CHAPTER I
INTRODUCTION

A. Background of the Problem

There are four important language skills to be mastered by students. Someone can be said as a good learner when he/she can master productive skills well. They are writing and speaking.

Writing is one of the skills that the students have to acquire. There are many works in the world that are a part of writing activity. For example, when a student wants to be a secretary, he/she must have a good writing skill. It indicates that writing supports the students to get their goal.

As we know that writing can explore whatever we have in our mind. We can share our experiences and our feeling with others. Writing is a complex process that allows a writer to explore thoughts and ideas, and make them visible and concrete.

Concerning the explanation above, to make writing visible and concrete, teaching writing needs some supporting aspects, it is not only the given tasks and teaching technique but also teachers’ role in conducting learning process. In dealing with given tasks, Harmer (2004: 41-42) states that there are many teachers’ tasks in writing process. They are demonstrating, motivating and provoking, supporting, responding, evaluating. Then, to make writing activity run well, the most appropriate teaching technique is badly needed, because teaching technique is closely related to the...
teachers; role. A teacher is one of the factors which affect the teaching and learning activity as stated by Ramelan (1992: 16).

In Junior High School, there are several ways done to develop English teaching, especially developing quality in teaching writing. One of them is modifying the technique of teaching in order to improve student’s ability in learning writing.

On the syllabus of Junior High School especially in the seventh grade, the standard competence of teaching writing is the students are able to express the meaning of simple short essay and functional written text in the form of descriptive to interact with the environments. Based on the syllabus and semester program of Junior High School at seventh grade, descriptive text is one of the text types which is firstly taught. Therefore, it is considered easier than order types of text such as procedure text.

But in fact, based on the pre-observation, the most common problem that is usually faced by SMP Muhammadiyah 1 Purwokerto students is how to create ideas before writing paragraph which in this case is about descriptive text. The problem were quite quit complicated. They were students who still found difficulties in their writing because their grammar mastery is still low and lack of vocabulary and idea to write, so that the students did not dare to explore their idea. This condition made the students unable to develop their writing and enjoy the learning activity. It can be seen from the average student’s writing achievement in SMP Muhammadiyah 1 Purwokerto which did not meet the minimum score.
Actually, there are many ways that can solve the mentioned problems above. One of many ways is teaching through mind mapping. Mind mapping or spider gram is a strategy to make notes on a topic, prior on writing. According to Buzan (2007: 4), mind mapping is a good way to get new idea and an easy way to get information from the brain. Using mind mapping, the natural work of our brain can be involved from the beginning. It means to remember and to recall the information in the future will be easier. Mind mapping imports information to the brain and takes the information from the brain. The students need a technique which can help them to support their interest and work.

Based on the explanation above, “The Effectiveness of Mind Mapping to Teach Writing of a Descriptive Text (An Experimental Study at the Seventh Grade Students of SMP Muhammadiyah1 Purwokerto in the Academic Year of 2015/2016)” is chosen as the title of this research.

Related to the statement above, the writer is very interested in this research since the writer wants to prove and get the evidence on effectiveness of mind mapping.

B. Reason for Choosing Topic

The reason why the researcher is interested in conducting this research with the topic above is the writer realizes that many students still find difficulty in writing, such as their grammar mastery is still low and lack of vocabulary and idea to write in paragraphs. They did not dare to explore their
idea, and they also unable to develop their writing and enjoy the learning activity.

C. Formulation of the Problem

The problem of this research is formulated as follow: Is mind mapping effective to teach a descriptive text writing for grade VII the students of SMP Muhammadiyah 1 Purwokerto in the Academic Year of 2015/2016?

D. Objectives of Research

The aim of this research is to find out whether the teaching descriptive texts writing by using mind mapping for grade VII the students of SMP Muhammadiyah 1 Purwokerto in the academic year of 2015/2016 is effective or not?

E. Clarification of key terms

The title of this research is “The Effectiveness of Mind Mapping to Teach Writing of a Descriptive Text (An Experimental Study at the Seventh Grade Students Of SMP Muhammadiyah1 Purwokerto in the Academic Year of 2015/2016)”. To make the readers understand better about the term in the title of this thesis, the following are the clarifications of key terms:

1. Effectiveness

The effectiveness is noun form of effect, which means bring (something) about, cause to occur (Hornby,2000: 442). Bernardy (2004)
said that effectiveness is a measure of the ability of a program, project, or task to produce a specific desired effect or result that can be qualitatively measured.

2. Mind mapping

Mind mapping is a way to write creatively and effectively and it will map the mind (Buzan, 2007: 4). Mind mapping is an image, centered on a key concept, with related words and concept that represent semantic or other connections linked with the key concept using lines and arrows.

3. Writing

Writing is a representation or symbol of language; it naturally means that wring is a symbol of symbol (Ramelan, 1992: 14). Writing is an activity which needs the writer creativity and resilient to get the idea to write, and then check and revise his writing before it is published.

4. Descriptive text

According to Gerot and Wignell (1995: 847) they stated that descriptive text means a text which describes a particular places, person, or thing.

F. Contribution of Research

It is hoped that this thesis will be useful for teaching and learning English, especially in learning writing descriptive text. The result of the research is expected to be useful so that:

1. To the students, the students can be more motivated in learning writing;
2. To the teacher, the result of this research can help teacher to find the most suitable technique for success of their teaching;

3. For the other researcher, this research may be useful as a reference do the same research more accurately next time.