

Chapter I: Introduction

This chapter attempts to present a brief outline of this study, concerning the application of mind mapping strategy in learning writing descriptive text. This chapter includes the basic consideration, the problem statement, the objective of research, the reason for choosing the topic, the delimitation of research, and the significance of research.

Basic Consideration

Writing is one of the English skills that should be acquired by language learners in addition to listening, speaking and reading. Through writing, a writer can express his feeling, ideas and thought to the readers in the written form. Writing should be taught optimally to the students in teaching English. Moreover, among the four skills, writing seems to be difficult for the students because it deals with their ideas that must be well-organized and presented in coherent sentences and paragraphs. Kirszne and Mandell (2011:3) state that writing is not just something that people do at school, but writing is a life skill. Regarding that statement, it can be inferred that people can express their ideas on a paper through writing.

In the curriculum (henceforth called as KTSP) 2006, syllabus of junior high school requires students to be able to write some kinds of essay, including procedure text, descriptive text, recount text, narrative text, and report text. The purpose of

learning those texts is to make students able to express the meaning of the short functional text, and produce a simple essay in the form of those texts in daily life context to access science. From those kinds of text, descriptive text is one of the texts that has to be mastered by the students at junior high school in learning English.

According to Mukarto (2007: 140), "Descriptive text is a kind of text to describe something, someone or place. There are two main parts in descriptive text namely, identification and description. In descriptive text, the structure of a text is called the generic structure". Descriptive text is one of the text types in writing that is difficult for some students to write. It was supported by the researcher's experience when the researcher was teaching at Junior High School SMP Negeri 1 Dulupi as one of the schools in Community Service (Kuliah Kerja Sibermas) location. This school is one of the schools that still applies the KTSP because the 2013 curriculum is still in the experimental stage; only the seventh grade students that are currently using this curriculum. The eighth and ninth grade students still use the KTSP curriculum.

At that time, the researcher taught the descriptive text to the eighth grade students. The first step was explaining the material and giving the example of descriptive text from the text book, and then the researcher asked the students to write a paragraph to describe something in twenty minutes. In learning this material, the

researcher used pictures as the object of what they will describe. However, when the time was finished, there were a lot of students could not finish their writing. They said that they did not know what they should write, and they were also confused with how to write. Regarding this, the researcher came to them, and asked what made them feel difficult to write. Some students replied that they did not know how to start their writing due to their lack of ideas. Therefore, in the next meeting in different classes, the researcher gave the same instruction, in which the researcher brought picturea as the object to be described. The result showed that there were only eleven students out of twenty two students who can finish their writing on time, although their writing was not good enough. Finally, the researcher asked them again that what made them hard to finish their writing, and one student stated that he had no idea of what to write. It is like what had happened in the previous class that their problem was the lack of ideas to start their writing.

Based on this problem, the researcher came and talked to the English teacher in this school. The researcher explained about the process of teaching and learning in her class, especially in teaching writing descriptive text. The teacher said that she usually explained the material about descriptive text, and provided the example of the text based on the text book. After that, she gave assignments for the students to write something, yet the same problem occurred. When the given time was finished, some students shouted that they had not finished yet. Consequently, it will be a homework, and some students did not give their homework to the teacher. The other problems which also emerged were choosing the topic, arranging the

paragraph and using the vocabulary, yet the general problem was actually because the students' lack of ideas to write as stated by the English teacher.

To overcome the problems, the researcher believed that the students need a strategy in learning. Teachers should provide an interesting strategy in order to lessen students' difficulties in writing a descriptive text. As Brown (2007:340) suggests that teachers have a role as a facilitator who offers guidance to the students in creating an interesting and motivating lesson, it must be essential for them to select a suitable strategy in teaching writing. Regarding this statement, a good strategy plays an important role in the process of learning writing to support the learning process and students' motivations, so that it makes the students master the learning material because the teachers' strategy in teaching writing is one of the steps that can facilitate students to write a text.

There are many strategies that can be used in teaching writing. One of which is mind mapping strategy. Mind mapping strategy is the most excellent tool which helps the mind to think regularly (Buzan 2010 : 4). This strategy is applied in the classroom to stimulate students' mind to develop ideas and creativity in writing. This strategy is suitable for the students who lack of ideas in writing since it can make students feel easy to remember things which they want to describe. The researcher chooses mind mapping because it offers a structured and practical method of guiding students throughout the writing steps.

