

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of research, formulate of research question, the purpose of study, the significant of the study, the scope and limitation, hypothesis of study and the definition of key term.

#### **A. Background of the study**

Language is tool of communication in daily life. By using language, people can express their feeling, idea and everything in their mind. In oxford learner's pocket dictionary (2008: 247) defined as language is system of communication in speech and writing used by people of a particular country. So, language is very important in human life.

One of the languages which are the international language is English. English made a language which is used by the most country in the world. Richards and Theodore S. (2001: 3) said that English is widely studied as foreign language since five hundred year ago until nowadays.

English in Indonesia as a foreign language because of the first language or mother language is local language and then the second language is Indonesian language. In the formal of communication Indonesian people use second language.

In English, there are many kinds of written text. They are: narrative, descriptive, procedure, recount, anecdote, report, explanation and many

others (Martin, 1994 et al in Johns, 2002: 76-77). Based on the syllabus in academic year 2014/2015, students of junior high school are demanded to write various text types, one of which is descriptive text. Descriptive text is text which describe about the features and characteristic of something in detail. In writing descriptive text, the eighth grade students are expected to be able to write simple descriptive text correctly. It is taught by teacher in order to make student know how to describe people, something, or animal. Student should be able to make sentences in form of present tense and develop main idea into short descriptive text.

Based on researcher observation in MTsN Tunggangri, the researcher found that the difficulties of student in understanding the material especially in writing descriptive text. First, the researcher found that the teacher just explains about the generic structure and asks to write the descriptive text without use any method or technique when instruct students to describe. The researcher also looked the respond of the students; the student will be unmotivated and bored during learning descriptive text. They can't do the task from teacher correctly; they need long time and confuse to do the assignment of describing something based on the instruction of teacher. Eventually, the result of writing student is not appropriate and the target of standard competence for student cannot be achieved. Second, the difficulty of students in writing descriptive text is about getting the idea and arranging the sentence.

One of the techniques that can be used to help student in writing is mind mapping. Mind mapping can help student to associate idea, think creatively, and systematically (Buzan, 1993: 59). Mind mapping in this research is a technique that can be used to generate material for paper. This technique is helpful for student who like thinking in visual way (Langan, 2005: 27). Flower and Hayes in O'Malley explain that generating ideas is one of the important sub-processes that contribute to planning in writing. Brainstorming, making a list, semantic maps, collaborating with peers, and elaborating on key ideas with personal information are useful retrieval strategy. Mind mapping is one of the techniques which can be implemented in teaching and learning process because of the simple way to apply this technique. That is way, the researcher choose mind mapping to be applied in MTsN Tunggangri to know how effective this technique in writing descriptive text because of English teacher in those school not apply this technique in support student writing descriptive text.

Mind mapping technique contributes to help student's writing ability in writing descriptive texts in the terms of organizing ideas, increase vocabulary, improving creativity and arranging sentences. Besides that, mind mapping is simple way to apply for student and teacher in writing and one of the solutions to increase student writing skill eventually the score of writing's student can be better.

The technique of mind mapping actually is disclosed of " Buzan ", but to know how effective the use of mind mapping in the teaching writing in

descriptive text in the classroom, the researcher interested to apply this research. Besides that, the previous study from “Sulistiani” as the researcher of mind mapping in MTsN Bandung in academic year 2013/2014 is used this technique in aspect of reading narrative text. Sulistiani (2014) applied this technique to support students in remembering and the problem. In addition, the teachers’ method in teaching and learning at writing descriptive text still used asking and instruction without explain the other technique in doing the task.

Based on problem above, the researcher wants to conduct research to know how effective the use of mind mapping technique to improve students’ achievement in writing descriptive text. By the reason above, the researcher would conduct a study entitle “The effectiveness of using mind mapping technique toward the students’ achievement in writing descriptive text at MTsN Tunggangri Tulungagung in academic year 2014/2015”.

## **B. Formulating of the research question**

Based on the background of the study above, the researcher formulated the question as follows:

How effective the use of mind mapping technique is in teaching writing descriptive text?

## **C. The purpose of the study**

To know how effective the use of mind mapping technique is in teaching writing descriptive text.

#### **D. The significances of the study**

The result of this study is expected to give both theoretical and practical contribution.

1. Theoretical:

The result of this study hopefully can show or attest how is the effective of mind mapping in the teaching and learning process, especially in the teaching writing descriptive text based on the theory from “Buzan”.

2. Practically:

Practically, the research of the study can be useful for:

- a. The teacher

Teacher can uses this technique to support when teaches writing skill use the simple way. Teacher will be easier to teach writing descriptive text. In order students will more interesting and motivated in teaching learning process.

- b. The student

Student can uses this technique to support and improve their writing skill especially in descriptive text in order to help student in thinking more systematically to get an idea, arranging sentence and making a descriptive text.

#### **E. The scope and limitation**

The scope of this research is conducted at MTsN Tunggangri, Kalidawir Tulungagung, and focus on the effectiveness of using mind mapping technique

in writing descriptive text. Then, the material is description about the animal picture from the instruction of the researcher in student sheet.

The limitation of this research is that the subjects of this research are E class at MTsN Tunggangri in academic year 2014/2015. The researcher chose E class because of the instruction of vice chairman of curriculum in MTsN Tunggangri. Vice chairman of curriculum believes that E class could give sufficient information that the researcher want to gain.

#### **F. Hypothesis of the study**

The researcher uses two kinds of hypothesis formulated to be tasted; they are Alternative Hypothesis ( $H_a$ ) and Null hypothesis ( $H_o$ )

1. Alternative Hypothesis ( $H_a$ ):

The significant level  $<$  the standard level of significant 0. 05, the alternative hypothesis ( $H_a$ ) is accepted and the Null hypothesis is rejected. It means that, there is different score of students' achievement before and after taught using mind mapping technique.

2. Null hypothesis ( $H_o$ ):

The significant level  $>$  the standard level of significant 0. 05, the null hypothesis ( $H_o$ ) is accepted and the alternative hypothesis is rejected. It means that, there is no significant different score of students' achievement before and after taught using mind mapping.

#### **G. Definition of key term**

There are some terms used in this study that needed to be defined to avoid misunderstanding, they are:

1. Effectiveness is usefulness strategy that the researcher used in this study especially in using mind mapping technique in descriptive text.

2. Mind mapping technique

Mind mapping technique is strategy to get an idea using circle, arrows or lines picture in single word to show the relationship about the picture to make sentences more clearly and systematically.

3. Students' achievement

Students' achievement is the student ability in writing descriptive text. In this research, the achievement of student related to the score in writing descriptive text.