CHAPTER I
INTRODUCTION

In this chapter, the writer presents the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, theoretical framework, hypothesis, definition of key terms, and the organizations of the thesis.

1.1 Background of the Study

Writing is considered as the most difficult skill among the four basic language skills for students. Beare (2009) expresses written communication in English as Second Language is more formal and expectations are much higher for formal written English. However, writing needs to be learned and mastered. The importances of writing are taking important place in communication for our work, our learning, and our intellect that will be judged in college, in the workplace, and in the community.

Axerold and Cooper (1988) state that there some reasons why writing is important. It makes a special contribution to the way people think. Outlining or summarizing new information helps people to be more effective learners and thinkers. Writing helps them to find and establish their own network of information and ideas.

There are several reasons for getting students to write, inside and outside the class. Writing gives them more "thinking

time" than they get spontaneous conversation, writing helps students practise and work with the language they have been studying and there are good 'real life' reasons for getting students to write such things as emails, letters, and report.

According to the syllabus adapted from KTSP (Kurikulum Tingkat Satuan Pendidikan) 2007, there are five kinds of genre in writing for Junior High School students, such as descriptive, recount, procedure, report and narrative. In her study, the writer chose the descriptive writing as her subject of her study since descriptive writing is one of difficult writing genre that captures both details and wholeness so that the writer has to select specific and vivid details to make the readers see what the writer sees. On the other side, there is one of good techniques in teaching descriptive writing, which is Mind Mapping. Tony Buzan (1991), the inventor of it, states that mind mapping is an effective way because it involves the work of both sides of human brain naturally. Michael Michalko in Tony Buzan (2005) emphasizes that mind mapping is reaching in all directions and catching the various thoughts from all angles. It is also supported by schemata where the backgrond information and cultural experience are needed to carry out interpretation actively. Douglas Brown (2004) states that schemata will assist students in extracting appropriate meaning.

Based on the previous study conducted by Wibowo (2009), it was found that this technique has been applied in the eleventh grader. The result was that pre-writing technique of mind

mapping could improve students' writing skill mastery. Mind mapping successfully helped students to get more of ideas and developing them creatively and arranged those ideas in an organized structure.

Being interested to know more whether mind mapping technique also improve students' descriptive writing skill in other school and level, the writer wants to conduct it in Surabaya.

1.2   Statement of the Problem

Based on the background of the study, this study intends to find the answer to the following research question:

-    Does mind mapping technique affect the eighth graders' descriptive writing achievement significantly?

1.3   The Objective of the Study

The study aims at knowing whether mind mapping technique affects the eighth graders' descriptive writing achievement significantly.

1.4   The Significance of the Study

Mind Mapping is one of techniques in getting ideas. Ideas are needed in writing so that it should be connected when students learn to write. Descriptive writing is one of difficult writing genre that captures both details and wholeness so that the writer has to select specific and vivid details to make the readers see what the writer sees. Mind Mapping technique is used in pre-writing stage

where students have to specify the task or planning and outline or collect data or make notes.

Hopefully, by using this technique the teaching-learning of writing improves and it can help for other future researches.

1.5 Scope and Limitation of the Study

In line with the title of the study this study focusses on knowing how much mind mapping technique improves students' descriptive writing achievement, that is why although it is possible to cover other effect of applying mind mapping technique on writing, this study is not concerned with the other effect that may be resulted from using mind mapping technique.

1.6 Theoretical Framework

This study will be based on the theory of teaching writing, the concept of descriptive writing, the concept of mind mapping technique and also the teory of metacognitive. Teaching writing is fundamental in second language learning. Writing is needed by students to express their ideas on their mind. McCrimmon (1984) states that by writing students can convey themselves, communicate ideas to people beyond their immediate vicinity, learn something they did not know.

In writing, pre-writing takes an important part which can help students to compose a good piece of writing. To write a descriptive writing, students need to have a strategy for presenting a verbal portrait of a person, place, or thing

One of the strategies is mind mapping. Michael Michalko in Tony Buzan (2005) states Mind Mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea reaching in all directions and catching the various thoughts from all angles.

In conducting this technique, metacognitive has an important role in writing because it variously refers to the study of memory-monitoring and self-regulation, meta-reasoning, consciousness/awareness and auto-consciousness/self-awareness. In practicing these capacities are used to regulate someone's own cognition, to maximize someone's potential to think, learn, and to evaluation of proper ethical/moral rules.

1.7 Hypothesis

The Hypotheses are formulated as follows:

H_0 : Mind mapping technique does not affect the students' descriptive writing achievement more significantly.

Ha : Mind mapping technique affects the students' descriptive writing achievement more significantly.

1.8 Definition of Key Terms

To avoid misinterpretation, it is better to give a clear definition on the key terms used in the study. The terms are:

- Technique

  It is a way for supporting different teaching and learning activities which can be imported and assumed to make them appropriate (Paul, 2003).

- Mind Mapping

  It is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Reaching in all directions and catching the various thoughts from all angles Michalko in Tony Buzan (2005)

- Descriptive writing

  Descriptive writing is a writing which describes or captures both details and wholeness and selecting specific, vivid details of person, place, or things (McCrimmon 1984:163).

- Achievement

  It is the extention to which students have acquired language features that have already been taught (Brown, 2004).

1.9   Organizations of the Thesis

This thesis is divided into five chapters. The first chapter is introduction that includes the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, hypothesis, definition of key terms and the organization of the thesis. The second chapter consists of the review of related literature. Research methodology is discussed in chapter three. While chapter four deals with the data

collection and findings. At the last chapter, the writer explains the conclusions and give some suggestions that may be worthy for the readers especially teachers and for the following related study.