Tony Buzan (2004: 106) notes that the advantages of mind mapping compared to another concept of mapping are: 1.) The central part with the main idea is more clearly defined, 2.) The relative importance of each idea is clearly shown, 3.) The key concepts are immediately recognizable because of their proximity and relationships. This statement is also supported by several results of research that the researcher figures out that mind mapping is one of the strategies that can improve students' ability in developing ideas in writing.

Besides, there are also some strategies utilized in teaching writing, for example brainstorming strategy, clustering technique, and the like. Nevertheless, after the researcher learns about other strategies and based on the students' needs and explanation from the English teacher, the researcher is more interested in employing the mind mapping as the strategy. It is because it this strategy uses pictures and colored pen that make students more interested and it is easy for them to improve their ideas in writing. The brainstorming strategy, in contrast, does not use pictures, and the clustering technique is actually more similar to mind mapping strategy since it also utilizes pictures and branches of ideas. The difference is that the clustering does not use a colored pen to write the branches of ideas that make students more interested.

In regards to this, mind mapping strategy will be helpful for the students of SMPN 1 Dulupi since their weaknesses are in comprehending and developing sentences in

a passage. Therefore, the researcher believes that this strategy is suitable with teaching writing a descriptive text in order to create the students' ideas in writing this text.

Related to this research, a study conducted by Yuningsih Karim (2014) entitled: "Using Free Writing Technique To Improving Students Ability in Writing Descriptive Paragraph", employed experimental research. The result reveals that the ability of students in writing a descriptive paragraph is great, while some of them can create sentences to be described. Previously, there was a different strategy that she applied for the students in writing a descriptive text. She used a free writing technique to improve students' writing with the different methodologies of research. Whereas on the previous study she used experimental research, meanwhile, this research employed descriptive qualitative research. Based on the previous study, the researcher read limitation in the study that she does not give a time limit for students to write, so that there are some of them who do not finish writing on time. Accordingly, the researcher tries a strategy that can also develop students' ideas in writing by using the strategy of "Mind Mapping". The difference of this strategy with the previous strategy is the mind mapping strategy uses pictures and colored pen that can add students' interest in writing.

The second study is by Alma Prima Nurlaila (2013) entitled : "Using Mind Mapping Technique in Teaching Writing Descriptive Text To Seventh Grade in Junior High School in Bandung ". It employed a mixed method between pre

experimental research, particularly one group pre test-post test design, questionnaire and interview techniques. The result indicates that the use of mind mapping does successfully motivate students to write descriptive text in an enjoyable way.

Based on the previous study, this research was conducted in different levels of students and different methods of research. Whereas in the previous, the study was conducted at the first grade students of Junior High School by using the experimental design. This research, on the other hand, was conducted at the eighth grade students and used the descriptive qualitative methodology of research. This research focuses on learning writing a descriptive text, because based on the researcher's experience when teaching in the school, most of the students still have a low idea to write a descriptive text. Therefore, this research was conducted with the title "The Application of Mind Mapping Strategy in Teaching Writing in Descriptive Text (A Descriptive Study Conducted at SMP Negeri 1 Dulupi)

Problem Statement

Based on the background, this research formulates the problem statement as follows:

How the teacher applies the mind mapping strategy in teaching writing a descriptive text?

Objective of Research

The objective of this research is to describe the application of mind mapping strategy in teaching writing a descriptive text.

Reason for Choosing the Topic

In conducting this research, the reason for choosing the topic is because descriptive text is one of the materials taught at junior high school based on the curriculum (KTSP 2006). Another reason for choosing this topic is due to the problem that the researcher found in the teaching process in which the students lack of ideas in writing. Regarding this, the researcher is interested to conduct this research about the application of mind mapping strategy in teaching writing a descriptive text in order to describe how the teacher applies this strategy in writing because the students always cannot finish their writing if the teacher asks them to write.

Delimitation of the Study

Talking about text, there are several kinds of the text taught in junior high school, such as procedure text, descriptive text, recount text, narrative text, and report text. This research, however, only focuses on the application of mind mapping strategy in writing descriptive text. For the delimitation of this research, this research only describes the application of mind mapping strategy in teaching writing descriptive text.

The Significance of Research

This research is expected to be useful for teachers as a reference in developing their strategy in teaching writing a descriptive text. For candidates of English teacher, this research is expected to be useful information in order to choose the proper strategy in teaching writing a descriptive text. Further, for future researchers, it is suggested for them to conduct an experimental research of other strategies to improve students' writing in descriptive text.