

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the English language skills, which is a process of a composing activity. Writing is one of the productive skills that must be studied by the students. Nunan (2003, p. 88) stated that writing is both a process and a product. However, the writer has to select and organize the ideas in order to carry out a specific purpose in writing. It is a difficult skill for both native and non-native speakers, learners, because writers have to balance many things at one. In writing, the writers should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the writers if they are well prepared for what they are going to write.

In addition, the writer should not only focus on what to write but also should comprehend the techniques and a whole array of display writing. In writing, the writer should to know and to understand attitude, feelings, tone and audiences, because in \writing the writer will communicate with the audiences, that is, the people who will read what you have written through the written symbols. Regarding with Hogue (1991, p. 265) in writing, the writers should consider the audiences, tone and the purposes, because when you write the people who read your writing is your audiences as readers. From the description of writing above, writing is not an easy activity. It takes study and practice to develop writers' skill in writing.

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To support the students' ability in writing, the students must be able to construct ideas, to explain, to restate text, to persuade, to entertain, and to express attitudes in their writing. Besides, Writing cannot be produced without comprehending components such language; grammar, vocabulary, spelling, orthographic and other linguistic conventions. Murcia (2001, p. 207) stated that writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of study.

Moreover, a person can communicate their message to the close or distance readers and also to the known and unknown readers in writing. According to Murcia (2001, p. 207), who was viewing writing as an act of communication suggests that writing is an interactive process which takes place between the writer and the reader via the text. In conclusion, the writer shares their ideas with various readers and also builds the interaction.

In teaching learning process of English in Indonesian school, writing is put at the latest language skill that should be mastered by all students, because the good writing skill will help them in their academic success and future. According to Jeremy Harmer (2000, p. 79), the reason for teaching writing for students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill.

In order to accomplish the students' needs on writing, Curriculum 2013 provides writing as one of the language skills in English that should be taught and learned in Senior High School level. In addition, Islamic Senior High School Darul Hikmah Pekanbaru is one the Educational Institutions that applies Curriculum 2013 as its guidance in teaching and learning process. The

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four language skills; listening, speaking, reading, and writing are mixed together in English lesson,. In addition, it is taught twice a week with time duration about 45 minutes for each meeting.

Teaching and learning English for senior high school students, especially for writing must be based on the curriculum which is used by that school. The aim of teaching writing is that, the students generally are expected to be able to write texts based on the genres of writing and particularly, they are expected to know the basic theory of the genre texts that enable them to analyze the social function, text structure, and language feature of the text and the way of writing the texts based on the genres.

Based on the researcher's preliminary observation at Islamic Senior High School Darul Hikmah Pekanbaru, the researcher found that the minimum passing grade of English subject at Islamic Senior High School Darul Hikmah Pekanbaru was 75, but there were most of students' achievement still far from passing grade. It can be proved by the researcher from the students' ability in writing. The following are examples of students' descriptive paragraphs at tenth grade Islamic Senior High School Darul Hikmah Pekanbaru:

Kuta Beach
kuta beach is the name of one of many beach in indonesia. the location is in bali. kuta beach is very beautiful with white sand and and the seashore is amazing. One of the popular Kuta beach is the sunset. Very much people go to bali see the sunset.

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My Best friend Isna

I have best friend name is Isna. she is beautiful. she is my one class with me. she is good to me we always together. she never angry to me. she very like humor. she diligent in my class. I love she very much.

Prambanan Temple

Prambanan temple is very big temple in the Indonesia. there is 8 big temple and 8 small temple in the middle yard. there is also 222 statue of Siva, Brahma, Wisnu. Very much person if in holiday. there is very popular is loro Jonggrang statue.

From the students' descriptive paragraphs above, it can be seen that student A had problems and difficulties in delivering correct vocabulary and grammar. While student B had problem in expressing the ideas into their writing, delivering correct vocabulary and grammar. Furthermore, for student C had problems and difficulties in using correct mechanic, delivering correct grammar, and expressing ideas to their writing. From those facts, it can be concluded that the students' writing especially in descriptive paragraph must be improved.

