

CHAPTER I

INTRODUCTION

A. The Background of The Study

English is a global language, so it is very important to be learned this language to improve social knowledge. It is communicated and learned in many countries. It is used in business, technology, information, media and education. In education, the purpose of learning English is to the learners to conduct communication, in spoken and written language.

Dealing with facts that English is a global language, to create a competitive generation in all aspects of life, Indonesian education includes English subject in the curriculum of elementary school up to senior high school. English became the first foreign language taught at school. It means that English becomes an obligatory subject and students are supposed to learn English since the early ages. It is one effort to make students master English with its four skills; listening, speaking, reading, and writing, to create a generation of innnovation.

One of this four skills which are very important and most required in academic field is writing. Writing is a process of putting thought or ideas in words that is combined into sentences in the form of paragraph. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. Through writing students can share his or her knowledge, good idea, or thought in written text to everyone who reads it. In writing, many types of text (genre) that will be studied more by the students, one

of them is anecdote. In writing anecdote text is also difficult learnt by students because in anecdote has some important parts as the key words to be developed or written.

In reality, most of students always get difficulties when they are asked to write in English. Based on the writer's field practice experience (PPL) that student's achievement in writing is still very low especially in writing anecdote text. There are some factors that cause this, they are : 1. students seldom to practice write, even in their native language, so it is become a more difficult challenge to write in English, 2. the students are still confused how to start writing, how to write systematically, and how to make the sentence be coherence and cohesive between the main idea and the first sentence and the supporting sentences. 3. the strategy of the teacher use to teach the students writing does not motivate and encourage them, even may of the teachers get trouble to teach this skill to the students. Therefore, almost in every school we will find that this skill is seldom thought to the student. One of the roles of teacher in teaching writing is a motivator (Jeremy: 2001). Teachers have to able to motivate the students to write, for example by applying a technique in teaching writing which can encourage the student to write.

Based on the explanation above, the writer would like to conduct a study of applying spider map technique in teaching writing to the students especially for Junior High School.

Spider map is one of the concept mapping, which is a technique developed by Novack. Spider map is organized by placing the central theme factor in the

center of the map. Spider map make visible maps are able to show more complex relationship. A spider map identifies the elements important in a common theme as well as interrelationships.

Spider map is a type of a graphic organizer that is used to investigate and enumerate various aspect of a single theme or topic helping the students to organize their thoughts. That is applied to increase students' achievement in writing in particularly in anecdote writing. It means that learning by using this technique helps students develop good writing skill also become better learners as they develop life-long skill that help them to study.

B. The Problem of the study

Based on the background of the study, the problem of the study is formulated as the following

“ Is the students' achievement in writing anecdote text significantly improved if they are taught by using spider map technique? ”

C. The Objective of the Study

Based on the problem of the study, the objective of this study is to find out whether spider map technique improves students' achievement in writing anecdote text.

D. The Scope of the study

There are many methods that can be applied to improve students' writing achievement, such as: Animation Movie, Spider Map, Questioning Strategy, Survey, recite and review. To give the best result of the reaserch, the scope of the study is limited on investigating the student's on writing anecdote text will focus on the use of spider map technique in teaching process. The writer focuses on Spider Map technique because there are many benefit that students will get by using Spider Map technique, such as, Spider Map technique can help the students develop their critical writing skill, encourage the students to be active writing and activate the students prior knowledge.

E. The Significance of the Study

The findings of the study are expected to be useful and relevant both theoretically and practically.

Theoretically the findings are expected to:

1. The horizons on theories of language learning.
2. Apply the theories on the foreign language learning, and
3. Be the reference for those who want to conduct a further research in English teaching learning process.

Practically the findings are relevant and useful for:

1. The English teacher can improve their ability to conduct a better and interesting technique in teaching in writing.
2. The students will be helped in improving their ability in writing anecdote text through spider map technique.
3. For those who want to conduct a related research as an idea or vision.

