CHAPTER I

Introduction

1.1. Background

Language is a device that is used by human beings to communicate with other people. By using language, people can talk, listen, write, read, and understand other people's idea. There are a lot of languages in the world. English is one of those languages that is spoken mostly by people all over the world. English is spoken internationally used as a medium of information flow on science, technology and culture as well. Since the writer are in a developing country, the writer should put considerable efforts to communicate in English to ease us understand other foreigners' ideas especially dealing with technology, science, culture, etc.

In education, English has an important role since most books in universities and institutes are written in English. Therefore English has been taught from the elementary level up to university level. In formal education, students are taught formal English which has four main skills: listening, speaking, reading and writing. Grammar and vocabulary are automatically included in learning those four skills. All those skills are taught to students from elementary level. Students are demanded to master those four skills in their English lesson and highly demanded to the master writing skill. It is because students have to able to write a proposal, paper, some reports, scientific writing and so on when they are at the university level. However, it seems that writing is the most difficult skill that students have to master. Writing skills are complex and sometime difficult to teach, requiring mastery

not only of grammatical and rhetorical device but also of conceptual and judgmental elements (Heaton,1988).

One of the most difficult aspects of teaching writing at the elementary and secondary level is getting students excited about writing. According to Dorret (2001), students' hesitance to write might be due to their lack of ideas and knowledge upon what they should write. Therefore, in teaching writing, teachers should vary the techniques, Eugene (1982) as quoted in Wibowo (2009) 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 Junior High School is Semi Controlled Writing. Christina and Marry (1976) say that Semi Controlled Writing is a 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. 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 students easily compose an essay specifically because the guidelines assist them in the pre writing process. However, this technique makes the students give much focus on the language use rather than developing their writing quality.

On the other hand, there is another technique in teaching writing that can make students develop their critical thinking. This technique is called Mind Mapping. Mind Map is a strategy for making notes on a topic, prior to writing. It is a structured strategy which shows the relationship of ideas in which students produce noted randomly on paper (Steele, 2005). The Mind Mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive, argumentative, essay etc. Students can revise and develop their ideas on their mind map before composing it into a final writing. In short, the Mind Mapping Technique

can develop students' critical thinking by making a map which is like brain branches that show the relationship of ideas that can be developed into complex writing. Compared to unstructured strategies, such as brainstorming, the mind map can make the students excited about writing because it can ease the students in making writing composition. The students make their note in a random paper and try to explore and revise many ideas that then arranged in a chronological order and develop it into a final writing.

According to KTSP (2007), there are three kinds of genre in writing for Junior High School students grade 9, such as procedure, report and narrative. Among these various genres of writing, the writer selects narrative writing as a type of writing in conducting her study. The writer chooses narrative writing since it is the basic genre that is taught in elementary level up to senior high level. Narrative, which also most students know since they are very young as a fairytale or a folktale that they read or listened to, is not easily composed. Moreover, writing a narrative composition appeals to one of humankind's basic instincts, the impulse to share stories. The skill needed to narrate a short story well is not easily learnt. It is not easy to know how to apply what the writer learnt toward making our essays as dramatic as possible whenever that is appropriate (http://grammar.ccc.commnet.edu/grammar/composition/narrative.htm).

Based on the explanation, this study was conducted with the aim of finding out the effect of using Mind Mapping to the students' narrative writing achievement. The study is expected to give contribution to teachers in varying the technique of teaching writing used in school.

1.2. Statement of the Problem

Based on the background previously, the writer formulated the problems of the study as "Do students who are taught narrative composition using Mind Mapping write better composition than those who are taught using Semi Controlled Writing?"

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

a. Do students working with mind mapping show a significant difference in content achievement than those working with Semi Controlled Writing?

b. Do students working with mind mapping show a significant difference in organization achievement than those working with Semi Controlled Writing?

c. Do students working with mind mapping show a significant difference in vocabulary achievement than those working with Semi Controlled Writing?

d. Do students working with mind mapping show a significant difference in language use achievement than those working with Semi Controlled Writing?

e. Do students working with mind mapping show a significant difference as a whole in the narrative writing achievement than those working with Semi Controlled Writing?

1.3. The Objectives

In line with the statement of problem above, the objective of the study is to find out whether students who are taught narrative composition using mind mapping write better composition then those who are taught using Semi Controlled Writing.

