CHAPTER I
INTRODUCTION

This chapter consists background of the study, research problem, research objective, benefit of this study, scope and limitation and definitation of term.

1.1 Background of study

The globalization of English has led to the understanding that English language is becoming more and more interesting to learn as the medium in communication. Today English is the world’s most widely studied foreign language. In other words, English has important role in people’s communication (Harmer, 2004). In Indonesia, English is taught in schools as a foreign language. This subject is tested in the national exam which shows the importance of this subject.

In learning English, there are four basic skills to focus on, those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skill while speaking and writing skills are considered to be productive skills. From those four basic skills, writing seems to be the most difficult one, even by those who can speak, read and listen well (Brown, 2004). Though many researchers have found that writing skills of the students are positively correlated with their grammar and vocabulary capacity, in most classes, writing is still difficult. Writing becomes very difficult because, writing involves more than making appropriate word choice, or using appropriate grammar, syntax and mechanics, but the writer have to produce appropriate coherent writing, so it is more than just making our thoughts and idea visible and concrete (Sumardi, 2008).

The objective of writing is to produce a kind of writing text. There are so many kinds of writing texts. One of writing text that will be learned in second grade of Junior High School is a descriptive text. Descriptive text is a kinds of text with a purpose to give information. The context of this kinds of text is the description of particular thing, animals, persons, or others (Rojas, 2010).
Based on my preliminary study, there are many students of the second grade at SMPN 6 Kota Pasuruan who have difficulties in English writing skills of descriptive text. Based on the unstructured interview with English teacher, there are some problems faced by students especially in writing skill. First, most students have difficulties in expressing their ideas while writing an English text and they are difficult to connect between one sequence even with others. The researcher assumes that those problems come because the students cannot generate their ideas. Therefore they don’t know which one to write first. The other problem is students has difficulties in making tense sentence. Consequently, they cannot make good descriptive text. Next, based on the observation the researcher found that students activity in writing was not very interesting the teacher just explained about the schematic structures and language features of the text and than asked the students to write text based on the topic given. The students mostly did not pay attention to the teacher’s explanation and they looked bored when they were writing the text. Furthermore, the teacher relay to the students to make drafts before they started to write the text.

Considering that facts, the writer suggests mind mapping as the technique for teaching. Drawing mind mapping is an activity which makes the brain easier to accept and remember visually stimulating, multi-coloured mind maps, rather than monotonous, boring linear notes. Theoretically, it can be concluded that mind mapping is a creative technique which let the students to get success in remembering ideas or comprehending written information (Buzan, 2013).

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. It helps students to collect their ideas and the worlds to write before they write descriptive text. Mind mapping can make students be more creative, because they can imagine their idea not only by writing the key words but also by drawing the images in their minds (Windura, 2008).

In conducting the research, the researcher chose 8 grade of SMPN 6 Kota Pasuruan because this class has the lowest achievement scores based on the teacher interview. That is why their writing ability needs to be improved. Finally, based on the explanation above, the writer entitles this study “The Use Mind Mapping
1.2 Research problem

Based on the background above, the writer formulates the problem question:
Does mind mapping technique show a better achievement on students English writing skill of descriptive text at the eight grade of SMPN 6 Kota Pasuruan?

1.3 Research objectives

The research is intended to find evidence whether or not mind mapping can improve English writing skill of descriptive text at the eight grade of SMPN 6 Kota Pasuruan.

1.4 Benefits of the study

The contributions of this research are conveyed to:
1. For the teacher, it gives the alternative solution in teaching writing skill.
2. For the students, it assists them to solve their problem in writing a text and help them to improve their writing skill and their creative thinking skill.
3. For the SMPN 6 Kota Pasuruan, it can be beneficial regarding to improve the education quality.

1.5 Scope and limitation

The scope of this research is using a mind mapping as a teaching technique to improve the students writing skills of descriptive text. Furthermore, it limit only on second grade of SMPN 6 Kota Pasuruan.

1.6 Definition of key terms

To avoid misinterpretation and misunderstanding on the content of the research, the researcher will give clear description on the terms used in this research.
1. Writing is a kind of expression media and a means of communication (Rogers, 2006).
2. *Descriptive text* is a kind of text with a purpose to give information and the context of this kind of text is the description of particular thing, animals, persons, or others (Rojas, 2010).

3. *Mind mapping* means the teacher’s technique in teaching writing which actually gives the words and images that closely related to the theme provided (Buzan, 2013).

4. *SMPN 6 Kota Pasuruan* refers to state junior high school which is located on Jl. Parasrejo no. 40 Kel. Pohjentrek Kec. Purworjo Kota Pasuruan and the researcher conducted the research.

The researcher proposes the use of mind mapping in the teaching of writing skill on the consideration that it can facilitate the teacher to monitor the process of the students writing activities. Mind mapping use not only verbal description but also picture and symbol (Buzan, 2013). In this research, the researcher is interested in conducting experimental research entitles “The Use Mind Mapping To Improve English Writing Skill Of Descriptive Text (At The Eight Grade Of SMPN 6 Pasuruan)”.