

CHAPTER I

INTRODUCTION

This chapter presents introduction. It discusses the background of research, statement of research problems, objective of the research, significance of the research, formulation of hypothesis, scope and limitation of the research, and definition of key terms.

A. Background of Research

Education has an important role in creating quality human resources. Quality human resources are influenced by the learning process received. A good teaching and learning process can develop the necessary thinking skills, namely the ability to think critically and communicate well. Teachers can carry out learning well if they prepare everything regarding the teaching and learning process activities (Hanafi, 2018). Efforts made to improve the quality of education require ideas or creations from teachers in realizing quality education in every lesson at school. The aim of education based on Law Number 2 of 1989 is contained in Chapter II Article 4 which states that the aim of education is to make the life of the nation intelligent and also to develop humanity as a whole.

Improving students' abilities, especially in writing skills, is carried out in classroom learning activities. Learning is a series of activities that are deliberately created with the aim of facilitating the learning process (Priyadi, 2009). According to M. Sobri (Prihatini, 2017) classroom learning requires methods that can attract students' interest and success in the

learning itself. Learning methods are ways of presenting lesson material carried out by educators so that a learning process occurs in students in an effort to achieve goals. By implementing good and interesting methods for students, it is hoped that they will get better learning results than before. It is also hoped that it can overcome problems with learning methods previously applied in an educational institution. In particular, in honing and improving students' skills, methods are needed that are comfortable for both students and teachers.

Skills in English include listening, reading, writing and speaking. One of the focuses that we want to research here is writing skills, which are considered to be one of the skills that really needs to be focused on so that students can also master this skill. Writing is a skill in expressing thoughts, ideas, opinions about something, responding to a statement of desire, or expressing feelings using written language (Rofi'uddin & Zuhdi, 1999). As a teacher, we always try to use methods that are easiest for students to accept based on the level of difficulty of students at the institution where they teach. The importance of effective learning methods cannot be underestimated, especially in an increasingly connected world of education where English is a global language. Improving the writing skills of second grade junior high school students certainly has its own challenges for teachers.

So, to be able to facilitate students in writing skills, learning must be interesting and able to stimulate students. One of the ways to stimulate students' learning is by employing some methods. One of them is Mind

Mapping. According to Buzan (2006) Mind Mapping is a learning method where the easiest way is to enter information into the brain and remove information from the brain when we need it, and also its application is very effective, creative and simple but very powerful for summarizing material, because The Mind Mapping method is a method of mapping thoughts in written form in pictorial essays. Einstein in Buzan (2006) stated that, "Imagination is more important than knowledge because imagination is unlimited." It would be better to apply learning methods that require students to think creatively and imagine so that the learning atmosphere does not tend to become boring. Another opinion from (Kurniasih & Sani, 2015), the mind map method is one of the methods used in the form of learning activities which are applied to train students' way of thinking, this method has its own method, namely presenting the content of the material in the form of thought mapping based on the students' abilities. A mind map is described as a combination of curved lines, symbols, words, short sentences and simple images. According to the concept, mind maps are made based on the ideas of each individual person.

Mind maps can be used as a way to encourage students and make it easier to record material or summarize material using only words, short sentences, pictures, and determining keywords first, making it easier for students to learn material briefly and clearly. The mind map method is an effort that can help optimize left and right brain function, because its application is very easy and can help students think quickly, because it has been mapped and arranged based on the main keywords of the material that

will be outlined in the concept map material. Meanwhile Dananjaya (2023) states that the use of mind maps is to invite and train students to be able to think systematically, map their thoughts, and make categorizations according to their abilities.

The mind map learning method is used to involve students' creativity in expressing the ideas in their minds to make it easier with the help of searching for keywords, words, short sentences and simple pictures with a combination of lines or symbols. That way students will more easily understand and accept the material. The mind map learning method will focus on improving the descriptive text writing skills students' of 2nd grade at SMP Muallimin. Previously, the learning methods used in learning English, especially in the material on descriptive text writing skills for 2nd grade students at SMP Muallimin, were considered less than optimal because there were still many students who experienced difficulties with this material. So, it is hoped that this research topic can have an impact on improving students' descriptive text writing skills by using more effective learning methods.

In short, student learning outcomes in descriptive text material are considered to be inadequate and require new methods that are deemed more effective. Thus, it is hoped that the results of this research can provide solutions to the problems that exist in 2nd grade of SMP Muallimin. Namely in the form of a mind map learning method that is effective and can improve student learning outcomes in terms of writing descriptive text.

