

## CHAPTER I

### INTRODUCTION

This chapter consists of background of the study, previous of Study, Problems of Study, Hypotheses of the Study, Limitation of the Study, Assumption of the Study, Objective of the Study, Significance of the Study, Operational Definition, and Frame of Discussion.

#### A. Background of Study

Language is an important tool for communication. There are two kind of communication, verbal and non verbal communication. Verbal communication means spoken and written forms, while non verbal communications for example are gestures and body language. To communicate means to understand, learn, think, socialize, and express many ideas, information, feeling, and also develop science, technology, and culture between speakers and listener or writers readers.

English is the language originally of England now spoken in many other countries and used as a language of international communication throughout the world.<sup>1</sup> There are four skills in English, they are: listening, speaking, reading, and writing.

Writing is one of elements that is important in learning English. Writing is an important productive skill that can be used in learning other receptive and productive skills.<sup>2</sup> Most language learners at all levels believe that writing is one of the most difficult language skills.<sup>3</sup> Writing can help them to store new information in memory. Based on curriculum of Junior High School (K-13) which recommend by the government, there are some texts which have to be master by the students at Junior High School. One of them is narrative text. Narrative

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<sup>1</sup> A S Hornby, *Oxford Advanced Learner's Dictionary*, 7<sup>th</sup> edition, p. 485

<sup>2</sup> Wei Zhu, 'Faculty Views on the Importance of Writing', The Nature of Academic Writing, and Teaching and Responding to Writing in the Discipline', *Journal of Second Language Writing*, 2004, p 29.

<sup>3</sup> Gokce Kurt & Derin Atay, 'The Effects of Peer feedback on the Writing Anxiety of Prospective Turkish of EFL', *Journal of Theory & Practice in Education (JTPE)*, vol.3 Issue I, 2007, p. 12

text is a text that tells us about story. Usually people use the narrative to present a view of the world that entertains or informs the reader or listener. Some examples of narrative text are fantasy novels, bedtime stories, historic fiction, and stories.<sup>4</sup>

MTs Muslimat NU Palangka Raya is a Madrasah Tsanawiyah that would be the place of this research has same characteristics with the other Madrasah Tsanawiyah in Palangka Raya, that is included the subjects of general knowledge without expect English subject. English subject as one of the general subject that is taught in MTs Muslimat NU Palangka Raya made students to study about it energetically. So it is needed a good cooperation between teacher and learners to achieve it. This research related with LCD projector as a media in the classroom, and almost of the students at the MTs Muslimat NU Palangka Raya could show the technique of Mindmapping using mindmaple software.

Writer's experience during the teaching practice at MTs Muslimat NU Palangka Raya, there were many factors that the students did not like writing subject. First, number of hours to communicate the students' progress in writing face to face was limited. Second, most of students were not interest in writing. Then, students had problem in difficulty with sentence structure, The students low in vocabulary, And the last, the students did not know the language on writing assessment.

There were many solutions. In this case the writer takes Mindmapping technique using mindmaple software as a solution. Mindmapping is a method that uses comprehension or concentration skill and involves in a note taking from that relates each fact or idea to every other fact or idea.<sup>5</sup> Hedge also addressed the issue of how students could be helped to generate ideas. He begins by noting that one of the hardest tasks in writing is getting started. He notes that this could be solved by training the students in the skill of brainstorming which

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<sup>4</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, P1998), p.6

<sup>5</sup>Galih Indra, *The use of Mind Mapping Strategy to Improve Students' ability in Writing Procedure Text*, (Semarang : Universitas Negeri Semarang, 2013), p. 15

is compatible with the idea of mind mapping.<sup>6</sup> Using mindmapping technique was very useful for students. It can be shown that implemented mindmapping to build vocabulary knowledge on the topic to write as well as active students' schema in order to facilitate their successful writing. An intonaci state that "mapping is a visual representation of knowledge, a picture of conceptual relationship". It means that mapping can be as a visual representation of knowledge.<sup>7</sup> In line, Zaid said that the students who use mapping manifest considerable improvement reading comprehension, written expression and vocabulary development.<sup>8</sup>

This method trains the students to become easy to write or understanding the narrative text. So the students have trained with this method.

