

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Language is one of important thing in daily life, the people without a language they cannot life because a people is social human being. The people need other people for communication. The communication process need a language because language is usually used by people of particular country or area

There are many languages in the world. One of them is English. As we know, English is an international language which used to communicate with other people in the world. English is used in many areas such as, in education, business, politics, and etc. Fennell (2009: 243) explains that English is used all around the world by professional and academics in international encounter; it is often the official language of international and multinational companies and industries; it is the language of internet.

In Indonesia, English is one of school subjects in curriculum. Every school can develop it, especially in curriculum 2013 In order to be successful in mastering English language as a means of communication, the students have to be able of all of the language skills are listening, speaking, writing, and reading .

Writing is the one important skill, Sanggam (2008:2) writing is the skill of a writer to communicate information to reader or group of readers. His skill also realized by his ability to apply the rule of language he is writing to transfer the information he has in his mind to his readers effectively. The ability he has includes all the correct grammatical aspect of language he

is writing, the types information he is transferring and the rhetoric's he is conducting in communicative event too.

Natalie (2007:2). Stated that Writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary.

As a foreign language, English has an important role in all aspect of human life. For this reason, in mastering four skills of English many methods and approach. We can find the learning method and approach, such as: integrated learning, quantum models, contextual learning, cooperative learning, and many others. They are created in order to ease the teaching learning process in teaching students' achievements maximally. Actually, the purposes of these methods are to create a joyful teaching learning process.

There are many good method for improving writing skills such as picture and picture, dictation, sharing picture and thinking maps. The thinking maps are eight visual verbal learning tools each based on fundamental thinking process and used together as a set of tools for showing relationship.

Based on the explanation above the researcher will use thinking maps. Thinking maps are transformational language for learning, eight fundamental thinking skills defined and animated in map. Thinking maps are common visual thinking and learning across learning communities.

Stefanie Holzman (2000:2) At my school, Thinking Maps are not *another* thing, they are *the* thing. They have become part of the language of my school. You see them everywhere. We have seen positive effects both in individual classrooms and school wide. At the classroom level, we have found:

First, they are easy for students to use. Second, they are helpful for differentiation, especially with English Language Learners. Third, once they are taught, they are owned. Fourth, we can start teaching them in kindergarten. Fifth, we can use them in our assessments. Data drives everything we do, and this is part of the data we use. Sixth, they can be used in any content area or grade level.

Siahaan (2008:119) Descriptive is also considered as a text in this book. It is paragraph in which a writer tries to picture out an object to the readers. The object can be anything. It can be concrete object such as a person, or an animal, etc. It is difficult enough to learn by student. today, the student at the eighth grade of MTS Al Iman Ponorogo only accept the descriptive text in their book, so they are less explore their ideas, so they are less to explore their ideas, their thought only focus in text which already exist in the book and they cannot develop their ability in writing skill.

Thinking maps are visual learning tools. Each map is based on fundamental thinking process, such as a quantity, sequencing, classifying, and comparing and contrasting, and can be used together as a set of tools for showing relationships. Thinking maps are important strategy for student success (Hierly, 2008:2).

The researcher will use the thinking maps because many students in MTS Al Iman get difficulty in looking continuance from the paragraph to other paragraph or sentence to sentence. Based on the problem above, the writer will held an action research using thinking maps at eight grade of MTS Al Iman Ponorogo.

MTS Al Iman is the school which the researcher taught. From this reason the researcher has responsibility for improving their ability in English especially in writing skill by using the thinking maps.

## **1.2 Statement of the Problem**

Based on the background of study above, we can state the problems, how can Thinking Maps method improve student's Ability in writing descriptive text at eighth grade of MTS Al Iman Ponorogo in the 2014/2015 academic year ?

## **1.3 The Purpose of the Study**

Based on the statement of the problem above, the purpose of study to implement thinking maps method to improve student's ability in writing descriptive text at the eighth grade of MTS Al Iman Ponorogo in the 2014/2015 academic year

## **1.4 The Significance of Study**

The researcher hopes this research will give some significances for:

### **1. Students**

This strategy may able to make the students understand the text easily after they answer the questions by using the concepts of Thinking Maps Method.

### **2. English Teacher**

this method can help the teacher to understand the way to teach the students in Writing skills using Thinking Maps Method and it will give contribution to successful teaching learning English.

### **3. Institution**

It becomes one of source of consideration for the official institutional policy as effort to produce better outcomes, especially in improving students' writing ability.



#### 4. Next researchers

It becomes an idea and gives experience for the next researchers to conduct their own research.

### 1.5 Scope and Limitation

#### 1. Scope

This study is focused on the student's writing skill by using thinking maps method. There are some methods that can be used to teach learning such as mind mapping, brainstorming free writing and etc, but the writer chooses thinking maps method, because this method may easy to improve their ability.

#### 2. Limitation

The research will be limited in the improving skill student by using thinking maps method in teaching writing in the eighth grade students of MTS Al Iman Ponorogo in the 2014/2015 Academic year.

### 1.6 Definition of Key Term

To avoid misunderstanding, the researcher defines the definition of key terms:

*Writing skill* : Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to reader. (Alimin, 2008:4)

*Thinking maps* : Thinking maps are visual learning tools. Each map is based on fundamental thinking process, such as a quantity, sequencing, classifying, and comparing and contrasting, and can be used together as a set of tools for showing relationships. Thinking

maps are important strategy for student success (Hierly, 2008:2).

*Descriptive text* Descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it.( Scharter, 2004:5)

