

# CHAPTER I

## INTRODUCTION

This chapter presents about introduction, including the Background of Study, Research Problem, Research Objective, Assumption, Hypothesis, Significance of study, Scope and Limitation of Study, and definition of key term.

### **A. Background of Study**

English is one of the most significant aspect of human resources development in school or university. Even now, English can be found readily anywhere and anyplace, and it will be employed in all field. English as International language dominate all of aspects of life be it politics, economy, social and even education. Therefore, English is important aspect to be learned and applied from basic education to higher education. The English subject has different characteristic from the other subject. The difference takes place in the function of language as tool of communication. Students must also master the fourth abilities of reading, listening, speaking, and writing in the English subject. One of skills that students must develop is writing.

According to Browne, writing is a complicated activity that requires a wide range of abilities. It entails deciding what to write, how to phrase it and how to put those thoughts down on paper in a way that the others can

understand.<sup>1</sup> In short, writing is a complicated ability where the students should be mastered a complex grammar. Successful writing requires a lot of vocabulary, spelling, and mechanical writing.

Writing is one of the productive abilities that students should learn. But, many students believe that writing is the hardest skill to be mastered and to be learned. Suitable with the statements of Richards and Renandy. They claim that the most difficult ability for second language learners is writing. The challenge is not only in creating and organizing ideas, but also in converting them into a legible text.<sup>2</sup> Their assertions suggest that understudies get more than one process in their writing. It becomes a problem which is often the subject of discussion and which is complained about by students. The students have an issue when they need to compose a text. For example, when the students have been any ideas in their brain in writing the text, but sometimes they are confused what to do in the beginning of writing. They are confused what they want to write first and what sentences should be written first.

Writing is never a one-venture activity; it is an on going demonstration. It means that, when you write something for the first time, you are already thinking about what you are going to say.<sup>3</sup> Based on the statement, the students feel writing is hard. Moreover, when the students are faced in writing

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<sup>1</sup>Fujiono, "The Use of Mind Mapping Technique to Improve the Students' Writing Skill on Descriptive Text at the Tenth Grade of SMA PGRI Larangan Pamekasan", *Didaktika*, Vol 22, No 2 (Februari, 2016), 111.

<sup>2</sup>EndahRatnaningsih, "Improving Student's Writing Ability Through the Use of Digloss Technique", *Transformatika*, Vol 12, No 2 (September, 2016), 3.

<sup>3</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition (United States: Pearson Longman, 2007), 15.

essay. An Essay is a gathering of passages expounded on a solitary subject and a focal fundamental thoughts. At least three paragraphs are required on essay, but a five-paragraph essay is a typical length of academic writing. The generic structure of essay consist of three main parts; introductory paragraph, body, and concluding paragraph. *First*, the goal of introduction is to explain the topic with general idea. It is in the first paragraph of an essay. It has also a thesis statement; for the most part comes at or close to the finish to section. *Second*, the section that clarify and support the proposition explanation and separate the presentation and end is called by fundamental body. *The last*, the conclusion is sums up or rehashes the population and the supporting thoughts of essay.<sup>4</sup> Furthermore, if in some of these paragraphs there are no components, either the introduction, body or conclusion or one of them, it will not be called an essay.

Writing an essay is easier than writing a paragraph, however an essay is longer. The standards of association are the equivalent both, on the off chance that the understudies can compose a decent paragraph, they can compose a decent essay. An essay has unity and coherence, just as a paragraph does. The problem of most of students at the Third semester of English Teaching Learning Program is that they are worry to make mistake in writing essay. They are worry about their writing wheither an essay is not coherence. That is the reason where the technique is really needed to help students in writing essay.

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<sup>4</sup>Dorothy E Zemach and Lisa ARumisek, *Academic Writing from Paragraph to Essay*, ( t.t: Macmillan, 2008), 56.

Technique is a method that is used during the teaching and learning process. One of the techniques that can be used in writing an essay is Mind Mapping. Mind mapping is one of the researchers' strategies to help students to associate ideas, think creatively, and make connections that might not otherwise be made. It means, the mind mapping technique can be applied to investigate practically any topic although an essay is performed especially well. Tony Buzan claims that a mind map is a strong realistic methodology that gives you an all-inclusive key to open your cerebrum's prospects. It consolidates every one of the cerebral abilities of word, picture, number, rationale, rhythm, shading and spatial mindfulness in a solitary, extremely powerful manner.<sup>5</sup> In line with the statements, mind mapping can be an alternative way in helping students to generate ideas before going further to make the final essay writing.