In line with this objective, the study is intended to find out:

a. whether the students working with mind mapping show a significant difference in content achievement than those working with Semi Controlled Writing.

b. whether the students working with mind mapping show a significant difference in vocabulary achievement than those working with Semi Controlled Writing.

c. whether the students working with mind mapping show a significant difference in organization achievement than those working with Semi Controlled Writing.

d. whether the students working with mind mapping show a significant difference in language use achievement than those working with Semi Controlled Writing.

e. whether the students working with mind mapping show a significant difference as a whole in the narrative writing achievement than those working with Semi Controlled Writing.

1.4. Hypothesis

There hypotheses are formulated as follows:

1. The Null Hypothesis (Ho):

There is no significant difference between the content achievement average scores of the students who are taught using mind mapping and those who are taught using Semi Controlled Writing.

The Alternative Hypothesis (Ha).

There is a significant difference between the content achievement average scores of the students who are taught using mind mapping and those who are taught using Semi Controlled Writing.

2. The Null Hypothesis (Ho):

There is no significant difference between the vocabulary achievement average scores of the students who are taught using mind mapping and those who are taught using Semi Controlled Writing.

The Alternative Hypothesis (Ha).

There is a significant difference between the vocabulary achievement average scores of the students who are taught using mind mapping and those who are taught using Semi Controlled Writing.

3. The Null Hypothesis (Ho):

There is no significant difference between the organization achievement average scores of the students who are taught using mind mapping and those who are taught using Semi Controlled Writing.

The Alternative Hypothesis (Ha).

There is a significant difference between the organization achievement average scores of the students who are taught using mind mapping and those who are taught using 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 using mind mapping and those who are taught using 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 using mind mapping and those who are taught using Semi Controlled Writing.

5. The Null Hypothesis (Ho):

There is no significant difference between the narrative writing achievement as a whole of the students who are taught using mind mapping and those who are taught using Semi Controlled Writing.

The Alternative Hypothesis (Ha).

There is a significant difference between the narrative writing achievement as a whole of the students who are taught using mind mapping and those who are taught using Semi Controlled Writing.

1.5. Significance of the Study

The findings of this study are expected to prove that the use of Mind Mapping in teaching narrative text can improve students' writing comprehension, specifically in the content, vocabulary, organization, language use aspects and as a whole narrative composition, so English teacher can use Mind Mapping in teaching narrative composition writing.

The findings or results of this study are expected to deliver useful information for further researcher, especially about the use of Mind Mapping in teaching Narrative composition writing.

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 because writing is the most complex skill that students have to master in order to make their own paper when they are in university level as their thesis.

In writing, pre-writing is the most important part which help the students compose and develop their idea before making it as the final writing. There are several

techniques that can be used in pre-writing. Semi Controlled Writing is a technique where students are given visual guides to stimulate their idea and tell their idea in a piece of writing. On the other hand, mind mapping is a structured strategy which shows the relationship of ideas in which students produce randomly on paper (Steele, 2005).

1.7. 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 used Mind Mapping and Semi Controlled Writing as parts of pre-writing techniques to the students who are going to work individually.

c. The writing being researched was narrative writing that may consist of four paragraphs with the draft which consists of mind mapping technique. In this study, the writer uses personal narrative as the theme in narrative writing class.

d. The subject of this study were the ninth grade students of Stella Maris Junior High School.

e. The students in both groups were given treatments three times and ninety minutes for each.

f. The students in both groups were given two same pretests and posttests instruction.

1.8. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. ***Writing Process***

   Writing Process involves planning, drafting, reviewing and editing what the writer have written and then producing a final version according to Harmer (2007).

2. ***Technique***

   A Technique is a detailed list of rules or guidelines for any teaching activity (http://vi.unctad.org.html). In other words, a technique contains rules or guidelines which are used by the teacher in teaching activity to achieve teaching objective.

3. ***Narrative Composition***

   Narrative is anything told or recounted; more narrowly, and more usually, something told or recounted in the form of a causally-linked set of events; account; tale,: the telling of a happening or connected series of happenings, whether true or fictitious according to Denning (2009).

4. ***Mind Map***

   Mind Mapping is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the (hierarchical) relationship of ideasin which students produce notes at random on paper according to Steele (2005).

5. ***Semi Controlled Writing***

   Controlled writing, also known as guided writing, takes place when learners are supplied with a great deal of the content and form such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue according to Raimes (1983). In this study, the students got a model to follow in the semi controlled writing treatment.

1.9. Organization of the Study

This study consists of five chapters. Chapter I discusses the introduction of the study. Chapter II is concerned with the 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 findings and discussion. Chapter V deals with the conclusion and suggestion.