

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In learning English, writing is one of the four language skills that needs to be achieved in order to acquire the target language. It plays an important role since it is often needed for formal and informal testing in the school (Bryne, 1991:6-7). Furthermore, Rivers (1968:241) states that writing is an essential classroom activity as it is of considerable importance for consolidating learning in the other skill areas. Therefore, students have to master it. According to Paulston and Bruder (1979:236), writing is a thinking process which organizes thought and argument into a coherent and logical whole. It means that in writing the students express their ideas through written symbols.

In teaching writing, teachers should vary the techniques used as Maria Eugene (1982) states that variety is one of the most important factors in maintaining a high level motivation and interest among the students. One of the techniques mostly applied in Senior High School is Semi-Controlled Writing. Chastain (1976:376-377) says that Semi-Controlled Writing is a writing where by less controls, students are given written, oral, or visual guides to assist the students in composing as well as to provide ideas to stimulate their thinking. In brief, it is the technique where the students are given the guidance in the form of guidelines to help them compose a good

piece of writing. The advantage of using this technique is that it can make the students easily compose an essay specifically because the guidelines assist them in the process of writing. However, this technique makes the students give much focus on the language use rather than developing their writing quality. Werner (1992:347) states that writing is learning and thinking strategy. Nevertheless, many students mistakenly think of writing as a mechanical process, focusing on features of correctness, grammar, and spelling which actually are only functional rules that provide vehicle for the expression of ideas.

On the other hand, there is another technique in teaching writing that can make the students develop their critical thinking. This technique is called Mind Mapping. According to Byrne (1991), mind mapping is the visual representations of the relationships among ideas underlying a concept. In brief, it is the technique where the students have to develop their ideas which relate to the central idea in a form similar to the spokes of a wheel. Through this technique, the students are free to pour their ideas because they are not bound with the guidelines given by the teacher.

There have been experts that deal about Semi-Controlled Writing and Mind Mapping. Toni Buzan (2007), the inventor of mind mapping, states that mind mapping is an effective way because it involves the work of both sides of human brain naturally. Diane Hacker (1942) emphasizes that mind mapping is a creative method of generating, organizing and remembering ideas. Paulston and Bruder (1976) characterize semi-controlled writing as a

common procedure which is to present the students with a model passage and ask them to paraphrase it, to write a summary of it, to add a beginning, middle or end to it, or to outline it. Despite many experts have been conducted researches about semi-controlled writing and mind mapping, more researches still need to be conducted to ensure the more effective technique among those two techniques.

According to KTSP (2007), there are a lot of kinds of genre in writing for Senior High School students, such as procedure, descriptive, recount, narrative, report, analytical exposition, hortatory exposition, and spoof. Among these various genres of writing, the writer selects descriptive writing as a type of writing in conducting her study. The writer chooses descriptive writing since Goffman (1956:35) states that descriptive is one type of writing which is difficult since it demands students' ability in finding vivid appropriate ideas and words to make the composition alive. Hence, the students can make a descriptive writing easier by using the help of semi-controlled writing or mind mapping.

The writer selects teaching writing since Chastain (1976:363-364) states that writing helps to solidify the students' grasp of vocabulary and structure and complement to other language skills. In addition, writing is considered to be difficult for most students as Hawley and Tilghman (1992:3) states that writing is difficult because it involves a complex process of thinking, composing and revising. The writer takes eleventh grade students as the samples of her study since the students in this level have adequate descriptive

writing ability. She does not choose the tenth grade considering that the students in this level might not have the sufficient skills. Moreover, she does not choose the twelfth grade either since the students in this level are preparing themselves for the national examination.

The study is conducted with the aim of finding out the effect of using mind mapping to the students' descriptive writing achievement. The writer emphasizes more on the effectiveness of the use of mind mapping since the semi-controlled writing has been long used in school. This study is conducted with the expectation of giving contribution to teachers in varying the technique of teaching writing used in school.

1.1. Statement of The Problems

Basing on the background of study, the writer formulated the problems of the study as follows:

- 1. Is there any significant difference between those who are taught using mind mapping and those who are taught using semi-controlled writing on the students' descriptive writing achievement?**

To answer this question, the following sub-questioned are stated:

- a. Do students working with mind mapping have better scores in content achievement than those working with semi-controlled writing?**

- b. Do students working with mind mapping have better scores in organization achievement than those working with semi-controlled writing?**
 - c. Do students working with mind mapping have better scores in vocabulary achievement than those working with semi-controlled writing?**
 - d. Do students working with mind mapping have better scores in language use achievement than those working with semi-controlled writing?**
 - e. Do students working with mind mapping have better scores as a whole in the descriptive writing achievement than those working with semi-controlled writing?**
- 2. What is the students' response to the use of mind mapping in the experimental group and the use of semi-controlled writing in the control group?**

1.3. The Objective of the Study

Based on the statements of the problems, the objectives of the study are:

- 1. to find out whether there is any significant difference between those who are taught using mind mapping and those who are taught by semi-controlled writing on the students' descriptive writing achievement.**

In line with this objective, the writer also intends to find out:

- a. whether the students working with mind mapping have better scores in content achievement than those working with semi-controlled writing.**
- b. whether the students working with mind mapping have better scores in organization achievement than those working with semi-controlled writing.**
- c. whether the students working with mind mapping have better scores in vocabulary achievement than those working with semi-controlled writing.**
- d. whether the students working with mind mapping have better scores in language use achievement than those working with semi-controlled writing.**
- e. whether the students working with mind mapping have better scores as a whole in the descriptive writing achievement than those working with semi-controlled writing.**

2. to find out the students' response to the use of mind mapping in the experimental group and the use of semi-controlled writing in the control group.

