

CHAPTER I

INTRODUCTION

In this chapter, the researcher going to present the introduction consist of research context, research focus, research objective, significant of study, definition of key term and previous study.

A. Research Context

Education is seen as having a major role in achieving the success of children's development ¹. Every child has the right to have a proper education for their future because education can be said to be the main gate in changing the mindset of the nation to advance a nation. Education is also included as the most effective solution for educating individuals, nations and countries. Within its scope, education seeks to develop the abilities of each person so that this potential can later be useful for individuals, the state, and the country it self in various ways. One of which is through writing.

Writing is the ability to express various thoughts, ideas, opinions, and feelings to others which are poured through writing ². In writing, one must use a language that is chosen and structured so that other people and readers can understand the meaning they want to convey to the reader in a simple and easy way when interpreting a piece of writing.

¹ Whimpy Lastika and Putri, Florentina Widihastrini "Improving Poetry Writing Skills Through Mind Mapping Methods with Audiovisual Media," Joyful Learning Journal Age, no.02 (June 2014):9.

² Ibid, 9.

Writing skill is not easy for someone to achieve, because someone is more required to convey ideas as well as possible by using language symbols so that these ideas can be conveyed. understood³. Writing has many benefits, including broadening horizons, educating creative minds, and improving the quality of life, especially in terms of education.

Students must be able to put all the ideas and thoughts that they have in writing⁴. Because a writing can encourage students to produce new ideas creatively. In the process of writing, perseverance and patience are needed so that the resulting writing is satisfactory and understandable. Improving students' writing skills is believed to be able to lead students to achieve curricular goals and ultimately achieve the national education goals that have been set.

Weaver (in Tarigan, 1986) classifies writing into five forms, namely: narration, Descriptive, exposition, argumentation, and persuasion. A descriptive paragraph is a paragraph that describes an object, place, atmosphere, situation in words⁵. One of the important writing skills to master is the ability to write descriptive paragraphs. Because descriptive paragraphs can help children's mindsets develop further because they can express views and thoughts on their writing.

The author of a descriptive paragraph really wants his readers to see what he sees and hear what he hears through his writing. To write a

³ Ria Satini, Ability to Write Expository Essays Using Mind Map Techniques, *Journal of Grammatics*, (2016),165.

⁴ Ibid, 165.

⁵ Ida Bagus Putrayasa, "Mind Mapping-Based Learning to Write Paragraphs for Students of Class VII Junior High School Undiksha Laboratory," *Indonesian Journal of Education* Vol. 4, No.2, (October 2015):638.

descriptive paragraph, you must be sensitive to all the senses. Then write the correct word or use the appropriate comparison in the text. Because of the complexity of writing a text, in learning to write Descriptives, appropriate learning models are needed in order to make it easier for students to make an essay.

Learning models mean the various ways or stages used in the interaction between students and educators to achieve the learning objectives that have been set in accordance with the material and mechanism of the learning model⁶. The learning model can be said to be a pillar in the learning process because it can be said to be the main thing for learning.

In teaching and learning process, there are many kind of Model/ technique which can be used .One of them is mind map that is suitable and suitable in order to be able to connect the ideas and main ideas of a story in a real way is the Mind Map Model. Mind Map is a model designed to assist students in the learning process, store information in the form of subject matter received by students during learning, and help students compile the important points of the subject matter in the form of maps, graphs and use symbols so that students more easily remember the lesson⁷. The brain often remembers information in the form of images, symbols,

⁶ Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Models and Methods of Learning in Schools*, (Semarang: Unissula Press, 2013),16.

⁷ Natriani Syam and Ramlah, "Application of Mind Mapping Learning Models in Improving Learning Outcomes in Social Science Subjects for Class IV Students Sdn 54 Kota Parepare", *Journal of Education Publications* Vol.V No.3, (October 2015):185.

sounds, shapes, and feelings. These maps can generate original ideas and trigger easy memories.

Previously, researchers found a study written by Dian Ayu Saputri entitled "The Effectiveness of Mind Mapping Models in Learning to Write Poetry Judging from Learning Interest and Learning Outcomes in Class V Students of Sdn Kaligayam 02 Tegal Regency"⁸. This research tells about the Effectiveness of the Mind Mapping Model in Learning to Write Poetry Viewed from Learning Interest and Learning Outcomes in Class V Students of Sdn Kaligayam 02 Tegal Regency. There is a significant difference in the learning interest of fifth grade students who apply the mind map model and the traditional model in learning Indonesian. The learning outcomes of fifth graders who use the mind map model to learn Indonesian are higher than those who use the traditional model. The empirical test results prove this, namely the average difference between the initial test scores and the final test scores for the experimental class processed with the mind map model is 8.55, and the average difference between the initial test scores and the final test scores for the experimental class. experimental class is 8.55. The level of control of the conventional model of processing is 0.92. The similarity of this research with the research that the researcher will do is that they both use the mind mapping Model in writing lessons. Meanwhile, the difference between this research and the research that will be conducted by the researcher is that this

⁸ Dian Ayu Saputri, "The Effectiveness of the Mind Mapping Model in Learning to Write Poetry Judging from Learning Interest and Learning Outcomes in Class V Sdn Kaligayam 02 Tegal Regency," (Semarang: Semarang State University, 2019),1.

research was carried out for learning to write poetry and was carried out for 5th grade elementary school children so that it was very different.