From the explanation above the writer decides to conduct a research by taking the title **"THE EFFECTIVENESS OF MINDMAPLE SOFTWARE TOWARD STUDENTS' WRITING ABILITY AT MTs MUSLIMAT NU PALANGKARA RAYA"**

Here, there were reasons to choose the topic of mindmaple software. First, mindmaple software as solution to help the students' ability to concentrate in writing narrative text. Second, visually mindmaple software relative clear and sequence information. Third, ease the students to connect the ideas to be easy viewing in writing narrative text. Fourth, mindmaple software was improving memory the students into long term memory in writing narrative text.

Then, the reason to choose the topic of narrative text was efforts to improve the students learning outcomes in writing narrative text properly.

Finally, there were reasons to choose eight-grade students' of MTs Muslimat NU Palangka Raya. First, the school has appropriate facilities to writer to be conducted by author

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<sup>6</sup> Erick Nyoni, *Sementically Enhanced Composition Writing with Learning of English as a Second Language (ESL)*, p. 266

<sup>7</sup> Kholoud Hussein Amoush, *The Effectiveness of Using "Semantic Mapping Strategy" on Reading Comprehension of Jordanian University Students*, *Interdisciplinary Journal of Contemporary Research In Business*, 2012, p. 715

<sup>8</sup> *Ibid.*, p. 715

such as LCD projectors are available in every classroom. Second, Eight-grade students of MTs Muslimat NU PalangkaRayawerelearning about narrative text in the second semester accordance with the syllabus curriculum-13 in academic year 2015/2016.

## B. Previous of Study

There were some relate literatures to this study are review as means to clarity the present study these previous studies give a view about the issues that were discuss.

AdiSuyanto (2010)the result of the data said that, based on the result of data analysis, the research found are: (1) The mindmapping technique is more effective than modeling technique to teach writing for the seventh grade students of junior high school; (2) The writing skill achievement of the students having high IQ is better than that of those having low IQ; and (3) There is an interaction between teaching techniques and students' IQ. Based on these research findings, it can be concluded thatmindmapping technique is an effective technique to improve the writing skill of the seventh grade students of SMPN 1 Prambon, Nganjuk.<sup>9</sup>

Zuliana (2012) the result of the data said that,based on the result of data analysis; the research found on the first cycle, there were 14 (50.03%) students who had got scores under the criteria Minimal Score of 75. The mean score was 73.21 as **fair** categorized. The students' response were not observable appear yet when being taught by using Mind Mapping Technique as new technique in writing. Teacher has difficulties to teaching writing by using Mind Mapping Technique. (2) On second cycle, the total students who had got scores under the Criteria Minimal Score got down from 14 (50.03%) as 2 (7.14%) and the mean score was 79.46 as **good** categorized. The students' concentration is increase and students are more active and creative in writing activity. Teacher can control teaching learning well. (3) On third cycle, the numbers of students whose scores were under the

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<sup>9</sup>AdiSuyanto, *The Effectiveness of MindMapping to Teach Writing Skill Viewed from Their IQ (An Experimental Study in a Seventh Grade Students of SMPN 1 Prambon in the academic year 2009/2010)*, (Surakarta : UniversitasSebelasMaret, 2010), p. 6

Criteria Minimal Score got down from 2 (7.14%) on cycle 2 as 0 (0%) on cycle 3. The result of the third written test was optimal that the mean score got was 88.46 as **excellent** categorized. The students and the teacher are to be confidence, more enjoyable, interactive and creative on this cycle.<sup>10</sup>

Galih Indra (2013) the result of the data said that, based on the result of data analysis; the research found on the mean of the pre-test was 57.78, the mean of the writing test in second cycle was 63.214, and the mean of the post test was 80.681. By comparing the result of the three tests, I concluded that mind mapping method could give better achievement for the students in producing procedure text. The analysis of the questionnaire and observation also supported the fact that mind mapping method was appropriate to be implemented in teaching learning writing procedure text. Besides, Mind mapping method could be applied not only in writing procedure text, but also other texts which were taught both in senior and junior high school.<sup>11</sup>