1.4. Significance of the Study

In line with the objectives of the study, the writer hopes that the ideas presented in this study will contribute some helps for English teachers to vary their method of teaching writing to their students. Hopefully, the teaching of writing can be effective and interesting as well as it develops the students' creativity by using mind mapping technique.

1.5. Assumption

This study is based on the assumptions that:

1. The students who are in the eleventh grade level of senior high school have adequacy of composing a descriptive essay including the vocabulary and grammar in that level.
2. The two groups of students are in the same in terms of their age and intelligence.

1.6. Theoretical Framework

The theory underlying this study is the theory of teaching writing. Teaching writing as a foreign language is essential in second language

learning. Students need to learn writing in order to develop their critical thinking.

In writing, pre-writing is considered as an important part which can help the students compose a good piece of writing as the introduction. There are several technique used in pre-writing such as semi-controlled writing and mind mapping. Semi-Controlled Writing is writing where by less control, students are given written, oral, or visual guides to assist the students in composing as well as to provide ideas to stimulate their thinking (Chastain, 1976:376-377). On the other hand, mind mapping is the visual representations of the relationships among ideas underlying a concept (Byrne, 1991).

Description according to Anthony Garcia and Robert Myers (1974:249) is to reproduce with words an exact image or replica of what you have seen, or imagined with no concern for what it might mean or signify. In the book entitled Six Types of Essays, the descriptive writing is told as creating such a vivid impression of the object to make the readers see what the writer sees.

1.7. Hypothesis

The hypotheses are formulated as follows:

1. The Null Hypothesis (H₀):

There is no significant difference between the content achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

The Alternative Hypothesis (Ha):

There is a significant difference between the content achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

2. The Null Hypothesis (Ho):

There is no significant difference between the organization achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

The Alternative Hypothesis (Ha):

There is a significant difference between the organization achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

3. The Null Hypothesis (Ho):

There is no significant difference between the vocabulary achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

The Alternative Hypothesis (Ha):

There is a significant difference between the vocabulary achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

4. The Null Hypothesis (Ho):

There is no significant difference between the language use achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

The Alternative Hypothesis (Ha):

There is a significant difference between the language use achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

5. The Null Hypothesis (Ho):

There is no significant difference between the descriptive writing achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

The Alternative Hypothesis (Ha):

There is a significant difference between the descriptive writing achievement average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

1.8. Definition of Key Terms

To avoid misunderstanding, the following key terms need to be explained.

They are:

1.8.1. Technique

Anthony (1972:7) said: “technique” contains activities which takes place in the classroom. In other words, “a technique” contains activities which take place in the classroom and are selected by the teacher to achieve the teaching objective.

1.8.2. Teaching

About teaching, H.Douglas in his book “Principles of Language Learning and Teaching” says that it is showing or helping someone to learn how to do something, providing the knowledge, causing to know or understand.

Ad. Rooijakkers, in his book “Mengajar Dengan Sukses”, says that teaching is not only a process of transferring knowledge and skills, but it should also develop the students’ skills in facing the same situation even in a new situation in a satisfying way.

1.8.3. Prewriting

Prewriting is any structural experiences that influence active students’ participation in thinking, talking, writing, and working on the topic under focus in a writing lesson (Oluwadiya, 1992:12).

1.8.4. Mind mapping

Mind mapping are visual representations of the relationships among ideas underlying a concept (Byrne, 1991).

1.8.5. Semi-controlled writing

Chastain says that controlled composition is a composition where by less controls, students are given written, oral, or visual guides to assist the students in composing as well as to provide ideas to stimulate their thinking. By following the guidelines, the students can compose a short paragraph (Chastain, 1976:376-377).

1.8.6. Descriptive writing

Descriptive writing (www.descriptive_essay.html) is a type of essay that provides a vivid description of a person, place, thing, object, experience, memory in order to make the reader can easily get its physical realization.

1.9. Scope and Limitation

The scope of the study is limited to the following points:

- a. This study only deals with writing.**
- b. In this study, the writer will use Mind Mapping and Semi-Controlled Writing as parts of pre-writing techniques to the students who are going to work individually. Actually, in the control group, the writer will use guidelines as pre writing technique but to make it simple the writer uses the term of semi-controlled writing considering that guidelines are one of the variations of its technique.**

- c. The writing being researched is descriptive writing that may consist of four or five paragraphs with the draft which consists of mind mapping technique. In this study, the writer uses describing people as the theme in descriptive writing class.**
- d. The subjects of this study are the eleventh grade students of Stella Maris Senior High School.**
- e. The students in both groups are given treatments three times and ninety minutes for each.**
- f. The students in both groups are given two different pre test and post test instruction.**

1.10. Organization of the Thesis

This study consists of five chapters. In chapter I, the writer discusses the introduction of this thesis. Chapter II concerns with review of the related literature. It consists of some theories and related study which support the study. Chapter III covers the research method. Chapter IV presents the result of data analysis, hypothesis testing and discussion. Chapter V deals with conclusion and suggestions.