Precisely, the basic competence for the tenth grade of Senior High School that should be achieved in the writing English subject was that the students had the ability to analyze social function, text structure, and language feature in the descriptive text like describe a person, a tourist attraction, and a historic place. They could use grammar, punctuation, and organization correctly. But in fact, writing was not easy for students, especially for students where English was learned as a foreign language because was not used in

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daily communication. The students have to figure out the definition, purpose and example of the texts, but they still got difficulties to write into written forms. As a result, writing of the students was still low. Based on the researcher's observation at Islamic Senior High School Darul Hikmah Pekanbaru, there were some various things that happened to the students' ability in writing descriptive paragraph and the phenomena as follows:

1. Some of the students were not able to develop their ideas in writing descriptive paragraph.
2. Some of the students were not able to write organization of descriptive paragraph (description and identification) correctly.
3. Some of the students were not able to use appropriate vocabularies in writing descriptive paragraph.
4. Some of the students were not able to use correct tenses in writing descriptive paragraph.
5. Some of the students were not able to write sentences with the correct punctuation.

To solve students' problems in writing descriptive paragraph needs an appropriate strategy, technique, or even activity. Actually, there is a technique that can help students to improve their writing which is called Mind Mapping Technique. According to Buzan (2008, p. 138) "Mind maps are a graphic, networked method of storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas. Each of

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the memory triggers in a mind map is a key to unlocking facts, ideas and information, and also to releasing the true potential of your amazing mind”.

Moreover, dealing with Hedge (2005, p. 58) making a mind map is a good technique for note-making before writing, it can facilitate the writers in writing and develop some ideas as the mind-making associations. In addition, pertaining to Buzan (2005, p. 4) mind map is an easy way to get information, for taking note that not boring, and come up with brilliant ideas. Borkar (2011) explains that mind map is a technique that makes optimum use of brain power and allows people to learn and retain information more effectively. Briefly, mind map is an easy, good, not boring technique for note taking before writing and it can produces some brilliant ideas.

Based on the explanation and the problem above, the researcher need to conduct a research entitled: **The Effect of Using Mind Mapping Technique on Students’ Ability in Writing Descriptive Paragraph at Islamic Senior High School Darul Hikmah Pekanbaru.**

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B. The Problem of the Research

1. Identification of the Problem

Based on the background and the phenomena above, the problems of this research will be identified as follows:

- a. Why were some of the students not able to develop their ideas in writing descriptive paragraph?
- b. Why were some of the students not able to write organization in descriptive paragraph?
- c. Why were some of the students not able to use appropriate vocabularies in writing descriptive paragraph?
- d. Why were some of the students not able to use correct tenses in writing descriptive paragraph?
- e. Why were some of the students not able to write sentences with the correct spelling and punctuation?

2. Limitation of the problem

In relation to the identification of the problems stated above, therefore, the researcher needs to limit and focus the problems of this research on the students' ability in writing descriptive paragraph that refers to content, organization of descriptive paragraph (description and identification), vocabulary, language use, and mechanics.

3. Formulation of the Problem

Based on the problems limited above, the problems are formulated into the following major and minor research question:

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The major research questions are:

- a. Is there any significant difference between the students' ability in writing descriptive paragraph without being taught and being taught by using mind mapping technique on Students' ability in writing descriptive paragraph at Islamic Senior High School Darul Hikmah Pekanbaru?
- b. Is there any significant effect of using mind mapping technique on Students' ability in writing descriptive paragraph at Islamic Senior High School Darul Hikmah Pekanbaru?

The minor research questions are:

- c. How is the students' ability in writing descriptive paragraph at Islamic Senior High School Darul Hikmah Pekanbaru without being taught using mind mapping technique?
- d. How is the students' ability in writing descriptive paragraph at Islamic Senior High School Darul Hikmah Pekanbaru taught by using mind mapping technique?