Gede Wisnawa (2013) the result of the data said that, based on the result of data analysis the research findings of this classroom action research in the mean score of pre-test score were 59.41. This showed obviously the poor vocabulary mastery. Moreover, the means of the post-test score for cycle I showed the mean figure of 70.41 and 73.82. The means of the post-test score for cycle II pointed out the mean figures of 75.00 and 80.14. The grand mean figure of post-test score obtained by the subjects under study was much higher the mean figure of the pre-test scores. The resulted grand mean figure for cycle I was 72.13. The grand mean figure of post-test score obtained by the subjects in cycle II was 77.57. The result of questionnaire analysis showed the comparative percentages of 72.36%, 21.09%, 6.55%, and 0.00% for the total responses of the questionnaire items of A, B, C, and D. These findings undoubtedly supported the main finding of present classroom action research changed the subjects'

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<sup>10</sup>Zuliana, *The Use of Mind Mapping Technique To Improve The Writing Skill of The Eighth Grade Students Of SMP 1 Jati Kudus in Academic Year 2011/2012*. (Universitas Muria Kudus, 2012), p. 9

<sup>11</sup>*Ibid*, p. 6

attitude. Therefore, mind mapping was an effective and interesting way to improve the subjects' English vocabulary mastery.<sup>12</sup>

Sheira Ayu Indrayani (2014) the result of the data said that, based on the result of data analysis the research found, the result of the study showed that the mind mapping technique is effective to use in teaching reading comprehension of narrative text.<sup>13</sup>

Anak Agung Wulan Kartini (2014), the result of the data said that, based on the result of data analysis the research found, these findings clearly showed that concept mapping could improve the students' descriptive paragraph. The result of the data analysis of questionnaire score showed the comparative percentages figures of 64.36% for option A, 34.47% for option B, 1.17% for option C and 0% for option D. The result comparative percentages figure clearly showed the subjects attitude and motivation in learning descriptive paragraph writing changed positively.<sup>14</sup>

### C. Problem of Study

The problem of this study is stated by a question: "Do the students taught using mindmaple software gain better writing achievement writing of narrative text than those who are taught without using mindmaple software?"

### D. Hypotheses of the Study

The statistic hypothesis states:

1. Alternative Hypothesis (Ha): the students taught using mindmaple software gain better writing achievement writing of narrative text than those who are taught without using mindmaple software.

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<sup>12</sup>Gede Wisnawa, *Improving Vocabulary Mastery Through Mind Mapping of Seventh Grade Students of SMP Silachandra in Academic year 2012/2013*. (Universitas Mahasaraswati Denpasar, 2013), p. 11

<sup>13</sup>Sheira Ayu Indrayani, *The Effectiveness Of Using Mind Mapping In Improving Students' Reading Comprehension Of Narrative text (A Quasi Experimental Study at The Second Grade of SMA Mathla'ul Huda Parung Panjang-Bogor)*. (Syarif Hidayatullah State Islamic University Jakarta, 2014), p. 5

<sup>14</sup>Anak Agung Wulan Kartini, *Improving Descriptive Paragraph Writing Through Concept Mapping At The Eighth Grade Students Of SMP Sapta Andika Denpasar In Academic Year 2013/2014*. (Universitas Mahasaraswati Denpasar, 2014), p. 8

2. Null Hypothesis (Ho): the students taught using mindmaple software does not gain better writing achievement writing of narrative text than those who are taught without using mindmaple software.

### **E. Scope and Limitation of the Study**

The scope in this study was only done to investigate the effect of mindmaple software in writing narrative text. Here, the writer also LCD Proyektor as supporting technique.

The limitation of the study belongs to quantitative quasi-experimental research. The focus of the study was the effect of mindmaple software in writing narrative text. The subject of the study was eight graders of MTs Muslimat NUPalangka Raya with the sample are VIIIB consisted of 34 students and VIIIC consisted of 31 students.

