CHAPTER I

INTRODUCTION

1.1   Background of study

Language is a communication tool that is used for communicating with others. Within his social interaction human uses suitable language with what they use in their environment life. So that in this world, started from smallest area to the biggest certain area will be diverse the language, that is cause the variety of language in this world happened.

Among the variety of languages in the world. English becomes an International language. According to Graddol (2006:116) states that English one of the most hybrid and rapidly changing language in the world. it is mean that English is have main part in the world. In words English is created to be a formal international language. All of the people are able to use it in everywhere, some English words used for writing and speaking in the public places for instance the name of places, things, information communication media, and etc. Certainly that things are very useful for improving and supporting like culture, education, communication, business, economic matters, and the other important skills. Language is the human capacity acquiring and using complex system of communication , and a language is any specific example of such a system. That is to use communicate among people all over the world.

In Indonesia, English commonly taught as a foreign language. With a term of foreign language, English itselft occupying the third position that is after bahasa Indonesia that the people call as the unity language then, after traditional languages which very multiculture. Even though in a line with progress of era that influenced by economic and politic, English will posses the important and useful role. Because of it, English taught elementary to university. However not all schools decide English as local matter, all depends on the school wisdom itself such as international schools in Indonesia. But at the latest years, learning English in school narrowed, especially in elementary school. That condition is caused by the alteration of curiculum in Indonesia.

According to Wallace et. al. (2004: 09), in school and in life, students face a diversity of circumstances that require language skills. For this reason, experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be successful. In addition they said that Writing is the final product of several separate acts that are hugely challenging to learn simultaneously.

Writing is one of important skills to be mastered by students. They use it to communicate to each other, as mean of ideas and emotion creatively. Mastering this skill is mean the students have way and purpose.

In teaching writing, teacher should be creative. Teacher should use some methods or techniques that appropriate with class and students' condition.

Usually, teachers just use speech method and just talk in front of the class without thinking about their student. This method is not effective and make student bored.

Based on preliminary study to the tenth grade of SMA N 1 Kauman Ponorogo in the academic year of 2014/2015, showed that the teaching English in MTs Muhammadiah Ponorogo as follows, teacher did not explain about the material clearly. The teacher usually just talked about the material, gives example without thinking how about the students. For writing process the teacher usually just give the student assignment or home work. Teacher did not correct the errors. So, the students did not understand about their weakness and the students did not know their grammatical and how to makes good sentence. The teacher should explain to the students about the material clearly. So, student are able to know about their weakness and how to make a good sentence.

Based on the reason above, the researcher decides that it is necessary to conduct Classroom Action Research at this school to make the students interested in English, especially in writing. The teacher can use mind mapping method to teach English. In mind mapping, teacher will give student motivation about writing. Students can express their life with a writing. Teacher must always be a guide to all students to make their interest and not under pressure to writing.

According to Ariana et. al(2012: 77) Mind Mapping is the natural process that the brain uses to file information generated by brainstorming, also a natural process, through a series of connections between images and experiences. Furthermore, Davies (2010) claim that Mind Mapping allows students to imagine

and explore associations between concepts. Mapping allows students to understand the relationships between concepts and hence understand those concepts themselves and the domain to which they belong; argument mapping allows students to display inferential connections between propositions and contentions, and to evaluate them in terms of validity of argument structure and the sound of argument premises. Moreover, mind mapping is a method that can motivate student to love writing. Students will be motivated to write because mind mapping is easy to use ang get more ideas.

1.2   Statement of problems

Based on the background of the study, the statement of the problems of the researcher is "How can Mind Mapping Method Improve Students' Writing skills at the tenth grade of SMA N 1 Kauman Ponorogo in the academic year of 2014/2015"

1.3   The Purpose of Study

Based on the statement of the problem, the purpose of the study is to implement mind mapping method to improve students' writing skills in descriptive writing at the tenth grade of SMA N 1 Kauman Ponorogo in the academic year of 2014/2015.

1.4   The Important of Study

The result of the study is expected to bring some significance and contribution in teaching and learning English as follows:

1. For the English Teacher

   This study can be an example for the teachers when their students find difficulties in learning writing, especially writing descriptive texts. In this study, there are strategies that can be used when the students find difficulties in learning writing and how to overcome those problems.

2. For the Students

   The students are able to take much knowledge and experience about the importance of learning writing. Writing is not difficult if the students study hard and try to comprehend their prior knowledge and always practice it both at school and at home.

3. For the school :

   In this study, there are strategies that can be used when the school find difficulties in learning writing and how to overcome those problems.

4. For the researcher:

   The researcher hopes the result of this research give solution in teaching writing.

1.5 Scope an Limitation

   To simplify the problems clearly and to avoid misunderstanding and in order to avoid the large discussion, the writer limits the problems of the research as follows:

1. Scope

   There are some methods in teaching writing in cooperative learning such as mind mapping, brainstorming, free writing, cluster mapping, and etc.

2. Limitation

   To make it deeper the problems will be limited in the implementation of using mind mapping method in teaching at the tenth grade of SMA N 1 Kauman Ponorogo in the academic year of 2014/2015.

1.6   Definition of key term

Writing skill   : is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental element (Heaton,1990;135)

Mind Mapping   : is the natural process that the brain uses to file information generated by brainstorming, also a natural process, through a series of connections between images and experiences (Ariana et. al., 2012: 77).

Descriptive text   : is that domain in writing that develops image through phrase, and through device such as metaphor and the sound of words (Mccarthy, 1998:5)