

CHAPTER I

INTRODUCTION

This chapter contains and discusses about the background of the study, research problem, objective of the study, scope and limitation, statement of the problem, and definition of key terms.

A. Background of the Study

In the family, language is used as a means of communication and interaction between father, mother, and children. In the community, Language is used to communicate people with one another to connect human interaction in a range of activities in the community. While in school, used as a support language learners in the learning outcomes of all fields of study. Subject areas taught in the school language. Through learning the language in school, learners are expected to know themselves, cultures, the culture of others, submit ideas and feelings, participate in the community who uses the language and discover or use the analytical and imaginative ability in themselves. Thus, learning the language is directed to improve students' ability to communicate in the language of good and truth, whether oral or written, as well as build appreciation for human invention.

The Implementation of learning the language contained in the Education The School-Based Curriculum (KTSP) which was developed based on the principles which is centered on the needs of learners and social environment requirements, diverse and integrated, responsive to the

development of science and art, comprehensive and sustainable, relevant to the needs of life, long life education, and the balance between national interests and regional interests¹. Based on the principle of learning through language that is expected to help learners to develop and improve all their potential. Those potential can be useful for them in the future.

To develop skills and use these components, students are trained through learning language skills, including writing skills. I believe that Writing is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to write. If their writing skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they will have a better chance to succeed in their study.

B. Research Problem

Writing is a process of pouring or presenting information in the form of thoughts, feelings, or the willingness to use the means for written language. From the definition it can be concluded that there are four elements involved in the delivery of messages through the media writing. The four elements are the writer as a messenger, the message / content, channels / media in the form of writing, and the reader as the recipient of the message.²

¹ Wina sanjaya, *Learning Strategies: Process-Oriented Education Standards* (Jakarta: Kencana Predana Media Group, 2007), 124.

² Mukhsin Akhmadi, *Basic Materials of Teaching Bahasa Indonesia Composition* (Jakarta: DEPDIBUD, 1990), 28.

Writing is to put or arrange graphic symbols that indicates an understanding of the language in such a way that others can read the graphic symbols as part of the presentation unit of language expression. Writing is a place where a writer likes to pour all ideas, thoughts, and feelings to other people or readers. Writing a series of activities that requires a process of continued learning. Through applied learning in this school the students experience the process of writing activities.

Learning writing in Junior High School should be presented in an integrated manner with skill-language skills to others, and should also be a process, that includes pre-writing, writing, and editing. Through the learning process it is expected that students can learn in the stages to achieve the desired target. This stage is based on the fact that writing is a process. For writing skill is not enough to learn grammar and writing learning about the theory of knowledge, let alone just memorize definitions of terms found in the editorial field. Writing skill will be increased with exercises to overcome anxiety and anxiety leads to trust them. Learning to write in Junior High School is to write basic skills that can be developed and provision will be very useful as learning to write in higher level.

Teaching writing is implemented to encourage students to write honestly and responsibly in relation to the use of language carefully, integrity and sensitive, stimulating the imagination or intellect of students, as well as

produce a good organized text, precise, clearly language usage in liberating everything contained in the hearts and minds³.

Children have the potential emotional creations since the age of three years and evolved into imaginative creations at the age of four years. Potential for creative and imaginative thinking can be developed through learning to read and write. Through writing, children can disclose or distribute critical imaginative thoughts in writing. Distribution of the mind can be done by writing that comes from the experience of the daily life of children. During this time, learning to write in schools has received less attention, in order to obtain less than optimal results. This is because the teacher in teaching writing has not been completely and the maximum to obtain better results.

General strategies taught by teachers who are less able to provoke students' ideas to develop their ideas so that the students are still many difficulties in creating a good writing form. Learning to write by the teachers are less effective and very low student writing achievement.

Generally, students have many difficulties in finding an idea, how to start an essay, pouring, develop it into a form of narrative essay is good and right, as well as editing the results of their work. Though writing skills can be developed when the teacher in the learning process using an approach based on the cognitive development of students as appropriate.

³ Abu Ahmadi, *Teaching and Learning Strategies* (Bandung: Pustaka Setia, 2005), 52.

Consequently, to teaching writing creatively is not easy. It needs a teacher or instructor who knows the strategy in order to make the learning process effective.

Principally, learning or teaching is the most effective when it is fun because that situation could stimulate students think creatively in their leaning process⁴. This concept could be implied in teaching writing.

Mind-mapping, a method developed by Tony Buzan head Brain Foundation is the most powerful tool for brain thinking forms regularly and simple. Mind mapping forms a pattern of interrelated ideas, the main topic in the middle, subtopics and details into its branches. This method is based on research notes on how the brain processes information; work with your brain, not against it. The scientists argue that the brain takes information-mix images, sounds, scents, thoughts and feelings, and it apart into a linear form, such as speech or writing.

Mind-mapping is intended to optimize all students' potential so they could reach that good learning result based on their own various characters. Besides, Mind-mapping is to activate the student's brain to express something in their mind.

Basically, Mind-Mapping is to strengthen the stimulus and responds of the students in learning process so that it could be fun⁵. With Mind-mapping strategy, students could help their memories to make them succeed in learning.

