CHAPTER I

INTRODUCTION

This chapter presents introduction. It consists of seven sub-chapters. They are (1) Background of the Study, (2) Formulating of Research Questions, (3) Purpose of Study, (4) Significance of the Study, (5) Scope and Limitation, (6) Definition of Key Terms and (7) Hypothesis.

A. Background of Study

In teaching and learning English, there are four skill in English language teaching that students are required to master, one of them is writing. Writing can be defined as an activity to express of ideas on the paper. Base on Cambridge Advance Learners' Dictionary (2008) that writing is an activity of creating piece of written work, such as stories, poems, or articles. So, it can be said that writing is a way of sharing observation, information, thoughts, or ideas with ourselves or others due to the facts that stories, poems, and articles are developed on the basis of ideas, thoughts, information, and observations. According to Urquhart and Mclver (2005:23) "Writing is about expressing knowledge and the students have to express their knowledge as thoughtfully and clearly as they can". In other hand, (Uusen, 2009) say that writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas.

Writing is also the most difficult skill in English language learning because writing is one of productive skill which has a complex process. Writing is not only about the sentence pattern and vocabulary, but also the process to create a good writing. Writing needs good knowledge on sentence pattern, vocabulary, mechanic, and the way to organize idea in good written form. Writing is not only about producing accurate and complete sentences and phrases. Ahlsen & Lundh (2007:5) also said that writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. It is mean that writing as an activity to show the knowledge and the pieces of information through real written form. The development of idea and the correct and the correct usage of sentence pattern cannot be separated to create good writing. As a result, writing is a unity which composed by sentence structure and the development of idea and information in written language.

Based on Curriculum 2013 (K13), the students in senior high school should learn some types of writing text. One of them is descriptive text. Descriptive text is a type of text that functions to describe particular person, place, or thing. Wyrick (2011:323) states that the writer of description creates a word-picture of people, places, objects, and emotions, using a careful selection of details to make an impression on the reader. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Students who are going

to write this type of text should be able to express what they see, hear, feel, touch and taste.

In writing descriptive text, generally the students face some problems. The student's writing is not comprehensible, because the topic and the content are not relevant and the sentences are not well organized. The students are not writing descriptive in detail, they are showed the general characteristics of object only. Then, the students have low motivation and are not interested in doing the task. That is because the students have some difficulties in get their own ideas. Besides having difficulties in expressing of ideas, they also get difficult to organize them logically. According to Barska (2006), the most important factor in language learning is the motivation, which is why English language teachers have always tried to find new strategies in their lessons.

One way to solve the common problems above the writer tries to apply a strategy of teaching language, this is mind mapping. There are two kinds of mind mapping; they are hand-made mind maps and software mind maps or digital mind mapping. Digital mind mapping is a diagram based on software that has function as a way to organize ideas. Digital mind mapping strategy can make students easily to remember things which they want to be described. This strategy can help students to associate ideas, think creatively and organize the part of the text before starting to write. According to Buzan (2008) Mind Maps not only show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students

to associate ideas, think creatively, and make connections that might not otherwise make. Digital mind mapping can help student's writing achievement in writing descriptive texts in the terms of organizing ideas, increase vocabulary, improving creativity and arranging sentences. In addition, digital mind mapping is simple way to apply for student and teacher in writing.

Digital mind mapping is valuable to benefit from computer to create mind maps. Erdogan (2008) state that by utilizing digital mind maps, students can move objects and concepts around simply by drag and drop them, in contrast, with paper mind maps, students need to erase and rewrite again and again. According to Riley & Ahlberg (2004) digital mind maps can be saved as files, the file can be shared among learners, and bits of it may be copied for other maps. Further digital mind maps enable students to include hyperlinks and email links to their maps. Students can also attach and view video clips, animated pictures, and images.

Digital mind mapping has some types of application, one of them is MindMaple Lite. MindMaple Lite is one of free application of digital mind mapping that which has size of 14 MB. This type is simple interface that is easy to use for teachers and students. In addition, although a light version and a limited (not Pro), MindMaple Lite already has standard features that are very inadequate for use in mapping concepts.

