CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is a way of communication how people can express the ideas. They transform the ideas into written text through the thinking process. The process will make people explore the ideas, but in the reality writing is hard to be implemented in the daily activity of them.

Writing makes a special contribution to the way people think a piece of writing composes meanings. Facts and ideas are put to make something new, whether in a letter home, in a college essay, or in a report at work. In writing, meaning is created in which sentences have special relationships to each other. Some sentences are general and some specific; some expand a point and others quality it; some define and others illustrate (Axelrod, 1988: 2).

As one of the media to express ideas, people give some information what they know and then the others will get the information through reading process. Thus, communication will be connected between the writers and the readers. Mainly, the purpose of writers will be understood by the readers.

As the result of technology, written text becomes part of life and support modernization. Internet and hand phone are media which popular in the world and give connectivity in the global communication. The writing activities on the tool of communication are chatting, blogging, and sending short message service (SMS), sending e-mail, and etc.

The advantages of technology are important to bring us as *homo educandum* (educated human). Written text as the result of writing process has changed the world and become solution of social and culture changing. Many people aware that knowledge must be reach in context to improve life quality. They read books, magazine, newspapers, but most of them don't write. Their main reason is writing is not easy.

According to Byrne (1979:3) that there are the difficulties of writing as follows:

1.   Psychological problems.

Writing is a private activity without the possibility of interaction of the benefit of feedback in it makes the act writing difficult and the fact that we are requisite to write on the ideas.

2.   Linguistics problems

In writing we have to compensate for the absence of these features (the incomplete and ungrammatical sentences) we have to keep the cannel of communication open through our own efforts and to ensure, both to our choice of sentence structure and by the way our sentences are linked together and sequenced that the text we produce can interpreted on its own.

3.   Cognitive Problems

We must know how to organize our ideas in such a way that thy ca be understood by anyone readers. And also we haveability the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing.

The difficulties of writing skills are classical problem which must be solved because writing as media to express the ideas. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental. The following analysis attempts to group the many and varied skills necessary for writing good process into five general components or main areas.

- language use: the ability to write correct and appropriate sentences;

- mechanical skills: the ability use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;

- treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;

- stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;

- judgement skills: the ability to wrote in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information (Heaton, 1988:135).

Teaching writing is important to be conducted as stated by Axelrod (1988: 2) that writing makes a special contribution to the way people think a piece of writing composes meanings. Facts and ideas make something new, whether in a letter home, in a college essay, or in a report at work. Sentences have meaning special relationships to each other. Some sentences are general and some specific;

In teaching writing, there are many techniques that can be applied; one of them is through Mind Mapping Strategy (MMS). This technique is considered

appropriate in teaching writing because besides based on context, this does not only teach to build sentence into paragraph but also teaches how to generate ideas. MMS was used along the treatment to investigate how improving students' writing skills. Since, this activity is easy, creative, innovative, and advantageous for students, teachers, and everyone who interested to write and improving their writing skills.

1.2. Limitation of the Problem

The scope of this research primarily investigates on developing the writing skills through MMS (an experimental research in the second grade students of SMAN 1 Lembang). As methods of developing writing skills are large field, the writer would like to focus the research especially MMS.

1.3. Research Questions

In relation to certain the developing writing skills through MMS, the writer problems formulates the research questions of the study as follows:

1). Is MMS effective in developing students' writing skills?

2). How are students' writing skills after using MMS?

3). What are the students' responses towards the use of MMS in teaching writing?

1.4. Objectives of the Study

The main objectives of this research attempt to ascertain:

1). the effectiveness of MMS in developing students' writing skills.

2). the comparison students' writing skills between control class and experimental class.

3). the students' responses towards the use of MMS in teaching writing.

1.5. Hypothesis

Generally, the hypothesis of this study can be formulated as follow:

There is a significant difference of students' writing skills between the students who receive the writing instruction through MMS (experimental group) and the students who receive writing instruction through conventional model of teaching (control group).

1.6. Population and Sample

The study adapts the non-equivalent control group with pre-test and post-test design and is conducted in the second grade students of SMAN 1 Lembang. The writer would like to observe the application of MMS in two classes at SMAN 1 Lembang Bandung. One of the classes is as a control class and the other as an experimental class.

1.7. Significance of the Study

This study provided certain findings about effectiveness of MMS in the development of writing skill. The research findings are intended to be highly valuable for English learners, teachers, practitioners, and curriculum planners. Generally, the study is to introduce and familiarize MMS and to convince others that MMS is promising.

1.8. Definition of Terms

The operational definitions of the terms used are as follows:

1. The writing skills are multifaceted and sometimes complicated to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. (Brown, 1989:7)

2. Mind Mapping Strategy (MMS) is a diagram used for connecting words and ideas to a central key word or idea. It is used to visualize, classify, structure, and generate ideas, as well as an aid in study, problem solving, and decision making. (Available at "http://en.wikipedia.org/wiki/mind map, 15 January 2008)

3. Experimental Research is a set of observations performed in the context of solving a particular problem or question, to retain or falsify a hypothesis or research concerning phenomena. The experiment is a cornerstone in the empirical approach to acquiring deeper knowledge about the physical world. (Available at "http://en.wikipedia.org/wiki/Experiment, 15 January 2008)

4. Narrative writing is writing in which the ideas are organized so as illustrate, explain, support readers, or to present a process. The narrative essay must have a thesis statement, posses supporting ideas, be unified, and be coherent. (Sudarwati, 2007:75).

1.9. Outline of the Paper

The structure of the paper is presented into five chapters. The first chapter is introduction. This chapter explains briefly about background of the study which explains position of topic research in relation with broad issues, formulation of the research

problem, objectives of the study, hypotheses to be tested, scope and limitation, significance of the study, definition of terms, and outline of paper which contain organization of paper on chapter content.

The second chapter is theoretical foundation. This chapter deals with related theories and previous finding research. It can be given title suitable with theories, which is used as background. The writer must explain why and how the theories and finding research before. He or she conducts review some references to get understanding of the theories.

The third chapter is methodology. This chapter explains about the research design. It is provided to give a description of how then the ground will be generated. This will involve the statement of research question and research hypothesis and the description of the subject of the research, research instrument and research methodology. Then, it is divided into the design, the variables, and the treatment. The treatment briefly divide into, population and sample which contain a number of involved respondents, instrument briefly explained into the instrument used, and the instrument reliability divided into scoring system and scoring scale, the instrument validation, prompts and their development, data collection, and data analysis.

The fourth chapter is research finding and discussion. This chapter describes collected data, analysis, interpretation, and discussion. The materials can be presented into describing collecting data, description of data collected, and data analyses.

The last chapter is conclusion. This chapter concludes research results and recommendations for teaching process and further studies.

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