

## CHAPTER I

### INTRODUCTION

This chapter describes some points including background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, assumption, and operational definition.

#### 1.1 Background of The Study

Language plays an important role in improving students knowledge and helps the students success in every subject at school. In the globalization era, English is not only as universal language but from to understand and figure out the information, mind, feeling, science, technology, and culture. Therefore, language can be a subject to be studied at school in Indonesia. English is a part of communication and it is also an important language to be mastered. That is why English is taught at all levels of education in Indonesia. One of them is at Junior High School like SMP Sunan Ampel Porong is a school that drive the students to master more than one languages.

As stated in the school-based Curriculum 2006, the objective of English subject in Junior High School cover the ability to understand and produce speech or written text. Which are realized at four skills. They are listening, speaking, reading, and writing which are integrated to achieve the informational level.

The position of English in levels education Indonesia is a foreign language or better known as the English as Foreign Language (EFL). Related to this, it is not surprising that the notion that learning writing in English is seen as difficult. It is in line with what Westwood (2008:56), he that “written language is perhaps the most difficult skill to acquire because the development involves the effective coordination of many different cognitive, linguistic, and psychomotor process.” Based in the reality, learning to write is difficult especially for writing in a second or foreign language is an academic context. Writing is one of the most difficult productive skills that requires specialized skills. The errors usually occur in writing are in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion. Indeed, writing is very difficult for it is complex errors. The students lack vocabulary, because they are the teaching learning process only depended on the strength of memory. They get difficulties in starting to write more. Moreover, they are confused to express their ideas in writing. In addition, the students feel have low understanding of grammar.

There are several types of text in English that may be some of them are familiar namely, narrative, procedure, descriptive, report, and recount. According to Kirszenner and Mandel (2002:73), descriptive text is a text that has an aim to provide clear description about a certain thing. Descriptive writing is used to teach writing more specific than the complex writing to be taught, because as a general strategy, describing is used in many forms of writing. Readers employ their imagination as they are reading, and

descriptive details helps make the subject matter become real for them. There are kinds of visual expression such as, photography, painting, and film, to name a few have the advantage of fully engaging, one of four senses-sight-but they are still limited. Good descriptive writing can stimulate the readers imagination to form sensory responses from all five senses.

The ability of each students to organize information varies, some are scientifically organized but some are not. However, most students cannot organize the information get well. One of the techniques that can make the student find it easy to express and organize their ideas is the mind mapping. Mind mapping is a method to make the students find it easy to absorb information into their brain and take it out from their brain. Mind mapping is way to note effectively and creatively and it will map the ideas literally by Buzan (2005:4). This technique can improve students creativity and make them happy in learning, because it consist of color,picture, and some key words that can also make them find it easy to learn English especially in writing skill. There are some benefits that are offered by the mind mapping technique in English teaching-learning process, especially in writing skill such as, allowing the essence of matter to become clear, visually the order, information are relatively clearer, and improve memory to be long term memory. Thus, this researcher will focus on observing the implementation mind mapping technique on writing descriptive text to the ten grade students of SMP Sunan Ampel Porong.

## 1.2 Statement of The Problem

Based on the titled and background of the study, the research problem that suitable is “Mind Mapping Technique for Teaching Writing Descriptive Text to The Seventh Grade Students of SMP Sunan Ampel Porong.”

1.2.1 How does the teacher implementation mind mapping technique for teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong?

1.2.2 What are the students opinion about the mind mapping technique for teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong?

## 1.3 The Objective of The Research

Related to the statement of the problem above the objective of the research is to describe “Mind Mapping Technique for Teaching Writing Descriptive Text to The Seventh Grade Students of SMP Sunan Ampel Porong.”

1.3.1 To describe the teacher implementation mind mapping technique for teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong.

1.3.2 To describe the students opinion about the mind mapping technique for teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong.

## 1.4 Significance of The Study

### 1.4.1 For the teachers

It is expected this study can give contribution to the teachers and teaching learning. For teachers they may use this technique as the consideration of teaching English especially writing. Furthermore, this study can contribute something to enrich the teaching learning of writing.

### 1.4.2 For the students

It is expected this study can encourage and stimulate the students to understanding. Their ability in producing text property, they will have another strategy to generate and organize though and ideas, after applying mind mapping technique on teaching writing descriptive text.

### 1.4.3 For the researcher

It is expected to prove technique in teaching English especially in writing descriptive text, and to do the next research in the future, especially by using mind mapping in teaching descriptive text.

### 1.4.4 For the further researcher

The result of this study is expected to be a basic knowledge for further research of mind mapping technique in writing.

## 1.5 Scope and Limitation of The Study

This research focuses on the teaching English especially activities on writing using mind mapping technique as the strategy to understanding students of the seventh grade students.

## 1.6 Assumption

The use of mind mapping technique make students can write descriptive text well.

## 1.7 Operational Definition

### 1.7.1 Writing

Writing involves some language components namely, spelling, grammar, vocabulary, and punctuation. This is line with what is stated by Braine and Claire (1996:60) writing clear sentence require, you to learn the rules of English grammar mechanics such as correct use of verbs as pronouns as well as commans and other marks of punctuation.

### 1.7.2 Descriptive Text

Descriptive text is a text that has an aim to provide clear description about a certain thing by Kirszener and Mandel (2002:73). Descriptive writing have a unique powered appeal, as it evokes sights, smells, sounds, textures, and tastes.

### 1.7.3 Mind Mapping

Mind mapping is a method to make the students feel easy to absorb information into their brain and take it out from their brain. Mind mapping is a way to note effectively and creatively and it will map the ideas literally as said Buzan (2005:4).

