

# CHAPTER I

## INTRODUCTION

### A. Study Background

Writing as one of the main aspects in human life as a social being man does not only need to speak or read or listen and writing is also one of the competencies of language skills that must be mastered by students, because students need to write also to express their ideas. The importance of writing skills is needed by students because as Pranoto said that writing means pouring thoughts in writing or retelling someone to others through text.<sup>1</sup>

Brown states that writing is an activity that involves quite a few skills. Including determining what to write, how to write ideas down on paper so that people can understand them.<sup>2</sup>

this means writing is not only an activity of expression of

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<sup>1</sup>Naning Pranoto, *Creative Writing: Seventy Two Crafting Techniques*,(Jakarta: PT Primadia Pustaka, 2004), hal 9

<sup>2</sup> Ann browne,*Teaching and Learning Communication, Language and Literacy*,(London: Paul Chapman Publishing, 2015),81.

their thoughts but also connects with others in writing. Students can retell something to others in English, they need to master the skills so that the text written by them will be understandable to the reader. The main skill in writing that must be mastered is how to develop their ideas into a good and comprehensive text for the reader.

Based on basic competence, students will be faced with various types of texts such as recount texts, descriptive texts, narrative texts and procedure texts. Students must be able to master several types of texts, one of which is descriptive texts. Write oral or short and simple descriptive texts about people, animals and things this is included in the basic competencies (KD) in the 2013 curriculum.

Before writing this paper, the author made observations first at SMA 4 Al-khairiyah cilegon researchers conducted interviews with English teachers at SMA 4 Al-khairiyah based on the results of interviews this school has used the 2013 curriculum and the learning method using lecture method its means the teacher only provides material orally to student and doesn't using media in learning it sometimes makes students fell bored and not

enthusiastic participating in learning this method is less effective or maximum to improve students' writing skills. And there are still many students who have weaknesses in English, especially in writing skills, students experience many obstacles in writing because students confused about starting to find ideas and difficult to develop ideas into an organized writing as we have seen the new curriculum implemented in schools improves students to be creative in thinking about ideas especially in writing. It becomes one of the difficulties faced by students because they need to be creative in thinking and developing their ideas and pouring into lines of text.<sup>3</sup> Writing not only focuses on one point, but also deals with other elements such as grammar, organization, spelling, mechanics However, the students are also able to think about the topic, the main idea and how to organize and develop the topic and the main ideas themselves. Teachers as facilitators of students must provide new learning methods or techniques that can increase students' enthusiasm for learning. The author conducted this study providing solutions that might be able to develop students' writing skills and the author recommended a learning technique, namely

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<sup>3</sup>Among Kurnia Ebo, *Writing Doesn't Need Talent*, (Jakarta: Book MU:3, 2005),65.

digital mind mapping.

During the current development of the media, there are several ways of dealing with the situation, which is to use these methods. The method should come after the approach because the language teaching plan must be developed from theories about the nature of language and language learning. Methods may mean different things for different people. According to Anthony, a method is a language teaching plan that is consistent with a theory, and a technique of performing a method. For some, it means a set of teaching procedures; for others, the avoidance of teaching procedures. This is the main one of the language skills; for others, it is the type and amount of vocabulary and structure.

with the above definition in this study. Researchers will use a method called digital mind map. Digital mind mapping was found to be able to improve students' critical thinking and decision-making. <sup>4</sup> Mind mapping is an innovative learning method that helps students improve new environments in the processing of Information. As a digital tool, a digital mind map can integrate

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<sup>4</sup>Arsanti Satriani Salim, "The Use of Digital Mind Maps to Improve Students' Computational Thinking in Studying Global Warming", *Indonesian University of Education Journal*, Vol. 10, No. 20 ( January 2019) ,47.

ideas with relevant symbols, colors, or images that help students facilitate the idea process.

It helps students to improve visual learning to build on their existing knowledge. In addition, by performing digital mind mapping, students can minimize the difficulty of understanding the concepts learned in school and relate them to new concepts, which are one of the most common problems they face.<sup>5</sup> The ideas of computational thinking are ubiquitous and can be applied in various disciplines, including English because English the global language of the need for computational thinking as an educational goal is becoming more developed and widespread. Teaching computational thinking in English can give students a wide range of thoughts, also gives them more access space to develop. with this digital mind mapping method can be a solution to overcome boredom in learning because students will be more creative in forming a paragraph with keywords, images, colors that are easier for students to remember.

Based on the description above, the researcher intends to

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<sup>5</sup>Murat Debbage, et al, “The Use of Digital Mind Maps in Technology Education: A Pilot Study with Pre-Service Science Teachers”,*Informatics in Education*, Vol. 20, No. 1 ( March 2021), 47–68.

conduct a study with the title "**THE EFFECTIVENESS OF DIGITAL MIND MAPPING TO IMPROVE WRITING ABILITY IN DESCRIPTIVE TEXT**"

### **B. Problem Identification**

Identify the problem based on the above background, there are several problems associated with this study the problem can be identified as follows:

1. Student have difficulty in finding ideas and do not know to write
2. Digital mind mapping techniques are rarely used in English subject

### **C. Limitations of this Study**

To limit this research, the author concerns the Effectiveness of using mind mapping techniques on student's writing skills in descriptive text at SMA 4 Al-khairiyah (true experimental research at the ten grade SMA 4 Al-khairiyah)

### **D. Formulation of the problem**

The problem statement based on the background of the identification and the above limitations of the author's problem can

be formulated as follows:

1. How the implementation of Digital Mind Mapping to improve student's writing skill on descriptive text at SMA 4 Al-khairiyah?
2. Is there a significant different between the experimental class and the control class using Digital Mind Mapping on Student's Writing Skills in Descriptive Text at SMA 4 Al-khairiyah?

#### **E. The Objectives of the Study**

Based on the problem statement above, the research objectives are:

1. To investigate the implementation of using Digital Mind Mapping techniques on student's writing skill in descriptive text.
2. To measure the use of Digital mind mapping on writing comprehension in descriptive texts

#### **F. Writing Organization**

The cover, title page, supervisory permission, leverage page, motto, abstract, preface, table of contents, table of contents, table of tables (if any), list of numbers (if any), list of attachments, and transliteration guide are all included at the beginning of the

research report.

The discussion of the author's research report is divided into several parts, each section consists of chapters, and each chapter consists of sub-sections, and these sub-sections are interconnected within the framework of logic and a unified system. The purpose of systematic writing is to make it easier for readers to learn the content. The research report is divided into six chapters, and the systematic introduction is as follows:

Chapter I Introduction, this chapter serves as a total description or basic model/foot point and provides a model evaluation for the entire content of the thesis which includes: problem background, problem formulation, the report includes a bibliography, appendix, curriculum vitae, research objectives of research permits, research benefits, research methods and systematic discussions.

Chapter II Theoretical research results. This chapter aims to introduce the theoretical framework of reference theory as the basis for thought and research. In this chapter will be discussed several theories that can support teachers to improve their Speaking Ability for students.



Chapter III Research methods. This chapter discusses how to conduct research which includes: methods and types of research, place and time of research, population and samples, instruments, data collection and data analysis

Chapter VI Finding and Discussion, this chapter describes the description of data and data analysis.

Chapter V Contains the last chapter, which is the last chapter in a series of discussions from Chapter 1 to Chapter 4. This chapter aims to make it easier for readers to understand the essence of research which includes conclusions and suggestions.

The last part of the study, the statement of the authenticity of the work