

CHAPTER I

INTRODUCTION

This chapter discusses the reasons to conduct the research. It covers background of the research, formulating research question, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Writing is 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 means 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 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.

According to Richards and Renandya (2002: 303), “There is no doubt that writing is considered as the most difficult skill for L2 learners to master”. The difficulty lies not only in generating and organizing the ideas, but also in translating the ideas into the comprehensible text. Relating to the difficulty of writing above, the students should pay more attention in writing and on how to express the ideas, thoughts, and opinions in the written form.

There are some reasons relating to the importance of writing skill for students. One of them is to lead the students to the academic success in the school. According to Oshima & Hogue (2006: 3), kind of writing for college or university it is called an academic writing. They argue that academic writing is different from other kinds of writing in several ways. For instance are personal writing, literary writing, journalistic writing, business writing, etc.

One of the techniques that can be used to help student in writing is mind mapping. Mind mapping can help students 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. 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 for English Department students in fifth semester to know how effective this technique in writing argumentative essay.

A mind mapping is one of the most efficient tools to think, recollect, and organize ideas in a visually friendly way. Mind mapping is usually deliberated as an approach to conceptualizing and brainstorming, through which one can attain the desired outcomes or more often outstanding ones. 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. Mind mapping technique contributes to help students' writing ability in writing argumentative essay texts in the terms of organizing ideas, increase vocabulary, improving creativity and arranging sentences. Besides that, mind mapping is simple way to apply for students and teacher in writing and one of the solutions to increase students writing skill eventually the score of students' writing can be better.

Mind mapping technique has a relation with learning style, learning style is the way how the students can understand the material in their lesson with their way. In one class, there are some students who have different learning style such as visual, auditory and kinesthetic. According to (Flaming and Baume, 2006), learning style is combination of ability, knowledge and experience that enable a person to do something.

According to Diana (2012) show that after the writer conducts the action, the students' vocabulary mastery is higher than before. It can be seen from the result of the observation of the students' activities during the

action. Moreover, the majority of the students gave positive response toward the implementation of mind-mapping technique. She found that learning vocabulary through the implementation of mind-mapping technique was challenging and fun. It can be concluded that mind-mapping technique improves the vocabulary mastery.

Based on the research held by Yunus and Chien (2016), it can be generally depicted that most of the SMK Oya (Malaysian University English) Pre-U students perceive mind mapping technique as an effective strategy in helping them to write and this is in agreement with those seen from previous research which demonstrated that mind mapping technique can enhance the students' writing ability. As a result, the mind mapping technique would seem to be an effective tool to help students in planning and organizing their writing by encouraging students to gain a comprehensive or in-depth understanding of the writing topics. In contrast, a minority of them claimed that creating mind mapping is difficult, boring and time-consuming and does not benefit their writing and thus they dislike creating mind maps. This could be true when using this strategy in an exam situation where students are having difficulties to familiarize themselves with the concept of the mind mapping strategy in such conditions. The students who have insufficient skills to draw need a long time to make a mind mapping as they usually focused more only to make an effective mind map with good visual aids without estimated time to make a good writing product. Nevertheless, this weakness can be solved by the teachers giving

clear instructions to the students' doubts and limited time frame for the students to create mind maps more efficiently.

Based on Dianto (2015) it can be 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 research have similarity and differences to the present research. When the previous research focus on mind mapping in the school situation, this present research focus on mind mapping as a strategy in college situation.

One of learning styles that we can learn is visual learning style because most of dominant students have that learning style. Visual learning style or learn through seeing is when the learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. This technique is helpful for students 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. They may to think in pictures and learn best from visual displays including diagrams, illustrated textbooks, videos, flipchart, and hands-out. During a lesson or classroom discussion, visual learners often prefer to take a notes to absorb the information.

In order to create a mind mapping, usually start in the middle of the page with the central theme or main idea. From that point, work outward in

all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. Murley (2007) explains that mind-maps graphically show ideas in a relational context, with the main topic at the center of the map, major subtopics on branches radiating from the main topic, and sub-subtopics around each subtopic that can be created with paper and pens or with one of several computer applications.

Byrd (2011:22) states that most of college students do not take their time to form and organize their ideas in an L2 writing task, rather they simply aim for the final product, they need any techniques to facilitate them in writing process. Rustler & Buzan (2012:41) adds that mind map is a visual technique for structuring and organizing ideas which is easy and intuitive to use and help students to generate ideas and information processing. Mueller et al. (2002:50) describes how the use of mind maps for community college has resulted in enhance thinking skills including critical thinking, whole-brain thinking and comprehensive thinking.

The researcher believes that most of college students try to memorize information for their exams, rather than understanding it. So, the inability of EFL college students to organize their ideas and thoughts is sometime due to lack of knowledge about different techniques in this respect which can be applied during the pre-writing process. EFL college students have less grammatical and lexical and more organizational problems.

The example above can be related to the visual learning styled that has relevancy with the mind mapping technique. Mind mapping use a picture,

diagrams, table, and etc to make the understanding more easily. Visual learners will make themselves note to get the knowledge or information from the source. So, this is the relevancy between visual learning style and mind mapping technique, visual learners will use their vision and mind mapping to help them to create a note or the copies of information which is they got.

Based on the description above, the researcher wants to conduct research to know how effective the use of mind mapping technique to improve visual students' achievement in writing argumentative essay. The researcher would conduct a research entitle "The Effectiveness of Mind Mapping on Visual - Learning - Styled Students in Writing Argumentative Essay at IAIN Tulungagung".

B. Formulating of Research Question

Is there any significant difference on visual - learning - styled students in writing argumentative essay before and after taught using mind mapping?

C. Objective of the Research

To determine whether there is significant differences on visual - learning - styled students in writing argumentative essay before and after taught using mind mapping.

D. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis (H_0) states that there is no significant difference on visual - learning - styled students in writing argumentative essay before and after taught using mind mapping.
2. Alternative hypothesis (H_a) states that there is significant difference on visual - learning - styled students in writing argumentative essay before and after taught using mind mapping.

E. Significance of the Research

The researcher hopes that the result of the study will have significances on:

1. The students. The students can use this strategy to get ideas before writing argumentative essay. The students can thinking more systematically to get an idea, arranging sentence and making a good argumentative essay by use mind mapping technique.
2. The lecturers. The researcher hopes that the result of this study can be useful for the lectures. By using mind mapping before they conduct argumentative essay, the lecturers will know it is effective or not if mind mapping teach to students who have visual learning style and the lecturers can teach the students easily.
3. The future researcher. The researcher hopes that the result of the research can become the useful information and references for the next researcher who want to conduct the similar research in other dimension.

F. Scope and Limitation of the Research

1. Scope

The scope of the research was focusing on visual - learning - styled students in writing argumentative essay by using the mind mapping technique.

2. Limitation

To get better result, this research was then limited only on learning by using mind mapping based on students who have a visual learning style in argumentative essay of Fifth Semester English Students at IAIN Tulungagung.

G. Definition of Key Terms

The researcher will give the key terms of this research as below:

1. Mind mapping

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. Mind mapping can help student to associate idea, think creatively, and systematically (Buzan, 1993: 59).

2. Argumentative essay

Argumentative essay is an essay in which you agree or disagree with an issue, using reasons to support your opinion. The goal is to convince the reader that your opinion is right

3. Visual Learning style

Visual learning is a learning style in which a learner utilize graphs, chart, maps and diagrams (Fleming and Baume, 2006). Fleming claimed that visual learners have a preference for seeing (think in picture, visual aids such as overhead slides, diagrams, handouts, etc).