

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Nowadays everyone should master English as it is an international language. It is very important to master English, remembering that all people in the world speak English. In this globalization era, everyone can communicate one another easily because of internet although they are in different country. If we do not master English well, we will get difficulty to make conversation. The one of two kinds of communications that we can use to interact with others is writing.

Writing as one of four skills (listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. In some cases, writing has equal demanded like other skills, in its 'writing-for-learning' role where students write predominantly to gain their learning of the grammar and vocabulary of the language.

To write well, people must have good capabilities in writing. Moreover somebody who wants to write the essay or story must know the steps in writing process and aspects of writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and text.

Halliday (1985b) suggest that writing has involved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.

In the modern world, written language serves a range of function in everyday life, namely; primarily for action (public sign, product labels and instructions, computer manuals, monitors and printouts, social contact personal correspondence), primarily for information (newspaper (news, editorials) and current affairs magazines; hobby magazine; non-fiction books, including textbooks; public notices; advertisements; political pamphlets; scholastic,

medical, etc. reports; guidebooks and travel literature), primarily for entertainment (light magazine, comic strips; fiction books; poetry and drama; newspaper features; film subtitles; games, including computer games) (Halliday 1985b: 40-1).

Teaching is a process that improves the student's seeking level more easily and it might be overcome any situation as an easy way. According to Brown, teaching is an activity to show or help someone to do something, to give the instruction, and to provide the knowledge to certain skills so it can cause the students' understanding in learning. From Brown's explanation above, writer can conclude that teaching is an activity to transfer knowledge from expert to beginner.

There are some techniques to develop quality in teaching writing. One of them is modifying the technique of teaching in order to improve student's ability in learning writing.

Teaching method is needed in teaching process to make it run well and the purpose of teaching learning can be reached, especially in teaching writing. According to Brown (2001), method is an overall plan for systematic presentation of language teaching based on a certain approach. There are some methods that can be used for teaching writing descriptive text, one of them is Mind Mapping. As Alamsyah (2009) explained that Mind Maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Using mind maps to organize thoughts, brainstorm ideas, and synthesize information will surely jump-start your students' writing. Using mind mapping, the natural work of our brain can involve 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.

Mind Mapping was developed by Tony Buzan, an English Psychologist. It can be applied in education background, such as technique, school, article etc. The technique was known as

Radiant Thinking. Mind Mapping has an idea or central word, and it will be break down into some ideas. It is very effective used to explore the student's potential idea and associated to one another. Besides that, mind mapping can used to organize information that students have.

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.

In fact, based on the pre-observation, the most problem that is usually faced by SMP Negeri 1 Baturaden students are how to create ideas before writing text which is this case is about describe something, lack of vocabulary and do not master the grammar well. The problem is quite complicated. Because of that condition make the students unable to develop their writing and enjoy the learning activity. It can be seen from the average students' writing achievement in SMP Negeri 1 Baturaden which did not reach 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 explanation above, "The Effectiveness of Using Mind Mapping In Teaching Writing Descriptive Text (An Experimental Study at the Seventh Grade Students of Junior High School in the academic Year of 2017/2018)" is chosen as the title of this research.

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

## **B. Reason for Choosing Topic**

The reason of the researcher choose this topic because students still find difficulty in writing descriptive text , such as idea to write, their grammar mastery is still low and lack of vocabulary. It happens because they do not try to explore their idea and unable to develop their writing skill.

## **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 N 1 Baturraden in the academic year of 2017/2018?

## **D. Objectives of Research**

The aims of this research is to find out whether the teaching writing descriptive text by using mind mapping for grade VII the student of SMP N 1 Baturraden in the academic 2017/2018 is effective or not.

## **E. Clarification of Key Terms**

The title of this research is “The Effectiveness of Using Mind Mapping In Teaching Writing Descriptive Text (An Experimental Study at the Seventh Grade Students of SMP N 1 Baturraden in the academic Year of 2017/2018)”. 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, that 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 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.

## 4. Descriptive Text

Descriptive text means a text which describes a particular places, person, or thing (Gerot and Wignell, 1995:847).

## 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 for:

1. To the students, the students can get new method 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.