

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as an international language is used in communication, an activity which people deal with every time. People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspect of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education.

In learning English, the students have to be able to achieve the language skills, namely listening, speaking, reading, and writing. The objective of teaching English is to enable students to communicate in English orally and in English written form. Accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components, pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills; listening, speaking, reading and writing.

Wallace (2004:15) states that writing skill for beginning students can benefit from learning and practicing one skill at a time. So, study writing skill can benefit for student to learn another aspect of language at once. And Harmer (2004: 11) states that for many years the teaching of writing focused on the written product rather than the writing process. In other words, the students' attention was directed to the what rather than how of the text constuction.

There were many reasons that make the students' achievement low in writing. In this study, the writer deals that writing as her topic because based on observation and interview at SMP Negeri 3 Tanjung Beringin, it is discovered that learning writing is still a problem especially in the descriptive text. Most of the students are unable to complete descriptive text successfully. Students found difficulties to write because they do not have any idea to write, their grammar and vocabulary is not good, and also they are not confident to use their own language. The teacher's notes about the original scores of her students show that only 50% (Minimum Completeness Criteria (KKM = 75)) of students in a class are able to write a descriptive text well. Moreover, the students feel that teaching learning process is monotonous and uninteresting.

The conventional learning method that teacher applied in teaching writing skill is not effective. During learning activities in the classroom, the teacher only asks the students to read the text, translate the text by using dictionary, and rewrite the translation. The students were not asked to practice their writing ability. Teacher has high responsibility to improve students' achievement in writing. Teacher has to create interesting in the classroom so that the students can develop their ideas in writing.

Based on the current School-Based Curriculum that writing is one of the language skills that must be taught at junior high school/Islamic junior high school (SMP/MTs). The teaching of writing aims at enabling students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure, and report. In addition, based on Competency

Standard- *Standar Kompetensi* (SK) and Basic Competency- *Kompetensi Dasar* (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment.

In reality, many students have difficulties in writing descriptive even though they have learned the descriptive text. The difficulties are caused by the technique which is used in teaching process is not suitable. The writer chooses technique because the technique is taking place in the classroom and can help teacher to improve the students' ability in teaching learning process. And the writer use mind mapping technique because this technique indeed, can be regarded as the original reflection of what is in the individual's mind. The individual creativity forms the basis; however, how the individual structures the information must be taken in consideration.

According to the research that has been done by Ozgul Keles, Faculty of Education, Aksaray University, Turkey "*Elementary Teachers' Views on Mind mapping*" March:2012 and Brett D. Jones, Georgia Southern University, USA "*the effects of Mind Mapping Activities on Student's Motivation*" January: 2012 there was a significant result of the students' achievement through using Mind Mapping Technique. Because this technique useful, interest, easier to understand and success to increased scores of the students. And the research that has been done by Afriani (2012), teaching English writing through mind mapping technique was effective than teaching English writing without mind mapping technique. She focused on the learning of key words to compose the descriptive

text by using mind mapping technique in writing. She did the observation at the eighth grade students of SMP Negeri 1 Kisaran.

According to the research that has been done by Keles (2012) He believed that mind maps are effective tools in learning and improving students' creativity and in providing permanent learning than teaching English writing without mind mapping technique. This technique can facilities the teaching of writing to the students because mind mapping technique does not only help the teacher to connect the materials to the students' but also motivates in teaching to apply mind mapping technique to the students writing descriptive text.

Based on the problems which are faced by the teachers and students in the teaching and learning especially writing, the writer would like to conduct a research by applying mind mapping technique to improve students' writing skill.

B. The Problem of the Study

Related to the background of the study, the research problem can be formulated as follows: "Does the mind mapping technique improve the students' achievement in writing descriptive text?"

C. The Objective of the Study

In the line with the problem of the study, the objective of this study is aimed at finding whether the students' achievement in writing descriptive text could improve if it taught through mind mapping technique.

D. The Scope of the Study

This study focuses on improving students' descriptive writing achievement. The technique that is used to improve students' writing skill is Mind Mapping Technique. The scope of this study is limited on the teaching of writing descriptive text.

E. The Significance of the Study

The findings of this study are expected to contribute for:

1. English teachers, as one of alternative method in improving the quality of teaching writing.
2. Students, to helps them to write grammatically accurate and to improve their writing skill.
3. Increasing the students' ability in English, especially in writing.