

## **CHAPTER ONE**

### **INTRODUCTION**

This first chapter is devoted to delineate the background of the study, research questions, research objectives, and significant of the research. It also provides the organization of the thesis.

#### **1.1 Background of the Study**

There are a lot of students who have difficulties in writing. The reason is that writing is a complex process. It requires an entirely different set of competencies such as drafting, and revising procedure which is fundamentally different from speaking (Brown, 2001: 335).

On drafting stage, a writer should have an ability to organize information logically and develop his topic with enough details, so that the sentences in his text can be clearly, plausibly and comprehensibly ordered. Ideally, drafting takes place after someone has well understood about the topic and mastered the vocabularies which will be applied in his writing. In other words, drafting is done after the students know the shape which will be taken and are confident that they have acquired enough information to put together (Shield, 2010:14).

On the other hand, in revising stage a writer needs to revise the parts of documents and make sure each part works together to make coherent text, so that it is easy to understand. Coherent pieces of writing are selective in their presentation of content. They focus on the important issues and cut out what is irrelevant or unintelligible for reader. Coherence is the logical connections that readers or listeners perceive in a written or oral text (Nordquist, 2013). Coherent writing creates a comprehensible context for the contents presented which are presented in comprehensible order too. Therefore, writing process requires specialized skills which are still difficult for students, especially EFL learners.

As it is known, teachers play an important role for successful learning. Teachers should use various techniques to ensure that all students have equal opportunities to learn especially in writing which is sometimes considered as the most difficult process. Based on that reason, the writer used mind mapping technique in teaching writing of Exposition genre in second grade of junior high school. It was also based on 2006 English curriculum which puts an emphasis on the importance of writing, that is, the mastery of different text types.

There are several types of texts that the students have to learn and one of them is Exposition. "Exposition text is used to put forward a point of view, or argument" (Callagan and Rothery, 1998:77). The objective of the presence of expository text in English writing is therefore to empower students expressing their ideas.

In order to achieve the goal above, this investigation was conducted. Seeing the important aspect in writing, this study implemented mind mapping technique in teaching writing of expository text. The reason is because mind mapping might be a refreshing way to brainstorm new ideas, capture and organize those ideas, manage complex content, chunk up writing, and add new flexibility and freedom to writing process (Swan, 2011). Mind mapping uses a graphic networked method of storing, organizing, and prioritizing information using key or triggered words and images, each of which will snap on specific memories and encourage new thought and ideas (Buzan, 2006:135). 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. They work especially well when created in groups. In discussion, this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

The studies regarding the effectiveness of mind mapping technique to teach writing have been done in various educational levels. In Elementary school, a study was conducted by Keles (2012) in Turkey. He concerned about the application of Mind Mapping technique used by teachers in the classroom. The purpose of his study was to investigate elementary school teacher's view on Mind Mapping technique by using interviews. Based on his research finding, the teaching program that used Mind Mapping technique helped the teachers improve their instruction, planning and evaluating lessons and make lecture more entertaining.

Other study which applying mind maps to raise standards in literacy, improve confidence and encourage positive attitudes towards learning was conducted by Cain (2001/2002) at New church Community Primary School, Warrington. The Objective of this study was to present a review of the literature and survey results of student satisfaction after using the mind map learning technique. Results showed that although the subject pool was limited to 14 students, 10 out of 14 agreed that the mind map learning technique enabled them to better organize/integrate material presented in the course, while only 2 disagreed. The final 2 students responded neutrally when asked if the mind map learning technique assisted them in organizing/integrating course material. However, these 2 students did agree that the technique enabled them to recognize areas in which further study was necessary for them to adequately master the course material.

The studies about the implementation of Mind Mapping technique to improve writing ability were also conducted at Junior high school by Suyanto (2010) in Surakarta, and Repelitawati (2011) in Kediri. The main goal of the studies was to know the implementation of the mind mapping technique in teaching writing. Based on the result of data analysis, the studies found that the use of mind mapping strategy in teaching writing could improve the students' writing ability.