In this case, the application of the mind mapping technique will be more interesting for students of the English Teaching Learning Program IAIN Madura, especially for the third semester. They will be helped in writing an essay because by this technique the students will be able to explore the information in the brain and produce it into a mind map that will help students in getting any ideas to make a text pretty good. Otherwise, the application of this technique is an effective way in improving writing an essay. This is evidenced by Laurensia Angela Wandut in her research that is entitled "The Effects of Mind Mapping on the Students' Writing Process in Paragraph Writing Class" in her research

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<sup>5</sup>Fujiono, "The Use of Mind Mapping Technique", 112.

show the positive responses of student about the use of mind mapping in their class and show the positive effect toward the writing process.<sup>6</sup> The other research with this issue is conducted by IisHidayahRomadhoni that entitled “The Effectiveness of Mind Mapping Strategy in Writing Descriptive Texts for 8 Graders”. She told that mind mapping strategy affected in 6 aspects; organizing the idea, helping to deal with the writing elements, writing enjoyably by facilitating fun learning to the students and another aspects.<sup>7</sup>

From the statement above, it is very interesting to investigate by the researcher in writing essay. The researcher can conclude that a lot of students in the third semester of English Teaching Learning Program can give their idea in writing essay but they are confused where should they start. It is needed some of technique to guide them in starting to finishing a writing. Therefore, in this thesis, the researcher intends to investigate “**The Effectiveness of Using Mind Mapping Technique in Essay Writing Skills at the Third Semester of English Teaching Learning Program IAIN Madura**”.

## **B. Research Problem**

Research issue are the instructive issues, debates, or worries that guide need for directing a review.<sup>8</sup> Based on the background of the study that has described above, the researcher states the problem of study into some question as follow:

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<sup>6</sup>Laurensia Angela Wandut,, “The Effects of Mind Mapping on Students’ Writing Process in Paragraph Writing Class”, (Thesis, Sanata Dharma University, Yogyakarta,2018).

<sup>7</sup>IisHidayahRomadhoni, “The Effectiveness of Mind Mapping Strategy in Writing Descriptive Texts for 8 Graders”, (Thesis, SatyaWacana Christian University, Salatiga, 2015).

<sup>8</sup>John. W Creswell, *Educational Research*, Fourth Edition (Boston: Pearson Education, 2012), 59.

1. Is there any effectiveness of mind mapping technique for the third semester students of English Teaching Learning Program IAIN Madura?
2. How is the significance of mind mapping technique on students' writing process in writing essay at the third semester of English Teaching Learning Program IAIN Madura?

### **C. Research Objective**

Research objective is the purpose or the goal of the problem. It is suitable with the statement of Creswell which state that research objective is an intent statement used in quantitative to get specific goals that the researcher want to achieve in the study.<sup>9</sup>The purpose of the research correlates with the research problem. The purpose of the research is to answer the question from the research problem described above. Based on the problem above, the researcher has two aims that wants to be achieved:

1. To know the effectiveness of mind mapping technique for the third semester students of English Teaching Learning Program IAIN Madura.
2. To measure the significant of mind mapping technique in essay writing skills at the third semester of English Teaching Learning Program IAIN Madura.

### **D. Assumption**

Research assumptions are basic assumptions postulates about a matter relating to the true research problem has been accepted by

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<sup>9</sup>Creswell, 111.

researchers.<sup>10</sup>Based on the assertion regarding this study, the researcher might suggest that mind mapping technique can give the effect for English student to enhance in essay writing skills.

### **E. Hypothesis**

In quantitative research, hypothesis is proclamations in which the researcher makes a forecast or a speculations about the consequence of correlation between traits or qualities.<sup>11</sup> There are two types of hypothesis in this study, those are:

1. Null Hypothesis ( $H_0$ ) is no connection among autonomous and subordinate factors or no distinction between groups of an independent or a dependent variables.
2. Alternative Hypothesis ( $H_a$ ) there will be a difference based on previous research findings or a theory or explanation presented in the literature.<sup>12</sup>

Based on the previous study which the researcher has found, the research hypothesis:

1. Null Hypothesis ( $H_0$ ): There is no the effectiveness of mind mapping technique for the third semester students of English Department IAIN Madura.
2. Alternative Hypothesis ( $H_a$ ): There is the effectiveness of mind mapping technique for the third semester students of English Department IAIN Madura.

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<sup>10</sup>*Pedoman Karya Tulis Ilmiah* (Pamekasan: IAIN Madura, 2020), 17.

<sup>11</sup>W. Creswell, *Educational Research*, 111.

<sup>12</sup>*Ibid*, 126-127.

From those hypothesis above, the researcher has assumption to Alternative hypothesis, there is effectiveness of mind mapping technique for the third semester students of English Teaching Learning Program IAIN Madura.

#### **F. Significance of Study**

Significance of the study states the implications of the findings for educational practice and theory. The findings may be unique to the single group or specific context of the study.<sup>13</sup> The significant of study is classified into two categories; theoretical significant and practical significant. In this case, the researcher will explain about the significant of study of the effectiveness of mind mapping technique in essay writig skills at the 3<sup>rd</sup> semester of English Teaching Learning Program IAIN Madura.

