMAN-3Palangka Raya. The number of sample is 22 students from three class of SMA-3 Palangka Raya.

F. Significance of the Study

The study has two significances, the first is theoretical and the second is practical significance. Theoretically, this study is expected that the result of this study supports the meaning of mind mapping technique and to improve their ability by using mind mapping. Practically, the result of the research can be used an input for English teaching learning method, especially for teaching writing in senior high school. Also the result of this study gives empiric data on the students' progress in writing. And the last this study can be as the strategy to improve the knowledge for the writer.

G. Operational Definition of Key Terms

1. An ability is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something and a skill, talent, or capacity a student of many abilities.

2. Mind Mapping is a [diagram](#) used to visually outline information. A mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added. Major categories radiate from a central node, and lesser categories are sub-branches of larger branches.[6]

3. Writing is a series of related text- making activities: generating, arranging, and developing, ideas in sentences, drafting, shaping, reading the text, editing and revising.[7]

5. A descriptive text is a text that describes a person, place or thing, it is often used describe what a person looks and acts like, in this study, the writer focused on describing places, thing and person.

H. Frame of Discussion

The framework of the dissociation of this study as follows:

Chapter 1:Introduction that consistent of background of the study, Previous studies, problem of the study, objective of the study, limitation of the study, significance of the study, operation definition of key term, frame of discussion

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[6]Mady Casco, *The Use of "Mind Maps" in The Teaching of Foreign Languages*, 2009, p.1.

[7]Gould, E, D Yanni, R & Smith, W, *The Act Of Writing*, New York : Random Nouse. 1989, p.3.

Chapter 2:The nature of writing, nature of paragraph, nature of mind mapping, nature of descriptive text, the writing descriptive text using mind mapping,

Chapter3: Research type, Research design, population and sample, research instrument, research instrument validity, data collection, data analysis.

Chapter 4: Description of the data, result of data analysis.

Chapter 5: Discussion.

Chapter 6: conclusion, suggestion.