

# **CHAPTER 1**

## **INTRODUCTION**

This chapter discusses the background of the research, statement of the problem, the objective of the research, the significance of the research, scope of the problem, operational definition.

### **1.1 Background of The Research**

English is language that used as a means of communication among countries around the world. In Indonesia, English is used as foreign language. Nowadays, English has been taught starting from elementary school till university level. There are four skills in teaching and learning English that should be mastered. They are listening, speaking, reading and writing. It is not easy for English Learners to master those skills, especially in writing. Most of English learners encounter the problems when they want to express ideas into an essay, even when they are studying in the university level of English education. It is because they do not have any ideas what should be written or low imagination in writing.

According to Richards and Renandya (2002: 303), writing is the most difficult skill for second language and foreign language learners. They define that writing is generating, organizing, and translating ideas into a readable text. Their statements show that in writing, include many processes. It becomes a problem when learners can not express their ideas into a text, even sometimes they do not know what should be written in the beginning of writing. In fact, many of English learners have difficulties in learning writing skill. They have problem of expressing their ideas or topic into a paper because they have no information to support it. In other side, they are not good enough in grammar and lack of vocabularies. Wrick's (2011: 55) reported that the students always have difficulties in writing.

Knowing mastery in writing is very important for English learners especially who study at senior high school because the objective of writing is to produce a kind of writing text. In writing skill, some kinds of text will be

learned by the students in senior high school, one of them is descriptive text. Descriptive text is a kind of text that is used to describe something. According to the writer's observation when the writer did field experience program (PLP) and taught tenth grade students of SMA Negeri 1 Jekulo found a fact that there were many students got difficulties to write a text or even they confused to arrange word into good sentences and develop their idea into a readable text. Not all students can write descriptive texts correctly because of the lack vocabularies. Several factors make it difficult for them to write descriptive text such as determining vocabulary, how to write descriptive text and determining the topic to be written and others.

Because of those problems, teacher needs appropriate technique to encourage students in writing. In line with this, mind mappig technique is the best way to use in teaching writing, especially in descriptive text. Edward (2009: 64), mind mapping is the most effective and efficient way to enter, store and retrieve data from or to the brain. Mind mapping is a way of noting the subject matter that allows students to learn writing. According to Buzan (2003: 135) mind mapping is a graphic networked method of storing organizing and reason why it is important is that a teaching strategy includes what are involved actively in learning, how much the students are responsible for learning and how learning is assessed. By using mid mapping, the students can make notes or keywords of the topic. So the students can choose appropriate words to convey their ideas, as the previous research Silalahi (2016) has found that the effect of mind mapping strategy is more significant than conventional strategy in writing descriptive. By using mind mapping in process of teaching and learning of English especially in writing descriptive creates the class situation becomes more interesting and relaxed.

From the explanation above, the writer would like to do research by the title "Using Mind Mapping Technique to Teach Writing Descriptive Texts for the Tenth Grade Students of SMA Negeri 1 Jekulo in Academic Year 2021/2022".

## **1.2 Statement of the Research**

Based on the background of the research above, the writer is conducting the statement of the problem which are :

1. Is there a significant difference of the pre-test and post-test of experimental class before and that after being taught by using mind mapping technique?
2. Is there a significant difference between the experimental and control class before and that after being taught by using mind mapping technique?

## **1.3 Objective of the Research**

Based on the statement on the problem above, the objective of conducting this research are :

1. To find out if there is a significant difference of the pre-test and post-test of experimental class before and that after being taught by using mind mapping technique
2. To find out if there is a significant difference between the experimental and control class before and that after being taught by using mind mapping technique.

## **1.4 Significance of the Research**

By conducting this research, the writer expects that this research will be beneficial theoretically and practically as follows :

### **1. Theoritically**

This research gives solution to find out the appropriate method in teaching descriptive texts and also can be used as the references for someone who wants to do a research in writing texts especially using mind mapping technique.

### **2. Practically**

#### **a. For the Teacher**

Hopefully this research can increase knowledge about increasing students' writing skill using Mind Mapping technique, so that the

teacher and the writer can help students to convey their ideas or information and increase their writing skill by using mind mapping technique.

b. For the Students

Hopefully this research will be useful for students who will learn mind mapping technique to improve their writing skill, especially in descriptive text.

c. For the Readers

The writer hopes that this research will be useful for the readers in their learning writing and apply mind mapping technique to improve their writing skill.

### **1.5 Scope of the Research**

The study focused on using mind mapping technique to teach descriptive texts for the tenth grade students of SMA Negeri 1 Jekulo in academic year 2021/2022. The subjects of this research are the tenth grade students' of SMA Negeri 1 Jekulo in academic year 2021/2022. The writer explains mind mapping technique in the English writing class and give pre test and post test to collect the data before and after being taught by using mind mapping technique.

### **1.6 Operational Definition**

Based on the focus of this research, the writer is dividing the operational definition of this research into three, they are :

1. Mind mapping technique is a great way to support teaching and learning process through described by the pictures or diagrams which is made to develop the ideas about something from the general to the specific one.
2. Descriptive text is a kind of text with purpose to give information. The context of this text is to describe particular thing, animal, person and others.

3. The Tenth Grade Students of SMA Negeri 1 Jekulo are the 1<sup>st</sup> year students who are currently registered as students of SMA Negeri 1 Jekulo.