C. Objective and Significance of the Research

1. The Objectives of the Research

- a. To investigate whether there is a significant difference of students' writing ability in descriptive paragraph between without being taught and taught by using Mind Mapping Technique at Islamic Senior High School Darul Hikmah Pekanbaru.

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- b. To investigate whether there is a significant effect of using Mind Mapping Technique on students' writing ability in descriptive paragraph at Islamic Senior High School Darul Hikmah Pekanbaru.
- c. To investigate the students' writing ability in descriptive paragraph without being taught by using Mind Mapping Technique at Islamic Senior High School Darul Hikmah Pekanbaru.
- d. To investigate the students' writing ability in descriptive paragraph taught by using Mind Mapping Technique at Islamic Senior High School Darul Hikmah Pekanbaru.

2. Significance of the Research

- a. Hopefully, this research finding is able to contribute the benefit to the writer as a novice researcher, especially in learning how to conduct a research.
- b. The research findings are also useful and valuable, especially for students and teachers of English at Islamic Senior High School Darul Hikmah Pekanbaru for their teaching and learning consideration.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language and those who are concerned with the world of teaching in General.
- d. Finally, these research findings are also expected to be practical and theoretical information to development of theories on language teaching in general.

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D. Reasons for Choosing the Title

There are some reasons why the writer is interested in conducting this research:

1. The title of this research is relevant with the writer's status as a student of English Education.
2. The title of the research is not yet investigated by other previous researches.
3. The locating of this research facilitates the writer in conducting the research.

E. Definition of Key Terms

There are so many terms involved in this research. To avoid misunderstanding to the terms which are used in this research, the following terms are necessarily defined as follows:

1. Effect

According to Creswell (2008), he defines that effect means to identify the strength of the conclusion about group differences or about the relationship among variables in a quantitative study. Furthermore, According to Hornby (1995:369) effect is a change procedure by an action or cause as defined. It means that effect is a changing caused by something. In this research, effect is defined as the result of teaching writing descriptive paragraph of using mind mapping technique to improve students' ability in writing descriptive paragraph of the tengrade at Islamic Senior High School Darul Hikmah Pekanbaru.

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2. Mind Mapping technique

Regarding with Buzan (2008:138) Mind Maps are a graphic, it make easier to releasing ideas and information from our brain. It usually drawn on paper and it in the shape, key words, images and color, and form of a brain cell and is designed to encourage our brain to work in a way that is fast, efficient, and in the style that it does naturally.

Moreover, dealing with Hedge(2005:58) making a mind map is a good technique for note-making before writing, it can facilitate the writers in writing and develop some ideas as the mind makes associations. Briefly, Mind mapping can help writers in monitoring ideas, and can managing the ideas that want to describe. So, the effective way to help writers in developing ideas is with Mind Mapping Technique. Mind Mapping technique helps and guides the students to explain something in their confusion of the issue to be written in a good writing.

Mind Mapping Technique in this research means that a technique used by the researcher for making a good descriptive paragraph of the tenth grade students at Islamic Senior High School Darul Hikmah Pekanbaru.

3. Writing Ability

According to Reid (1993:28) writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Dealing with SIL International (1991:1) writing ability is a specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.

In addition, dealing with Lamb and Johnson (2000) the primary purpose of writing is communication. Briefly, writing ability can be defined as a skill to express ideas or communicate our feelings in written form. In this research, writing ability refers to students' ability in writing descriptive paragraph of the tenth grade at Islamic Senior High School Darul Hikmah Pekanbaru.

4. Descriptive Paragraph

According to Alice (1991:61) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. In addition, According to Syafii *et al.* (2011:1) a paragraph is a unit of information in writing unified by a central idea.

So, Descriptive paragraph in this study is a paragraph which describe about the features and characteristics of a certain thing in detail (a person or a thing). Its purpose is to describe and reveal a particular person, place, or thing. Descriptive paragraph has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Besides, descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see. In this research, students as writers write their own descriptive paragraphs before and after using Mind Mapping Technique of the tenth grade at Islamic Senior High School Darul Hikmah Pekanbaru.

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