

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the study that is conducted by the researcher. In this chapter, there are seven sub - topic. They are (1) Background of the Study, (2) Identification of the Problem, (3) Research Question, (4) Research Objectives, (5) Significance of the Study, (6) Limitations of the Study and (7) Definition of Key Terms.

1.1 Background of the Study

Writing is a language skill that will always be taught in schools. Students can communicate with others by using their written work to express their thoughts, feelings, and information in an effective composition. As stated by Flower & Hayes in Karim, (2018) writing is an intricate and imaginative process that is crucial for productive communicative practice. It indicates that implementing writing into activities will improve writing abilities. Writing ability is a crucial component of communication. When people write well, humans are able to express ideas effectively and with a far wider audience than when speaking on the phone or in person. In the 2013 curriculum (K-13), one of the competencies which consist of the syllabus in junior high school is the students are expected to produce their own text. Students should become familiar with a variety of writing styles, including descriptive, procedure, recount, narrative, and report writing. One of these texts is descriptive text.

Descriptive text is one of the types of writing that junior high school students should write. Students are required to include all information pertaining to the object being described in their descriptive texts. Students must be able to construct ideas based on their knowledge and describe ideas that have existed from one paragraph to the next in order to compose descriptive texts. Giving someone a description of something is the goal of descriptive text. It might be an object, an animal, a location, *etc.* Descriptive text is one that paints a picture for the reader as if they could see the subject matter being described

be it a situation, an event, or a person. A descriptive text is a piece of writing with the specific purpose of describing anything, whether it be a living thing or not. Its goal is to make the reader understand the object's description, Pardiyono. (2007).

Richard and Renandya stated that, the most complicated skill for second language learners is writing. The complicatedly is not only about generating and organizing ideas into writing form, but also in translating these ideas into readable paragraph for others (Richard & Renandya,2002). In the other word, Mohammad fareed stated in his Journal that the students' specific problems in writing are; they lack knowledge of appropriate vocabulary, they still have difficulty in grammars rule, and they lack of idea to write (Fareed, Ashraf, & Bilal, 2016). That means, as second language learners we have to make many efforts to master writing. We should keep trying to express our ideas and thoughts in writing in order to train our ability in writing skill, because to become a good writer, we have to prepare ideas, outline, and knowledge to make good writing. Further, writers must do a lot of practices to sharpen their skills in writing.

A preliminary study was conducted by interviewing English teachers in one of the private schools in Bojonegoro. It was found that the most problematic case in the class is writing. The researcher also checked students' previous writing scores based on the English teacher's document. From the interview with the English teacher of the school, the researcher found several difficulties that the student had in writing an English text. First, the students were not always active in the teaching and learning process of English. Next, they had difficulties organizing their ideas, in terms of cohesion, coherence, and unity in writing. It possibly happened because they did not use any prewriting techniques to express their ideas before writing their final draft.

Actually, Indonesian students have problems with writing, which inhibits them from writing in English written form. According to Rostanti, Noor & Sanu In their article, they said that the problem of Indonesian students in writing based on the aspects of writing is; about mechanics, content, organization, grammar, and also vocabulary knowledge. Besides, there are personal reasons,

including lack of practice in writing, anxiety in writing, limited time given to writing, and a negative perception of writing (Toba, Noor, & Sanu, 2019). Therefore, we have to fix our reason in writing activity because it will bring up the problem in the aspect of writing.

The teacher taught writing by giving a topic to students that could be used in writing text. Then, she asked them to start their writing. Nevertheless, the technique did not seem to be effective to be implemented during the writing activity. It could be shown by looking at students who take a long time to write a paragraph because students have trouble finding an idea and organizing ideas into a good paragraph. Thus, their writing was cluttered and poorly organized in writing a paragraph.

Effects students' learning outcomes being less than the KKM (Minimum Completeness Criteria) that has been set. For example, when given the task of writing a monologue text in the form of a descriptive text with a predetermined theme or title, most students did not immediately carry it out. The teacher's job in the learning process is to integrate the use of a variety of abilities to communicate learning messages in the hopes that students would readily accept and understand them, leading to a change in behavior toward pupils in accordance with the established goals. Interaction between teachers and pupils is essential for a successful learning process (Sardiman, 2007). Teachers must therefore be able to make learning as engaging as possible by utilizing the proper learning strategies, methods, and media to encourage student engagement and interest in developing their critical thinking skills during the learning process.

It's possible that the challenge stems from the fact that most students still view English as a burden or a dry, dull subject. Students typically despise it, are lazy, and wish to avoid it since it is challenging and boring. As a result, they are either too careless or too lazy to complete the tasks that the teacher has given them. Dictionaries, as an important supporting tool in learning a foreign language, are rarely owned. Some have it but are too lazy to carry it because it's heavy. It all happened because of a lack of motivation and lack of interest in English subjects. Some students have started writing, and then get stuck in the

middle of the road, this is due to difficulties coming up with ideas, even though the theme or title has been determined. As a result, many writing assignments are not submitted, and this also affects the learning outcomes they get after learning.

