CHAPTER I

INTRODUCTION

This chapter elaborates the background of the research, research questions, aims of the research, significance of the research, research methodology, clarification of terms, and organization of the paper.

1.1 Background

Language plays an important role in improving students' intelligence, social and physical. Language helps students gain success in every subject at school. By learning language, students are expected to be acquainted with themselves, others, their culture and other culture (Nurani: 2010)

English does not serve only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science and technology, and culture. English as a subject in school is directed to improve the four skills, writing, reading, listening, and speaking. Learning English at school is expected to solve daily problems in communication and to continue their study to the next steps, to enter collage or to find a job (http://www.designtaxi.com/article.php?article_id=100657).

Writing habit is not built in one night; it needs both perseverance and willingness simultaneously. Learning writing should be started since childhood; it needs process and practice. Alwasilah (2003:23) states that schools as a part of

educational system have more responsibilities in developing reading and writing habit, by providing students with basic reading and writing skill.

To write appropriately, people must have good capabilities in writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling appropriately. Previous studies show that the EFL students' writing ability is generally poor. Sundari (2002:24) conducted a study that intending to improve the students' writing skill through pictures. In her preliminary study, it revealed that the students faced difficulty in writing English, especially in expressing their ideas. Khoirunnisa (2007) cited in Safriyani (2010:2) in her preliminary research stated that the students faced some difficulties in writing in terms of the content and the organization.

Choosing an effective technique in the beginning of writing will be a good initiation for writers (Marra & Shweiker-Marra, 2000 cited in Montegary, 2005). One of the techniques is mind mapping. Buzan & Abbott (2008: 20) state that mind mapping is an extraordinary registry and planning which harmony work with brain to recollect easily fresh idea they can evoke pattern that will show how to order your fact and ideas in interesting ways. Moreover, Brendan (2002) states that this is particularly useful at the start of thinking, or of planning, or at the start of writing, or at any point where you get stuck or find your ideas too predictable.

If teacher is going to build the students writing skill as opposed to build their writing habits or get them to write for language practice, teacher has to use writing task as often as appropriate. Finally, this technique is expected to help students to expand their writing ability.

1.2 Research Question

1. Does mind mapping technique improve students' ability in writing descriptive text?

2. What are the students' responses toward the use of mind mapping in learning descriptive text?

1.3 Aims of the Research

The aims of the research were:

1. To find out whether mind mapping improves students' ability in increasing writing descriptive text.

2. To find out the students' responses towards the use of mind mapping in learning descriptive text.

1.4 Hypothesis

According to Hatch and Farhady (1982:86) hypothesis means a tentative statement about the outcomes of the research. It indicates that question must answered by doing experimental. Two hypotheses are formulated as follows:

$H_0 : \mu_1 = \mu_2$, or

$H_A : \mu_1 \neq \mu_2$

Specifically, the hypothesis in this study is in the form of null hypothesis and alternative hypothesis. The null hypothesis (H_0) indicates there is no significant difference in means between control and experimental groups. Meanwhile, the

alternative hypothesis means that there is a significant difference between control and experimental group.

1.5 Significance of the Research

Related to the research question above, this research is proposed to:

1. Give alternative way in improving English in writing skill.

2. Give contribution for the teacher to apply this technique in teaching learning process.

3. Provide useful reference for the next research that investigates the same problem.

1.6   Research Methodology

1.6.1 Research Design

Since this research is aimed to find out the use of mind mapping to improve students writing ability especially in descriptive text, the research employed a quasi-experimental design. The experimental design is one of the most powerful research methodologies; Hatch and Farhady (1982:24) state that quasi- experimental designs are practical compromises between true experimental and the nature of human language behavior which is used to investigate.

This study took two groups of students, a control group and an experimental group. Both of the experimental and control groups were given the pre-test. Then, the experimental group would get the treatments; the treatment was

conducted by using mind mapping technique. Control group and experimental group were given the post-test with the same test. In the end, the experimental group was given the questionnaires to find out the students response towards the use of using mind mapping in teaching learning process.

1.6.2 Population and Sample

The population in this research is the students in one of a Junior high school in Bandung. Later, the research chose two classes of the eighth grade; class VIII A and VIII B. The samples are selected based on the following consideration: 1) descriptive text was taught in eight graders of junior high school; 2) the two groups had the same number of students (50 students); 3) the two group were chosen by teacher's judgment which explain that both group are homogeneous; 4) the sample had not been giving any treatment of mind mapping in writing descriptive text.

1.6.3 Research Instrument

The instruments of the research were, pre-test, post-test and questionnaires. Pre-test and post-test were given to both experimental and control groups. Pre – test was conducted to find out their initial writing was achievement began.

Post – test was conducted in the last meeting after some treatments were given to the experimental group in a certain period of time. Afterwards, the researcher distributed questionnaires to the experimental group.

The questionnaires were intended to find out the students response towards the use of mind mapping in teaching learning process. According to Nunan (1992:143) cited at Wahyudi (2008:6) there are two types of questionnaires, close and open-ended questionnaires. A close-ended is one in which the range of possible responses is determined by the researcher, and the open-ended is one in which the subject can decide what to say and how to say it.

The type of the questionnaires that researcher used were close-ended and open-ended questionnaires. After data questionnaires collected, the next steps were:

1. Checking all the questioner sheets. Classify it to the most excessively answer, from the first until the last question. Then, range it from the high to the low.

2. Calculating the frequency of the score.

3. Converting to percentage.

1.6.4 Data Analysis

Firstly, a hypothesis was started with the alpha level at 0.05. The data gathered through pre-test and post-test computed one by one by using SPSS 16.0 for windows. Data analyzed by using t-test on mind mapping technique. Four steps were accomplished covering normality test, homogeneity test, independent t-test, and dependent t-test, and independent t-test.

Secondly, the data gathered through questionnaires were classified and analyzed. Afterward, the conclusion was drawn to decide whether or not the technique could improve students' ability in writing descriptive text.

1.6 Clarification of the Term

To refrain from the mistaken interpretation, several terms are clarified:

1. Mind mapping is the creative, effective ways to write and map your mind in easily way (Buzan and Abbot, 2010:15).

2. Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.(http://en.wikipedia.org/wiki/Writing).

3. Students writing ability is the students' capability in writing about how to make and arrange the correct and good structure (grammatical, quotation mark).

4. Descriptive writing is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities (http://en.wikipedia.org/wiki/Essay).

1.7 Paper Organization

The organization of this paper is as follows: chapter one provides the background of the study to give brief explanation of the issues and various aspects related to the realization of this paper, statement of problem, aims of the research, populations and sample, research methodology, research instruments, clarification of term, and paper organization. Chapter two consists of the theories, literature and previous research projects that are relevant to the study. And then chapter

three includes an explicit description on the research methodology that has been briefly introduced. Chapter four reports the findings and discussions of the research.

The last is chapter five; this chapter consists of conclusion, which is general interpretation towards all research findings; and suggestion, which is an implication that is drawn from the process of the research and the findings that will open an opportunity to conduct a follow up research on the same issue.