

CHAPTER 1

INTRODUCTION

This chapter presented and discussed the background of the study, identification of the problems, limitation of the study, formulation of the problem, the objective of the study, and significance of the study.

1.1. Background of the Study

The teaching of English in Indonesia is directed to develop students' competence in four language skills; they are listening, speaking, reading, and writing skills. Among the four language skills mentioned above, Richards and Renandya (2002: 303) stated that writing is the most difficult skill for second language and foreign language learners. They define that writing is generating, organizing, and translating ideas into a readable text. Their statements show that learners are getting more than one process in writing. It becomes a problem when learners cannot process their ideas into a text, even sometimes they do not know what to do in the beginning of writing. That is the reason why learning techniques are needed in learning activities to help the students.

A technique is a method that is used during the learning process. One technique that has proven and is capable of optimizing learning outcomes is the mapping technique called mind maps (Mind Mapping). According to Edward (2009: 64), mind mapping is the most effective and efficient way to enter, store and retrieve data from or to the brain. Mind Mapping is a way of noting the subject matter that allows students to learn writing.

A technique popularized by Buzan is an effective technique to improve writing skills. Mind Mapping is to write the main theme as a central point and to make branches of each theme. That means the focus of learning is directed at the main theme, the finer points of the theme that is being studied, the development of each of these important points and find the relationship between any points. In this way, it can be obtained an overview of what has been known and which areas are still not yet well understood.

According to Buzan (2006), writing activities utilize the entire activity of the brain, namely the potency of the left brain related to logic and right brain related to the emotion. This technique will help the students for brainstorming or to find information within the brain by combining elements of color and symbols. As we know that color, symbol, and picture can stimulate the students to be active and relieve their stress, then they will more quickly develop their creativity in writing.

Mind Mapping will greatly assist students in exploiting the potency of both sides of their brain (Buzan, 2009). A good interaction between the two parts of the brain can trigger creativity that provides convenience in the process of writing. The students that always use and develop their potency of the brain parts will achieve an increase in some aspects, namely concentration, creativity, and understanding, then they can develop writing through mind mapping.

From observations conducted by the writer at SMP N 1 Banjar, the English teacher of the seventh grade students has not used the technique of Mind Mapping in learning. In English learning, especially writing, the teacher basically just gave the material in textbooks or manuals used as a reference in teaching. Therefore, the

student experience of writing is less spacious and limited. The strategy was not attractive enough that makes the low creativity in writing.

These factors encouraged the researcher conducted research on the effectiveness of mind mapping technique in writing. The result of this study is expected to become evidence that the technique of mind mapping can be one of proper technique in teaching writing.

1.2. Identification of the Problem

Some problems such as the teacher, the students, the learning material, the process, and the technique commonly are influencing teaching and learning process of writing in the classroom. Based on the preliminary observation at SMP N 1 Banjar, there were some problems related to the teaching learning process of writing.

The first problem that the researcher found is coming from the students. The teacher gave them an example of texts and explained how to make it. When the teacher asked them to write with their own idea, they did not know what to be written, some students were confused and some did not have ideas. During making a text, there were many errors in their text such as spelling, capitalization, grammar, and tenses.

The second problem is related to the learning materials. In that meeting, the teacher only used a course book as a reference. The teacher explained the material in that course book well but it did not attract the students to contribute in learning.

The third problem is related to techniques. There are various techniques that can be applied in the classroom, such as games, mind mapping, or movie. Teachers

have to observe classroom conditions to make sure what techniques will be used for that class. But, the teacher just used one technique. The technique was the students just read what have they write, that makes students looked bored.

1.3. Limitation of the Study

Knowing the effect of mind mapping on writing that can help the teacher to present the materials and help the students to find and develop the idea and write the idea into a text is the focus in this study. The reasons why the researcher chose mind mapping as the technique is mind mapping can make the students more interested in the topic of the lesson. Mind mapping can attract student's attention with many pictures and many colors. The teacher can also use association in this technique.

The teachers also can present many English words in interesting ways. In this study, the subjects were the seventh grade students of SMPN 1 Banjar. The researcher found that some students still had difficulties dealing with writing. It is a difficult subject to learn for them because teacher does not teach them to make writing as a habit.

1.4. Research of the Problem

Based on the limitation of the problem of the researcher is formulated as follows "Is there any significant difference in writing skill between the seventh grade students of SMP N 1 Banjar taught using the mind mapping technique and those who are taught not using the mind mapping technique?"

1.5. The Objective of the Study

The objective of the research can be stated as to find out whether there is a significant difference in writing ability between seven grade students of SMP N 1 Banjar taught by using the mind mapping technique and those who are taught not using the mind mapping technique.

1.6. Significance of the Study

It is expected that this study can be useful to the English teachers, English Education Department students, and other researchers.

1.6.1 For the English teachers

This research is expected to give contribution to the English teachers that mind mapping technique is an alternative technique in teaching writing.

1.6.2 For the English Education Department student

It is expected that they will be able to use this technique to fix the student's problems related to the writing skill.

1.6.3 For other researchers

This research is expected to give information, model, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.