

CHAPTER I

INTRODUCTION

This chapter deals with introduction that consist of background of the study, research questions, objectives of the study, scope and limitation of the study, hypothesis, significance of the study, and definition of key term.

A. Background of the Study

English is an international language which is commonly used by most people in the world. The use of English in each country can be different depending on the country policy whether it regards English as the first, second or foreign language.

There are four basic skills of English based on Curriculum 2013. They are listening, speaking, reading, and writing. Furthermore, writing is considered as the most difficult skill to be learnt for some reasons. According to Richards and Renandya (2002: 303), they explain that writing is the hardest skill for second language learners to be mastered since second language learners have to put much attention to various aspects of writing. In addition, Crystal (2005) asserts that writing lacks visual contact which participants cannot rely on context to make their meaning clear, nor is there any immediate feedback. Researchers must also anticipate the effects of the time-lag between production and reception, and the problems posed by having their language read and interpreted by many recipients in different settings.

Writing is one of the most difficult aspects for students to master. Students are confused in what they should write. They have topic to be written but they do not really sure with the structure that is used in writing. Because of that, students are afraid in making mistakes when they write. The students are able to write but they write by using Indonesian structure. It is also caused misunderstanding for the reader. In fact, writing activities do not work as well as the expectation.

In an education context, however, it is not easy for a teacher to teach writing, and similarly, it is not easy for students to master the writing skill. For ESL students, it is difficult to arrange words to become a good English written text. As stated by Silva (1993) in Brown (2001: 339), ESL students tend to do less planning, less fluent by using fewer words, make more errors, and less effective in organizing materials.

Besides, the students are not given enough writing practice. The writing activities are frequently in the form of note-taking and writing in groups. The lack of writing practice is probably the cause of the lack ability of their writing skills.

Having difficulty in expressing ideas and using appropriate writing aspects are not the only problems that came from the students. During learning process, there were always some students who were not motivated to engage in the activities. Some of them did not say a word when the teacher asked them a question. They even expressed some sighs when they were asked to write a paragraph.

The problems explained above can be solved by using several techniques. One of the technique to solve the difficulty in writing is by using mind mapping. According to Buzan (2004: 10), mind mapping is frequently used to help people to explore ideas, concept or problem. Willis and Willis (2007: 79) also mention that mind mapping can be used to help a researcher to focus on relevant information, to think of what aspects of the topic to talk or write about and to organize information coherently. In addition, Good enough and Woods (2002) discovered that the students in their study perceived mind mapping as a fun, interesting and motivating approach to learning.

There are many advantages obtained by a researcher if he or she applies mind mapping technique. The mind mapping technique is used in the prewriting activity to help the students to raise, develop and organize ideas to write a text. By using mind mapping technique and being supported by various activities, the prewriting activity can be effective stage to gather more ideas and to increase their ability of the writing aspects. As a result, the students will not be confused of what to write and how to develop the writing. The students will find it easy to obtain the topics to write and to write it down into a good written text. Subsequently, mind mapping is very interesting technique for students, particularly in Senior High School, since it deals with coloring, drawing, and imagining. Therefore, it can also be an alternative way in improving students' motivation in learning writing.

Based on the findings above, maybe there were some problems related to students' writing skills who study at several high school in Indonesia. In this research, the researcher tried to find out how effective the use of mind mapping as a suitable technique on the students. To find the answer, the researcher did an experimental research at SMAN 1 Purwoasri and used two different classes. The two classes named experimental group and control group. The treatment which is given in experimental group is the technique of mind mapping, while in the control group is only using conventional teaching. Since the researcher did the research about using mind mapping in writing skill, the researcher took permission from the head master of SMAN 1 Purwoasri using escort letter from the campus.

So, based on the background above, the researcher is interested in carrying out the research entitle "*The Effectiveness of Mind Mapping Technique in Improving Students' Writing Skill at SMAN 1 Purwoasri*".

B. Research Questions

Based on the description of the background above, the problems of the study can be formulated to answer the following research question: Is using mind mapping technique effective in improving students' writing skill at the tenth grade students of SMAN 1 Purwoasri?

C. Objective of the Study

Based on the formulation of the problem above, the researcher wants to find out whether there is any effectiveness of using mind mapping technique on students' writing skill in SMAN 1 Purwoasri.

D. Scope and Limitation of the Study

The research concentrates on teaching recount text using mind mapping technique. There are many genres on writing subject in Senior High School such as recount, narrative, procedure, descriptive, and etc. Specifically this study only focused the effectiveness in writing recount text by using mind mapping technique on the students. In other words, the study is concentrated on the genre of recount.

E. Hypothesis

As the rule of this research, the researcher has to construct the hypothesis to find out any effects between the result. The null hypothesis (Ho) and the alternative hypothesis (Ha) of this research can be formulated as follows:

1. The null hypothesis (Ho): there is no effect of mind mapping technique in students' writing at SMAN 1 Purwoasri.
2. The alternative hypothesis (Ha): There is any effect of mind mapping technique in students' writing at SMAN 1 Purwoasri.

F. Significance of the Study

Any research is written to give some significance not only for the researcher but also for the English teacher, the student and the reader. So, this research can be valuable for:

1. *The teacher* has chance to use this strategy to improve their students' writing ability by using mind mapping, and also they can know the students' attitude toward it.

2. For *the students*, the researcher hopes this research can give an interesting technique to increase students writing because they can express their ideas for free, feel enjoy to write as well as possible and build their courage to practice their English in teaching learning process. The result of the study can be expected to be able to give support to study harder and improve their content, organization, vocabulary, language use and mechanic in writing.
3. For *the researcher*, this research can be a media to describe the writing difficulties and the teaching method in learning writing. It can be used to enrich the researcher's knowledge that can be applied in teaching.

G. Definition of Key Term

There are some key terms related to this research that is to make clear this research, some terms which are need to define as follow:

1. Writing

According to Tricia Hedge (1988: 5), writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation.

2. Recount text

Recount text is a text that tell the readers what happened in the past through a sequence of events which consist of generic structure, orientation, events, and re-orientation.

3. Mind mapping technique

According to Buzan (2004: 10), mind mapping is frequently used to help people to explore ideas, concept or problem. Willis and Willis (2007: 79) also mention that mind mapping can be used to help a researcher to focus on relevant information, to think of what aspects of the topic to talk or write about and to organize information coherently.