The studies about the use of Mind Mapping technique in teaching writing at high school were conducted by Al Naqbi (2010) in UAE, and Riswanto and Putra (2012) in Bengkulu. The primary purpose of the investigations was to

identify whether the use of Mind Mapping strategy was effective in improving the students' writing achievement.

The preliminary investigation revealed that the process of mind mapping caused a noticeable transformation in the students' writing, making them more active learners who also began to learn different skills such as asking questions to understand given writing topics, and generating their own ideas for different writing tasks. Moreover, the students seemed to understand the process of the mind map technique and the rationale behind using it.

The studies about the effects of mind mapping strategies on the development of writing skills at University were conducted by Singh and Kaur (2004), Mahmud, Rawshon, and Rahman (2011), three colleagues in Engineering and Technology IUBAT. The result of the research showed that the use of Mind Mapping technique enhanced the learning capacity in term of number of ideas generated as well as improved students' writing focus.

Based on the aforementioned description, it can be concluded that the use of Mind Mapping technique can improve teaching program specifically on writing ability and it can make lecture more entertaining at the various levels of education. However, there has not been found further research on the use of mind mapping techniques in teaching writing on Exposition text, Thus this study focus to know the benefit of using mind mapping techniques to improve students writing ability specifically in exposition text and to identify the students' responses.



## **1.2 Research Questions**

The study was intended to answer the following questions:

1. How can mind mapping technique improve students' ability in writing of Exposition genre?
2. How do the students respond to use of mind mapping technique in facilitating writing processes?

## **1.3 Objective of the Research**

With reference to the problems examined, this study aimed at:

1. Exploring the using of mind mapping techniques to improve students' ability in writing exposition genre.
2. Exploring students' responses to the use of mind mapping technique in facilitating writing processes.

## **1.4 Significance of the Study**

Some research which has been conducted so far deals with the using of mind mapping technique. However, there hasn't been any research dealt with the using of mind mapping technique for teaching writing on exposition genre. Based on that reason, it was likely that the study opened a wider perspective in the research concerning mind mapping technique. The following significant points were, therefore, expected from this study:

- (1) It gives a contribution to the theory of teaching writing.

- (2) It widens ample choices of the topics to be researched in the field of teaching writing, especially by the use of mind mapping technique.
- (3) It hopefully inspires English teachers, particularly writing teachers, to teach writing more effectively.

### **1.5 Scope of the Study**

This study was designed in form of case study. It was conducted in a Junior High School in West Java. It used text analysis and in-depth interview to investigate the students' development in writing an Exposition text. The analysis attempts to identify the students' ability development and their response in writing Exposition genre using mind mapping technique.

### **1.6 Clarification of Key Terms**

To avoid readers' misunderstanding, it is better to define each keyword which will be used frequently in this study.

#### **1) Mind maps**

Mind maps are a graphic, net worked method of storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will snap on specific memories and encourage new thought and ideas. (Buzan, 2006: 135). It is a powerful graphic technique which provides a universal key to unlocking the potential of our brain (Buzan, 1997:59).

## **2) Exposition genre**

It is an argument text which concerned with the analysis, interpretation and evaluation of the world around us (Derewianka, 1990:75). It is written to argue for particular point of view (Joyce & Feez, 2004:146). This factual text is used to put forward a point of view, or argument, e.g. essay (Callagan & Rothery, 1988:7). Factual writing is designed to explore the world around us. This means that it is not intended to entertain but it is about the world. It is about the way of thinking done, what things are like as opposed to what happened (Martin, 1985).

### **1.7 The Organization of Thesis**

This thesis is divided into five chapters. Chapter one gives general description of the introduction to the topic of the research. Chapter two presents relevant theories which underpin this study. The theories deal with theory of Mind Mapping, teaching writing, the nature of Exposition genre, and related research. Chapter three is about research methodology. Chapter four focuses on finding and discussion. Chapter five provides conclusion drawn from the discussion in previous chapter and recommendation derived from the study.