

CHAPTER I

INTRODUCTION

A. Background of Research

Writing is one of the four language skills that the students have to obtain. Although a lot of students said that writing is one of the difficult skills in English, there are many jobs in the world that are a part of writing skill. For example, when a student wants to be an author, he must have a good writing skill. It indicates that writing supports the students to get their goal.

Through writing, we can explore what 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 to communicate indirectly.

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. It can be something that easy and enjoyable if there is a technique that support the teaching.

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 Schools at seventh grade, descriptive text is one of the text types which is firstly taught. Therefore, it is considered easier than other types of text such as procedure text.

In contrary, the fact shows different point. Most of students in Junior High Schools still found difficulties how to create ideas before writing paragraph which in this case is about descriptive text. The problems were quite 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. Rodrigues in Nunan (1991 : 87) states that students need structure, they need model to practice, they need to improve even mechanical skill and they still need time to think through ideas, to revise them and to write for real audience and real purposes. This condition made the students unable to develop their writing and enjoy the learning activity.

One of many ways in teaching descriptive text is 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.

The writer is interested in knowing the effectiveness of mind-mapping to teach writing of a descriptive texts in a research entitled “ The Effectiveness of Mind Mapping to teach Writing of a Descriptive Text”.

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, they did not dare to explore their idea, and they also unable to develop their writing, conducive and joyful atmosphere in teaching learning process.

C. Problems of Research

The problem of this research stated by the question “is mind mapping effective to teach writing of a descriptive text?”

D. Aim of Research

The aim of this research is to find out the effectiveness of using mind mapping in teaching writing of a descriptive text.

E. The Scope of the Research

Based 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 Schools at seventh grade, descriptive text is one of the text types

which is firstly taught. The descriptive text which will be taught are describing place and describing person.

F. The Clarification of 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 Muhammadiyah 2 Cilacap in the Academic Year of 2013/2014)*”. To make the readers understand better about the term in the title of this thesis, the following are the clarifications of key terms:

1. 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/ or arrows.

2. Writing

Writing is a representation or symbol of language; it naturally means that writing 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.

3. 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.

G. 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 the success of their teaching;
3. for the other researchers, this research may be useful as a reference to do the same research more accurately next time.

