

CHAPTER I

INTRODUCTION

This chapter presents background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation, definition of the key term.

A. Background of the Study

Language plays an important role in improving students' knowledge. In the globalization era, English is not only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science, technology and culture. Therefore, language can be a subject to be studied at school in Indonesia. English studies aim to improve students language skills. Therefore, learning English should consists of four aspects of skill. They are listening, speaking, reading, and writing.

English is taught in all schools in Indonesia. One of them is in SMK PGRI 1 Kediri. The purpose of English language lessons at SMK PGRI 1 Kediri is to make students learn and apply language in their daily lives. They listen, speak, read, and write integrated to reach the level of information. Writing is a productive language skill. Through both, ideas and thoughts can be expressed to others. This activity is productive, reprocessing the information obtained to be relayed back to the recipient of the information. Learning to write is difficult especially for writing

in foreign language. Writing is one of the most difficult productive skills that require special skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the form of grammar, vocabulary, spelling, punctuation, organization, and cohesion. Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed & Al-Omari, 2014). Writing does not only stimulate thinking, compel students to concentrate and organize their ideas, and cultivate their abilities to summarize, analyze, and criticize. At the same time, it also emphasizes constant learning in, thinking in, and doing reflection in the English language (Maghsoudi & Haririan, 2013).

Writing is also one of the most difficult skills for the students to acquire as writing requires a number of skills and conventions like organizing and developing ideas and information, choosing the right vocabulary accurately to eradicate the ambiguity of meaning and also the practice of accurate grammatical devices to focus and emphasize ideas (Yunus et al., 2013). So, writing can be interpreted as a regular and systematic words, so that the information conveyed can be understood by the reader. A writer who wants to convey thoughts or ideas should be able to organize the words use into the sentence. Not easy, because not all readers can understand one's writing language.

Writing skills can be improved. The technique needed to improve writing skills is to express ideas, to organize words into good sentences. One technique that can make students feel easy to express and organize their ideas is mind mapping. The mind mapping strategy is one of the effective strategies in teaching writing. A mind mapping is considered a diagram used to represent the relationship of words, ideas, tasks, or other items connected to and arranged around a central key word or idea (Deshatty & Mokashi, 2013). This technique can enhance students' creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them feel easy to learn English, especially in writing skills. That is why researchers use mind mapping techniques to improve student writing skills. That's because there are several benefits offered by mind mapping techniques in the teaching and learning process of English, especially in writing skills.

Based on previous study about mind mapping technique Budiono, Degeng, Ardhana and Suyitno (2016) explore the effect of mind mapping strategy on writing short story learning skills. The participants of this study are 64 Indonesian students at private junior high school of nine grade in Mojokerto. Findings of the study demonstrate that mind mapping strategy is beneficial in improving Indonesian students' writing of short story. Ristwanto (2016) examines improving the students' ability in writing report genre through the mind mapping strategy. The participants are nine grade 43 students at Junior high schools in south Sumatra, Indonesia. The researcher uses observation, questionnaire and test to collect data. The results show

that there is a good impact to the students' ability in writing report through mind mapping strategy.

B. Statement of the Problem

Based on the background of the study above, the researcher tries to improve students' writing skill by using mind mapping technique for the tenth grade of SMK PGRI 1 Kediri. So the problem is "How can Mind Mapping technique improve students' writing skill of the tenth grade of SMK PGRI 1 Kediri?"

C. Objective of the Study

The objective of the study is to improve students' writing skill of the tenth grade SMK PGRI 1 Kediri.

D. Significance of the Study

The researcher is expected to give some knowledge for the teacher, the students, and the next researcher.

1. For the Teacher

Teachers can contribute experience to use mind mapping strategy in the process of leaning, especially learning to write in order to improve the quality of leaning in the classroom. With this method, the teacher can make students focus on the material. It is expected to provide a new perspective as the variations of a new strategy that can provide a new perspective as the variations of a new strategy that can be developed in the process of teaching and learning at Vocational High School.

2. For the Student

The student can improve their writing skill through mind mapping technique and the students can be good writer.

3. For Next Researchers

The research also can be used as the foundation for the next research.

E. Scope and Limitation

The researcher focused his study on writing through mind mapping. The subject of the research is the tenth graders of SMK PGRI 1 Kediri. The researcher limits this research dealing with the improvement of students' writing skill in descriptive text of tenth grade of SMK PGRI 1 Kediri through mind mapping.

F. Definition of the Key Term

The purpose of the definition of key term is to make the term clear for the readers to comprehend the topic discussed in this study. The key terms are defined as follows:

1. Writing Skill

Writing skill means that student can write fluently. Writing can be considered a necessity in a larger context of life beyond the classroom, not just another section that will come up in the context of a standardized national examination. Writing is one of the language skills that will never become obsolete in education. It is not only essentially important in language class, but also in other classes of other subjects (Riswanto and

Putra, 2012). Writing is much different, except that you take more time to think about your subject, the person you will be discussing it with and last but not least the purpose that you want to achieve in that discussion.

2. Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail. (Bachtiar Bima M and Cicik Kurniawan, 2005). To write descriptive text, it is needed to know the dominant grammatical aspect or language features that are used. Descriptive text focuses on specific participants. It only tells about the participant or object that will be described. Language features of descriptive text are attributive and identifying process. In descriptive text, the most is using adjective, because it is to tell about the characteristic of the object. Identifying process in descriptive text tells about the information and introduces the object in detail. Descriptive text uses frequent epithet and classifiers in nominal group. The tense is simple present tense (Rudi Hartono, 2005).

3. Mind Mapping

Mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. A mind map is one of the most efficient tools to think,

recollect, and organize ideas in a visually friendly way. Mind mapping is usually deliberated as an approach to conceptualizing and brainstorming, through which one can attain the desired outcomes or more often outstanding ones. (Vijayavalsalan, 2016)