

CHAPTER I

INTRODUCTION

1.1 Basic Consideration

Language is one of the most important thing in communication and it is used as a tool of communication among the nations over the world. One of the international language is English. English has four skills, such as reading, speaking, listening and writing. In Junior High School, writing is one of language skill which is taught either in the seventh grade, the eighth grade or ninth grade. Essentially, Oshima and Hogue (1991, p.2) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it in written form.

Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to be learned by the students, because specifically in writing the students should know how to make a great sentence and how to combine those sentences become a good paragraph. Besides, the students should be more creative to create ideas in writing. Grenville (2001, p.11) revealed that getting ideas are not usually of having one giant brainstorming. Moreover, it is a matter of gradually accumulating a little idea here, another little idea there.

In writing skill there are six text genres included, such as procedural, descriptive, narrative, recount, anecdotal, and report texts. Kane (2000, p.351)

stated that description is about sensory experience- how something looks, sounds and tastes. Meanwhile, the generic structures of descriptive are identification and description. Based on the description beforehand, it could be resolved that to write description text we must focus on the generic structure which have its two parts as how as be described above.

Moreover, based on my observation on December 10th, 2012 at the seventh grade of SMP Negeri 1 Boliyohuto which is located in Gorontalo regency, the students faced difficulties in writing skill which the students still confused to make one great sentence and link it to another sentences effectively. Besides, the students had no basic in composing writing beforehand. Hence, it could be concluded that the students had difficulties in composing written text. In addition, Meyers (2005, p.2) states that writing is much like speaking which communicate your ideas with others. It does not happen all at once like speaking. You must think hard what the problem you will put in several drafts, and also you must present your ideas in a logical order.

Reffering to that case, the use of method or technique in teaching writing skill is too important. According to Brown (2000, p.14), techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

By the case above, in this study, mind mapping was used in teaching descriptive text of writing skill. The purpose of this technique is expected the

students can express their more ideas in gratify learning situation and it can create gratify learning experience that useful. By this technique, the students are invited to make some important notes in learning writing descriptive text. Buzan (2004, p.4) describes that mind mapping is a new way of studying and revising that is quick and works. Furthermore, Buzan (2004, p.4) also states that a mind mapping is the best way of coming up with new ideas and planning projects.

In this research, I apply mind mapping technique in writing descriptive text. Obviously, I would like to see the increasing of students' ability in writing decriptive text by using mind mapping technique.

Based on the obvious description above, I formulate the title is : *“The Increasing of Students' Ability in Writing Descriptive Text by Using Mind Mapping Technique (A research conducted at the seventh grade students of SMP Negeri 1 Boliyohuto of Gorontalo Regency, in the 2012/2013 Academic Years)”*

1.2 Problem Statement

Based on the basic consideration above, the problem statement is formulated as follows: *Can mind mapping technique increase the students' ability toward writing descriptive text?*

1.3 The Objective of Study

The objective of this research is to find out whether the mind mapping technique can increase students' ability in writing descriptive text or not.

1.4 The Significances of Research

The significances of research are:

1. This research gives contribution to the English teachers by using mind mapping when they teach writing descriptive text to the students
2. Mind mapping can help students to find out the new ideas and facilitate them
3. This research can be used by the next researcher as a reference of the next researcher

1.5 The Scope and Delimitation of Research

In this research, this study is limited to:

1. This research concerned on writing descriptive text

I took writing skill than other skills, because from fourth skills writing was the hardest one to be mastered by the students in class VII^C of SMP N 1 Boliyohuto. Then, descriptive text was chosen, because in this case the students still felt hard to make text of descriptive. Besides, text of descriptive is provided in this second semester.

2. This research focused in mind mapping technique

I chose mind mapping technique that I applied it in SMP N 1 Boliyohuto, because it is a new technique to be applied in that school, especially at that seventh grade. In additon, I assumed that this technique helps the students in overcoming their writing descriptive text. Through this technique, the students

were invited to join the gratify learning situation. Furthermore, the students in that class, overall, is interesting to learn by using colors and pictures. Besides, this technique has been provided those tools to entice the students' interest.

3. This research conducted at the seventh grade of SMP Negeri 1 Boliyohuto of Gorontalo Regency in the 2012/2013 Academic Years

Generally, I chose that school because there were many students who still lack in English subject especially in writing skill. Then, the seventh grade is chosen, because the students in that grade were a beginner in learning English subject, especially writing skill.