### **F. Assumption of the Study**

There are two assumption of this study, first: Mindmaple software was increase the students' ability in writing narrative text. Second, Mindmaple software is an interesting method to give motivation of the students in studying English especially writing.

### **G. Objective of the Study**

The aim of this study is to measure the effective of mindmaple software toward students' writing ability at MTs Muslimat NUPalangka Raya in academic year 2016/2017.

### **H. Significance of the Study**

The study had two significance, those were:

1. Theoretically, it was expected that the result of the study gave contribution to support the theory on teaching English as foreign language, especially for the writing skill.
2. Practically, the study was as the alternative way to improve the students' writing narrative text at MTs Muslimat NU Palangka Raya, as one of the alternative technique that can be used by English teachers in teaching writing narrative text, and as contribution for those who want to use mindmaple software as a technique in learning process.

## I. Operational Definition

### - Effective

An effective is change produced by an action or a cause.<sup>15</sup> Effect size is standard score that represents the strength of a treatment in an experiment.<sup>16</sup> In the present study, the differences between two compositions are the result of learning narrative text using mindmapping technique with mindmaple software and learning narrative text without using mindmapping technique with mindmaple software.

### - Teaching

Teaching is the work of a teacher. The ideas of the particular person or group especially are politics, religion, or society these are thought to other people.<sup>17</sup> In this present, the writer will be teacher in experiment class and focus on narrative text paragraph using mindmaple software.

### - Narrative Text

Narrative text means part of the story genre which is tells us about the view of the world that entertains or inform the reader or listener. Usually people use the narrative to present a story.<sup>18</sup> In this study, the writer will focus on narrative text paragraph. The kind of text is fairytale.

### - Mindmapping

Mindmapping is a method that uses comprehension or concentration skill and involves in a note taking from that relates each fact or idea to every other fact or idea.<sup>19</sup> In the present study, mindmapping is a technique to generate ideas that will be used in this study.

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<sup>15</sup> Jonathan Crowther, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 1995, p. 369

<sup>16</sup> Edward L. Vocell & J. William Asher, *Educational Researcher Second Edition* (New Jersey: Merrill of Practice Hall, Inc. 1983), p.475

<sup>17</sup> *Ibid*, p. 1518

<sup>18</sup> Mark and Kathy Anderson, *Text Types...*, p.2

<sup>19</sup> Adi Suyanto, *The Effectiveness of MindMapping to...*, p.15



- Technique

Technique is a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.<sup>20</sup>

- Mindmaple

Mindmaple is a highly versatile mind mapping software program that offers businesses, educators and home users the ability to clearly map out their ideas.<sup>21</sup>

- T-test

T-test is a statistical procedure for testing hypotheses concerning the difference between two means; also used for other purposes.<sup>22</sup> In the present study, t-test is used to know difference between two means from experiment class and control class.

- Experiment Study

Experiment study is the even planned and carried out by research to gather evidence relevant to the hypothesis.<sup>23</sup> In the present study, there are two hypotheses that will be tested.

## J. Frame of Discussion

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<sup>20</sup>[www.oxforddictionaries.net/definition/english/technique](http://www.oxforddictionaries.net/definition/english/technique) (Tgl 25 Juni 2015/Pukul 10.00 WIB)

<sup>21</sup>Mindmaple Alternative and similar software, from : <http://alternativeto.net/software/mindmaple-lite/#> (Tgl 11 Juni 2015/Pukul 10.20 WIB)

<sup>22</sup>Donal Ary, *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engage learning), 2010, p. 654

<sup>23</sup>*Ibid*, p. 641

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CHAPTER II :Review of Related literature includes some points, they are: Definition of Writing, Definition of Narrative text, and Definitionof Mindmapping.

CHAPTER III : This chapter presents the Research Type, Research Design, Variable of Study, Population and Sample, Research Instrument, Data Collecting Procedure, and Data Analysis Procedure.

CHAPTER IV : Result of The Study

CHAPTER V : Closing