The teacher must find solutions to the issues that arise during the process of learning to put together written descriptive texts. This is so that students can be better encouraged to observe, ask questions, reason, and speak about what they learn or know after acquiring learning material, as stated in the 2013 Curriculum by Husamah and Yanur (2013: 14). Students are anticipated to have considerably better competence in terms of skills and knowledge through these four objectives. They will be more knowledgeable, creative, and effective.

Nevertheless, teachers have to find out some techniques which can be used in teaching writing. One of them is the Mind Mapping technique. Caroline Edward said the Mind Mapping method is the most effective and efficient way to enter, store, and retrieve data from or to the brain so that the potential and capacity of the human brain (Caroline Edward: 2009:64). This method is appropriate to use in writing English descriptive texts for students in junior high school. Finally, the researcher has chosen this method of teaching writing in order to investigate the issues surrounding the improvement of students' descriptive text writing skills following the use of the mind-mapping technique and the relationship between students' perceptions and their writing success following the use of the method.

From the explanation above, the writer wants to investigate further about learning to write descriptions. If left unchecked, there will be more and more problems that will occur, especially in learning essay skills description. This research was conducted to provide mind-learning strategies Mapping so that it influences learning to be effective, especially in learning description writing skills, You can come up with ideas and the imagination and creativity of students to be able to write in the form description essay. The mind-mapping learning strategy is believed to be capable of improving writing skills because this strategy makes use of pictures as an introductory medium of learning material.

The accuracy of the Mind Mapping method in learning English can improve students' ability to write descriptive text by using the Mind Mapping method, it is hoped that the use of the method will improve the learning process of writing English descriptive text class in seventh grade in Bojonegoro so that the KKM (Minimum Completeness Criteria) is well achieved. The focus of this study is to investigate the contribution of Mind Mapping in enhancing the students' descriptive text writing achievement and their participation in teaching the learning process of writing. Therefore the researcher is interested in conducting research entitled **“Fostering Students’ Writing Ability in Descriptive Text Using Mind Mapping”**.

1.2 Identifications of the Problem

The identification of the problem helps the researcher to limit the research that will be researched. The identification of the problem can be stated as follows :

1. The students have difficulties developing ideas when they want to write a descriptive text.
2. The students are less enthusiastic when they learn English in the teaching and learning process.
3. The students lack vocabulary when they learn English in the teaching and learning process.
4. The students are less in grammar when they learn English in the teaching and learning process.

1.3 Research Question

Based on the identification of the problem above, the problems that can be analyzed in this research can be formulated as follows:

1. To what extent does Mind Mapping improve students’ ability to write descriptive text?
2. To what extent does Mind Mapping improve students’ quality of learning in writing descriptive text?

1.4 Research Objectives

The objectives to be achieved in this study, seen from the origin of the conflict, are :

1. To analyze Mind Mapping the improvement of students writing skills of the seventh-grade students at Bojonegoro.
2. To analyze how Mind Mapping improves the students' writing quality of learning seventh-grade students at Bojonegoro.

1.5 The Significance of the Study

This research is expected to give some benefit to English teachers, students, and other researchers.

1. English Teacher

The result of this research can be beneficial for English teachers to improve their strategy in teaching English, especially writing. It can give more information to the English teacher about some effective techniques of writing.

2. Students

For the students, it is hoped that the result of this research can help them in learning English better. By applying the mind maps, the students can take some new methods to learn English with fun. Furthermore, they can master writing through colorful media and games so they never feel bored and the objective of teaching will be achieved by the whole class.

3. For the researcher

By doing the research, the researcher hopes to know more about writing that will be useful for the future of her life. The researcher also gets knowledge and experience in finding a new method of teaching English.

1.6 Limitations of The Study

Problem limitation is needed so that research is more effective, efficient, and directed. The things that are limited in this study are as follows followings:

1. Researchers only examined students of class VII-D SMP Negeri 7 Bojonegoro.
2. Researchers focus on the Mind Mapping learning method.

1.7 Definition of Key Terms

1. Writing

Writing is indirect communication to express information or ideas of the author to the reader. Writing is an active and productive activity, so it needs organized thinking that let on in written communication

2. Ability

Ability is the physical or mental power or skill needed to do something. In this research, ability means the capability of it the students in writing descriptive texts.

3. Mind Mapping

Mind mapping is a tool with lines, pictures, photos, and colors that can help students describe an object.

4. Descriptive Text

Descriptive writing is defined as a type of expository writing means a writer feels that whatever he is writing is a description and sense, and the reader must be satisfied, it is also describing the statement in such a way that the readers get the basic and important information from it easily.

5. Mixed Method

Mixed methods is a research approach whereby researchers collect and analyze both quantitative and qualitative data within the same study.