The fun effect from a good stimulus will be able to give a deep impression to

⁴ Bob Samples, *Learning Revolution for Kids: A Guide to learn and play the Open Mind for Your Kids* (Bandung: Jalmal Press, 1999), 30.

⁵ Tony Buzan dan Barry. *Understanding the Mind Mapping*. (Bandung: Interaksara,2008),40.

the students so they will repeatedly those activities. Fortunately, students can strengthen the stimulus in their memories for long time (long-term memory) However, This strategy is rarely used in conventional methods.

Mind Mapping is the most powerful tool to help the brain to think on a regular basis and simple. Mind Mapping is a method that allows us creative notes to remember lots of information. Mind Mapping forms a pattern of interrelated ideas, the main topic in the middle, subtopics and details into it's branch.⁶ This method is based on research on how the brain processes information, work with your brain, not against it. The scientists found that the brain takes information about images, sounds, smells, thoughts and feelings, and it apart into a linear form, such as speech or writing. Mind mapping imitates this thought process, which allows you to move the topic.⁷

Based on the observation result on October, 23, 2012 on the seventh Grade of MTs Plus Madinatul Muftadi'in Kediri, most of the students got difficulties to write. They are also confuse to get and organize ideas. While, the teacher use a conventional way to teach them writing. Because of those problems, the researcher concerned to understand Mind-Mapping strategy in depth then imply it to teaching writing so that students can improve their writing skills well. Based on the statement above the researcher takes a title *"The Implementation Of Mind-Mapping Strategy to Improve the Students Writing Skill of MTs Plus Madinatul Muftadi'in Kediri"*

⁶ Tony Buzan, *Smart Book Mind Map* (Jakarta: PT GramediaPustakaUtama, 2005), 30.

⁶ Boby DePorter, *Quantum Learning*. (Bandung: Kaifa. 2002), 60.

C. Scope and Limitation

The researcher limits the scope of the study to make it easier to solve the problem as following; This study focuses on the seventh grade students of Mts Plus Madinatul Mubtadi'in Kediri. This Classroom Action Research uses Mind-mapping strategy as the development of Active Learning Strategy. This research focuses on the improvement of students' writing skill.

Aware of weaknesses, both effort and cost faced by the researchers, this study is limited as follows.

1. The form of writing

Form of writing in this study is narrative text. Narrative is a form of discourse that seeks to clearly illustrate to the reader that an event has occurred. Select the type of narrative is the narrative expository narrative that conveys information about the occurrence of an event.

2. Writing materials

Writing materials sourced from the experience of students. Experience is everything I have ever experienced, either through direct observation or through reading. Experience is limited to students' experiences. This is consistent with the focus of learning to write a story in narrative form.

D. Statement of the Research Problem

Based on the context of the research that has been stated above, the research question of this study is " Can the implementation of Mind Mapping

strategies improve the students writing skill of MTs Plus Madinatul Mubtadi'ien Kediri?

Particularly, the research problems analyze the students' ability to find ideas, developing ideas, and writing essays with the proper attention to word choice, coherency, sequential, and completeness.

E. Objective of the Study

Related to the problems mentioned above, the general objective of this research is to improve the students' writing skills of the seventh graders of MTs Plus Madinatul Mubtadi'in Kediri by implenting Mind Mapping strategy.

F. Significance of the Study

Theoretically, The results of this study can be used as an alternative medium for teachers in other schools in working on writing material that is easier for students so that learning the language, especially writing can run more easily and optimal. To those associated with language support teaching writing in particular, can be used as teaching language knowledge for eligibility to come so as to produce intellectual.

a. for the teacher

Teachers can contribute experience to use Mind-mapping strategy in the process of learning, especially learning to write in order to improve the quality of learning 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 Junior High School.

b. for students

Students become motivated to follow the process of writing and student learning easier ideas / ideas through the use of mind-mapping strategy. They can connect more freely brilliant idea. For further, this research can improve motivation, creativity, and achievement in learning to write. So that they can write intensively.

c. for researcher

Researcher can prove that by using mind-mapping in the teaching of writing can improve the quality of teaching writing that have an impact on increasing students' ability to develop their ideas into writing. Then, He can gain more knowledge and experience about learning to write with a new strategy, and the results can be used as a reference for subsequent research.

G. Definition of Key Term

To make it clear for the readers to comprehend the topic discussed in this study needs to define the key terms.

Writing is a whole series of activities a person express ideas and communicate through written language to the reader to understand. It is a place where a writer expresses all ideas, thoughts, and feelings to readers.

Mind-mapping is a technique noted that developing visual learning style. Mind mapping combine and develop the potential of the brain that may be in person. With the involvement of both hemispheres of the brain then it will make it easier for someone to manage and remember all forms of information, both written and verbal. The combination of colors, symbols, shapes and so facilitate the brain to receive the information received mind mapping created by students for each material.⁸

⁸ Muzdalifah, Vibriayanda, "The Use of Mind Mapping to improve the Abilities in Writing Descriptive Text of Grade Students": Surabaya: UNESA unpublished thesis: 2008, p. 17.