Studies related to the application of Mind Mapping and the

improvement of writing have been done by some previous researchers. The first previous study was conducted by Ahrani (2023) entitled "*The Use of Mind Mapping to Improve Students' Writing Skills*". This study aimed to improve students' writing skills on descriptive texts in class X DKV SMK YPT 2 Purbalingga academic year 2022/2023. The research subjects were 27 students. The research method used was classroom action research (CAR). This research was conducted by carrying out two cycles. Each cycle consisted of one meeting. The data collected at the time of the study were through several instruments; interview guidelines, observation sheets, and tests. The results showed that there was an increase in students' writing scores in descriptive texts.

The second study from K. Sinta, P. Ady, and M. Ifatul (2021) with the title "*The Application of Mind Mapping to Teach Reading of Narrative Text*" by making a mind map, students can summarize the narrative text in their language. Therefore, the text is easy to understand and increases students' interest in reading and learning about English. So, it can be concluded that Mind Mapping can help students in indentifying the information of narrative text in the students' language. Therefore, it made the students comprehend the text easily.

On the other hand, instead of being in line, research that is opposite to the two studies above is research carried out by Dian Rahmizul (2023) entitled "*The Effect of Applying Outlining Technique and Mind Mapping Technique on Students' Ability in Writing Descriptive Paragraph at State Junior High School 3 in Kampar*". This study was aimed to to find out

whether the use of outlining technique and Mind Mapping technique gave effects to the seventh grade students' ability in writing descriptive paragraph at SMP N 3 Tapung. This research is a quantitative study in the form of comparative experimental design with a pre-test and a post-test. The data were collected by using a writing test. The result indicated that there was a significant difference in ability in writing descriptive paragraph between students taught by using outlining technique and those taught by using Mind Mapping technique. It's mean that the application of outlining technique was more significant compared to Mind Mapping technique.

Those three previous studies are different from the present study in terms of the research design. The designs of the previous studies were CAR, descriptive, and comparative research. Meanwhile, the design of the present study was pre- experimental. So, this study was directed to verify whether or not Mind Mapping was effective to improve the students' skill in writing descriptive text. The participant chosen by researchers are junior high school students at SMP Muallimin Wonodadi Blitar.

B. Statement of Research Problem

Based on the background of the problem above, the formulated research question was: Is there any significant difference scores in writing Descriptive Text of the students' before and after taught by using Mind Mapping Method of second grader at SMP Muallimin Wonodadi?

C. Objectives of the Research

From the research problem, the purpose of the research is to know

wether there is any significant difference scores in writing Descriptive Text of the students' before and after taught by using Mind Mapping Method of second grader at SMP Muallimin Wonodadi.

D. Significance of the Research

Researcher expects that the results of the study are useful for :

1. Students

The students' as a subject of research, to encourage them to improve students' skill of writing and give another alternative option to make Descriptive Text.

2. English Teachers

The findings of this study can be helpful for the English teacher to teach Descriptive Text especially writing by using Mind Mapping Method.

3. The Future Researchers

This study can be used as a reference for developing an effective strategy in teaching English. And other researcher who interested in using similar topic can conducting develop the more effective implementation of applying Mind Mapping Method.

E. The Formulation of Hypothesis

The research hypothesis of this research can be described as follows :

1. H₀ (Null Hypothesis)

There is no significant difference scores in writing Descriptive Text of the students' before and after taught by using Mind Mapping Method of second grader at SMP Muallimin Wonodadi.

2. Ha (Alternative Hypothesis)

There is significant difference scores in writing Descriptive Text of the students' before and after taught by using Mind Mapping method of second grader at SMP Muallimin Wonodadi.

F. Scope and Limitation of the Research

This study was intended to verify the effectiveness of Mind Mapping on students' writing Descriptive Text, this study was given to the students' of second grade at SMP Muallimin. However this study would not investigate to what extent the students' can learn from the use of Mind Mapping, so in this study there is no description qualitatively related to how the students can learn better from the use of Mind Mapping Method.

G. Definition of the Key Terms

1. Effectiveness

A method can be said to be effective when it can have an impact on improving students' writing skills in descriptive text. This is proven by statistical results showing less than or equal to 0.05.

2. Mind Mapping

Mind Mapping is a learning method designed by mapping information in graphic form. Mind Mapping can be mapped using branching lines, images, or keywords that are related to the main concept or idea. Mind Mapping will help someone in various things such as planning, communicating, remembering things well, making someone more creative in solving problems, focusing attention,

organizing and explaining thoughts, and learning things more quickly and efficiently.

3. Students' Writing Skills

Students writing skills is a process for conveying or delivering ideas, opinions, and feelings in the form of words that other people can understand.

4. Descriptive Text

Descriptive text is text that aims to show, explain, or describe something. That something can be a person, animal, object, location, and so on. Descriptive text provides information about how something or someone looks, which uses words arranged in a sentence to describe what something or someone is like so that it can provide a clear understanding.