To know the effectiveness of using a digital mind mapping to improve student's achievement of writing in descriptive text, the researcher is

interested to apply this research. The proof that this strategy is effective to be used can be seen from the previous studies. The first is study by Purnomo, Adi (2014). The study is about Improving Descriptive Writing Skill Through Mind-Mapping Technique in 8th Grade Students of MTs Muhammadiyah 1 Cekelan in the Academic Year of 2013/ 2014. Based on the data presentation of research by Purnomo, the students' writing skill can improve through mind mapping method. The data shows that improvement of students' writing skill is significant after the students got writing practice using mind mapping.

The second written by Dianto, Roni (2015). After calculated using statistical test indicating that mind mapping was effective, Dianto concluded that mind mapping technique can be used to improve students' achievement in writing descriptive text and can be applied an important role in teaching writing. These studies have similarity and differences to the present study. When the previous study focus on mind mapping, this present study focus on digital mind mapping as a strategy.

Based on the explanation above, the researcher would like to conduct a study of applying a digital mind mapping in teaching writing to the students in first grade at MAN 2 Tulungagung. Hence, the writer conducted a research entitled, "The Effectiveness of Using Digital Mind Mapping Toward the Students' Achievement in Writing Descriptive Text to the First Grader at MAN 2 Tulungagung in Academic Year 2015/ 2016".

B. Research Question

According to the background of the study above, the formulation of the research problem is:

Is there any significant difference on the student's writing achievement in descriptive text before being taught using digital mind mapping and after being taught using mind mapping?

C. Purpose of Study

According to the problem proposed above the writer sets the purpose of study is:

To find out whether there is significant differences between the student achievement who are taught before and after using a digital mind mapping in writing descriptive text.

D. Significance of the Study

The researcher hopes that the result of the research can inform about the students' writing mastery. The researcher will know the students' understanding about how to make descriptive text easily. The researcher hopes that the research of the using of mind-mapping strategy in teaching and learning writing skill (descriptive) will be beneficial for teacher, students.

1. The English Students

    The students can uses this strategy to get ideas before writing something especially in writing descriptive text. The students can thinking more systematically to get an idea, arranging sentence and making a descriptive text.

2. The English Teacher

    It can be used to improve their competence in teaching English especially in teaching writing skill. This research can support the teacher to develop to students' writing skill. Teachers will be easy to teach descriptive text. They will get the simple way to teach it.

4. The Other Researcher

    The researcher hopes that the result of this research can be used as reference for other research dealing with the implementation of teaching learning writing.

E. Scope and Limitation

    This research is conducted in first grade students of MAN 2 Tulungagung in the academic year 2015/ 2016. There are some types of digital mind mapping, such as Endraw, MindMaple Lite, Freemind, Coggle, e.t.c. In this study, the researcher only focuses on teaching writing using MindMaple Lite toward student's achievement in writing descriptive text.

F. Definition of Key Terms

In order to avoid the ambiguity and misunderstanding of the terms used, the writer gives the definition of the terms as follows:

1. Effectiveness

The effectiveness is the producing the result that wants the doer. In other word, Effectiveness means producing some effect resulted for the strategy tested. The result is significant or not significant.

2. Digital Mind Mapping

Digital mind mapping is valuable to benefit from computer to create mind maps. It is a tool to enable students, stimulate their creativity and collaboration, and increase their confidence in the contribution of ideas in the classroom.

3. Student's achievement

Students' achievement is the student's score in writing descriptive text. In this study, student's achievement is the result of pretest and post test.

4. Writing

Writing is an activity in which people can express and share their things, what they seen, felt, and they understand. It is the skill of a writer to communicate information to a reader or group of readers (Siahanan, 2008:2)

5. Descriptive Text

Descriptive text is one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

G. Hypothesis

The researcher uses two kind of hypothesis, those are:

1. The Null hypothesis (Ho): There is no significant difference on the students' writing achievement who were taught before using digital mind mapping and after using digital mind mapping.

2. The Alternative hypothesis (Ha): There is significant difference on the students' writing achievement who were taught before using digital mind mapping and after using digital mind mapping.