Theoretically, this research is expected to be one of the inputs in developing the writing essay espicially for English Teaching Learning Program. As for practically, the result of this research make it possible to provide meaning for several circles, among them:

##### 1. For the English teachers

The finding of this study is designed to inform English teachers that mind mapping technique is a viable alternative to traditional instructional methods for writing essay.

##### 2. For the students

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<sup>13</sup>Donald Ary et al., *Introduction to Research in Education*, 8<sup>th</sup> Edition (Canada: Wadsworth, 2010), 589.



The researcher expects that the findings of this research would be beneficial for the students to:

- a. Make the students easier in writing subject.
- b. Help them to deliver their idea in writing essay.
- c. Help them to make the essay is good, sistematis and meaningfull.

3. For the researcher

The findings of this study is expected to provide knowledge, a model, or a point of reference for further studies. Also, the findings of this study can be used by the researcher to know that the application of mind mapping can help to fix the student's problem related to writing essay.

4. For further researchers

The result of this research is expected for the further reserchers who will carry out experimental research design. This study can be areference for further analysis related to teaching writing of other types of texts not only for essay literature.

## **G. Scope and Limitation**

A scope refers to the problem of the study. The scope is determined by the population of respondents use, the sample drawn from this population, and the variabel or factors involved in study.<sup>14</sup> The scope of this research is about mind mapping technique in essay writing skills. Whereas the limitation of study is the accepted shortcomings of study. For isntance, a researcher may

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<sup>14</sup> Roberto N. Padua, *Fundamentals of Educational Research and Data Analysis*, (Quezon: Katha Publishing, 2013),16.

not be able to sample from a larger population.<sup>15</sup> This research is limited to the Third semester of English Teaching Learning Program IAIN Madura.

## **H. The Definition of Key terms**

To avoid misunderstanding of the difference of meaning, the writer needs to formulate the key term that can be used in the research. That are:

1. Mind mapping is a way of linking key concepts using images, lines and links.
2. Writing skills is one of skills in English that permits students to put their sentiments and concepts on paper and to organize their information.
3. Essay is an extended piece of writing that presents and supports a thesis or proposition.

## **I. Previous Study**

Knowing the previous study of the research becomes important both of the researcher and the reader. I will guide the researcher to seek differently and develop the research from the previous study. Some previous studies from this research are reported by Fuad Nur Cahyo in his thesis entitled "Using the Mind Mapping Technique to Improve the English Writing Skills of the Tenth Grade Students at MAN Yogyakarta III in the Academic Year of 2012/2013". This research is concerned to improve the English writing skills of the tenth grade students by using mind mapping technique.<sup>16</sup> His findings demonstrate how mind mapping techniques can be used to increase writing

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<sup>15</sup>Ibid.

<sup>16</sup> Fuad Nur Cahyo, "Using the Mind Mapping Technique to Improve the English Writing Skill of the Tenth Grade Students at MAN Yogyakarta III in the Academic Year of 2012/2013", Thesis, Faculty of Language and Art, University of Yogyakarta, 2013.

skills by streamlining the process. In the research, the researcher used the mind mapping technique as well as other strategies such as using classroom English, pairing activities, and giving rewards to improve the student's motivation. As a result, the researcher thinks that by using implementing those steps into practice, the teaching of English writing skills will improve.

The second research was conducted by Alma Prima Nurlaila in the journal entitled "The Use of Mind Mapping Technique in Writing Descriptive Text". This research focus in the implementation of mind mapping method in writing descriptive text only.<sup>17</sup> She claims that mind mapping technique was beneficial to help students in producing Descriptive texts in enjoyable/fun way. She additionally depicts that brain planning procedure could assist understudies with further developing the composing abilities in clear message as far as advancing vocabularies, expanding inventiveness, orchestrating sentences and arranging thoughts. The result of his study also can be looked from the mind mapping technique appears to be particularly well adapted to assisting students in planning their writing, as the approach motivates students to seek out and adapt a higher degree of comprehension of the writing themes.

The last previous research was conducted by Laurensia Angela Wandut in her thesis entitled "The Effects of Mind Mapping on the Student's Writing Process in Paragraph Writing Class".<sup>18</sup> She describes the effect of the mind

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<sup>17</sup> Alma Prima Nurlaila, "The Use of Mind Mapping Technique in Writing Descriptive Text", *Journal of English and Education*, (2013).

<sup>18</sup> Laurensia Angela Wandut, "The Effects of Mind Mapping on the Students' Process in Paragraph Writing Class", (Thesis, Sanata Dharma University, Yogyakarta, 2018).

mapping method in paragraph writing lessons. Her dissertation says that the majority of students are positive about the use of mind maps in their classrooms. One of the effects of the mind map in this study is the development of creativity in writing.

These previous studies help the researcher to develop the research dealing with the effect of mind mapping in essay writing skills. The difference of this research and those researchers is in the use of specific text. The writer uses an essay as the specific text. On the other side, the difference of this research comes from the object of the research and the research design used by the writer. While the similarities of this research are as same as take the mind mapping technique to be observed.

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