

CHAPTER I

INTRODUCTION

This chapter gives a brief description of the whole contents of the study. In detail, this chapter consists of background of the study, statement of the problem, the scope of the study, the aim of the study, hypothesis, research method, and research procedure.

1.1 Background of The study

Writing is an absolute necessity because it represents many valuable aspects such as culture and civilization. It is indisputable that writing is a modern phenomenon through which culture is passed on from one generation to another. Writing is a logical thinking process, not only the combination of words but it forces to bear and express a certain idea (Alwasilah: 2001, p.15). Considering the significance of writing, the government put high emphasis on writing subject in the English language curriculum, which adopted the Task-Based curriculum.

Since the KTSP (Kurikulum Tingkat Satuan Pendidikan) was announced in 2006, which focused on genre in teaching writing, students are expected to be able to write many genres, such as descriptive, recount, exposition, reports, news item, anecdote, and narrative. Students are challenged to produce a product of a well-organized text, so it will be meaningful and communicative for the author as well to its reader.

Narrative writing deals with students' experience. According to Kay and Humpreys (1993, p.83), narrative requires simply the recounting of an event or sequence of event and it deals with an experience. Moreover, narrative text is the most commonly used text in the early ages of learning for its nature is easy and automatic (Cortazzi,

words, color, short phrase or pictures. In addition, Wycoff (2002) said that Mind Mapping is one of the suitable pre-writing techniques in helping students improving their writing skills. She also said that this technique could help students to visually arrange their ideas. It is in line with Porter (1999) who said that Mind Mapping could increase the freedom of expression and instruct the innovative and comprehensive approach in ideas arrangement. In addition, Stanley (2004) stated that Mind Mapping techniques can help students to generate their ideas more easily, especially in writing narrative text.

Concerning the explanation above, the writer is interested in investigating the effectiveness of Mind Mapping techniques in improving students' narrative text writing ability. Hopefully, the research can give some contribution for language teaching, especially in teaching writing narrative text.

1.2 Statements of the Problem

This study is carried out to find answer to the following questions:

- Is the Mind Mapping technique effective in improving students' narrative text writing ability?
- What are the advantages and disadvantages of Mind Mapping techniques in improving students' narrative text writing ability?

1.3 The Aims of Study

Based on the statements of the problem, the aims of this study are as follow:

- To find out the effectiveness of Mind Mapping techniques in improving students' narrative text writing ability.
- To find out the advantages and disadvantages of Mind Mapping techniques in improving students' narrative text writing ability.

1.4 Hypothesis

Related to Hatch & Farhady (1982: 85-86), the most common hypothesis that is used in experimental study is null hypothesis, stating that there is no difference between sample and the population after receiving the special treatment. In this research, the researcher proposes the hypothesis as follows: Mind Mapping technique is not effective to improve students' narrative text writing ability.

1.5 The Significance of the Study

The result of this study is expected to:

1. Give an alternative for teachers and students in teaching and learning narrative writing.
2. Develop students and teacher's creativity in comprehending writing skill.

1.6 Limitation of the Study

Considering the problems that have been formulated above, the study focuses on the effectiveness of using Mind Mapping techniques in improving students' narrative text writing achievement.

1.7 Research Methodology

1.7.1 Research Method

In conducting the research, the writer used quasi-experimental method.

Hatch & Farhady(1982:24) stated that:

Quasi-experimental is practical compromises between true-experimentation and the nature of human language behaviour which we wish to investigate. Such designs are susceptible to some of the questions of internal and external validity.

The quasi experimental is applied when it is not feasible to use random selection and random assignment (Gibson and Herman, cited in Permadi 2008). There are two groups taken for this experiment. There are experimental group, which gets treatment, and the control group, which gets no treatment.

1.7.2 Research design

The design of this study can be described as follows:

G1	T1	X	T2
G2	T1		T2

Notes: G1 : experimental group

G2 : control group

T1 : pre-test

T2 : posttest

X : treatment

1.7.3 Population and Sample

The population of this study is the second grade students of Lab School Senior High School in Bandung. It is assumed that they have the basic ability of simple-sentence construction. This study uses two classes as the sample. The first class is XI IPS-I as the experimental group and the second class is XI IPS-II as control group.

1.7.4 Research Instrument

In this study, there are some instruments used to collect the data. The instruments are writing tests, in which to reveal the effectiveness of Mind Mapping techniques in improving students' narrative text writing ability, and questionnaire to support the data in finding out the problems that might appear in using Mind Mapping techniques in improving students' narrative text writing ability.

1.7.5 Research Procedure

The procedures of this study follow several steps that can be described as follow:

1. Organizing teaching procedures in experimental and control group class;
2. Organizing the research instrument;
3. Trying out the research instrument;
4. Analyzing the try-out data in order to test the validity, reliability and practically;
5. Administering pre-test in experimental group and control group;
6. Organizing the lesson plan;
7. Conducting treatment in the experimental class, which is using Mind Mapping techniques.
8. Administering post-test for both group, that is experimental and control group;
9. Administering questionnaire for experimental group.

1.7.6 Data analysis

The data of this study is analyzed through quantitative analysis, so the procedures of analyzing the data are as follows:

1. Analyzing test of normality distribution and homogeneity variance taken from students' pre-test and post-test score in both groups.
2. Analyzing students' pre-test and post-test scores using t-test in Statistic Product Service Solution (SPSS 15.0) in order to find out whether the mean of both groups have significant improvement or not.
3. Determining the students' response using percentage.
4. Interpreting the research findings.

1.8 Clarification of the Key Terms

In order to give a clear view on this research, the researcher provides the definition of the main terms as follows.

- The effectiveness in this research is to measure the good result of using Mind Mapping techniques in improving students' narrative text writing achievement.
- Mind Mapping is one of a brainstorming tool and learning techniques of visually arranging ideas and their interconnections. It can be used to graphically arrange the linkages of some central concept or issue with other concepts or issues into memorable treelike diagrams.
- Improving in this research refers to something that is reached with skills, courage, and efforts by the students.
- Writing ability in this research is an indicator, which shows the success or failure of the writing learning.
- Narrative text is an account of some events in any written text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narrative text deal with problematic events which lead to a

crisis or turning point of some kind, which in turn finds a resolution.

Organization of The Paper

The paper of this study is organized as follows:

Chapter I Introduction

This chapter provides the background of the study, the limitation of the study, statement of the problem, aim of the study, assumption, method procedure and technique of the research that comprise population, sample, instrument, clarification of terms, and organization of the paper.

Chapter II Theoretical foundation

This chapter consists of the theoretical foundations that are relevant to the present study, with scanning techniques as the main issue.

Chapter III Research Methodology

This section will discuss the methodology in conducting this research. It includes the preparation stages, procedures, instruments, techniques, and the result of the research.

Chapter IV Result and Discussion

This chapter consists of the research finding and also the interpretation the researcher related to the finding.

Chapter V Conclusion and Suggestion

This chapter presents the research conclusion and suggestions for further researchers and related institutions.