Second, the researcher found a study written by Salmiati entitled "Improving Paraphrasing Writing Skills Using Mind Mapping Models"⁹. This research tells about the Improvement of Paraphrasing Writing Skills Using the Mind Mapping Model. This study describes the action research process as a process or cycle that starts from the aspect of making plans, taking actions according to plans, observing actions and reflections, namely thinking about plans, action activities, and the results obtained in the learning process. learning outcomes in this researcher, the teacher as a facilitator failed to motivate students to ask, answer questions, and respond in this kind of learning. Therefore, students' learning styles have not changed much. In order to improve the expected learning outcomes, teachers must not only evaluate the results, The similarity of this research with the research that the researcher will do is that they both use the mind mapping Model in writing. While the difference is that students are asked to write a paraphrase of a poem by using Mind Mapping in learning to write in Indonesian language learning.

The latter, researchers found a study written by Whimpy Lastika Putri and Florentina Widihastrini entitled "Improving Poetry Writing Skills Through Mind Mapping Models With Audiovisual Media"¹⁰. Study this

⁹ Salmiati, "Improving Paraphrasing Writing Skills Using Mind Mapping Methods", Pelangi Journal Vol. 8 No.1,(22 December 2015):89.

¹⁰ Whimpy Lastika Putri and Florentina Widihastrini, "This research tells about Improving Poetry Writing Skills Through Mind Mapping Method With Audiovisual Media", Joyful Learning Journal vol. 3 no.2,(June 2014):9.

explore the mind mapping Model through audiovisual media to improve Skills write poetry. This research describes Skills what the teacher learns through application Mind Mapping Model and audiovisual media experience enhancement on very good category. Application this what more activate teacher through this learning Model, give new experience to teacher, and activate student. Model this suitable for learning poetry writing skills.

SMAN 1 Galis Pamekasan is a Senior high school that pays attention to the writing skills of its students. The researcher interviewed an English teacher, He said that many learning Models were applied in this school in learning to write. One of the learning Models is the Min Mapping. With the aim of improving students' writing skills, the results are not satisfactory¹¹ .

Based on the facts found in the field, the researchers were inspired to research knowing about how especially at 10th Grade of SMAN 1 Galis Pamekasan. Therefore, the researcher is interested in the research with the tittle "The Use of Mind Mapping Model in Writing Descriptive Text at 10th Grade of SMAN 1 Galis Pamekasan" .

¹¹ Interview with Akhmad Fajar Sidik, English teacher at SMAN1 Galis Pamekasan. (19 Oktober 2021).

B. Research Focus

According to John Creswell, research focus or we can call it as a research topic is the board subject matter addressed by the study¹². based on the above statement, this research is focused on the formulation of the problem as follows:

1. How does the teacher use mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan?
2. What are advantages and disadvantages and in using the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan?

C. Research Objective

From the rumors of the problem above, the following objectives can be obtained:

1. To know how the teacher use mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan
2. To know advantages and disadvantages and in using the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan

D. Significance of Study

Significance of Study is the usefulness or urgency of research, both scientific (theoretical) and social (practical) uses¹³. So in the statement it can be said that Significance of Study is an explanation that explains the

¹² John W. Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative and Qualitative Research, Fourth Edition* (Boston: Pearson, 2012), 59.

¹³ PPKI(Pamekasan: Madura State Islamic Institute, 2020), 19.

benefits for several groups including students, teachers and researchers. This research is expected to have use values in several groups including the following:

1. Theoretically

This research is expected to increase knowledge and get a lot of related information in the field of education, especially in the subject of students' descriptive text writing skills

2. Practically

- a. For students, students can understand how to use the mind mapping Model in writing descriptive text lessons properly and correctly.
- b. For teachers, teachers can make their students more enthusiastic about knowing how to write correctly using the mind mapping Model in writing descriptive text lessons.
- c. For researchers, as researchers this also includes a valuable experience and knowledge to be able to know the learning of the mind mapping Model that is applied to the 10th grade students of SMAN 1 Galis Pamekasan.

E. Definition of Key Term

Definitions of terms or operational definitions are needed to avoid differences in meaning or lack of clarity of meaning ¹⁴. Usually used to avoid the reader in misunderstanding. Researchers want to provide an explanation of the term as follows:

¹⁴ PPKI(Pamekasan: Madura State Islamic Institute, 2020), 19.

1. Writing

The ability to express various thought idea, opinions, and feeling to other which are poured thought writing

2. Descriptive Text

Is a text that aims to explains , describe or describe something

3. Model

Is a plan or a pattern used as a guideline in classroom learning

4. Mind Mapping

As one of the learning Models designed by mapping information in graphical form.

F. Previous Study

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¹⁵ Dian Ayu Saputri, "The Effectiveness of the Mind Mapping Model in Learning to Write Poetry Judging from Learning Interest and Learning Outcomes in Class V Sdn Kaligayam 02 Tegal Regency," (Semarang: Semarang State University, 2019),1.

Indonesian. The learning outcomes of fifth grade students who use the mind map model to learn Indonesian are higher than those using the traditional model. The empirical test results prove this, namely the average difference between the initial test scores and the final test scores for the experimental class processed with the mind map model is 8.55, and the average difference between the initial test scores and the final test scores for the experimental class. experimental class is 8.55.

The conventional model processing control level is 0.92. The difference between the experimental class and the control class is 7.63, the experimental class has a better academic achievement. The similarity of this research with the research that the researcher will do is that they both use the mind mapping Model in writing lessons. Meanwhile, the difference between this research and the research that will be conducted by the researcher is that this research was carried out for learning to write poetry and was carried out for 5th grade elementary school children so that it was very different.

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¹⁶Salmiati, "Improving Paraphrasing Writing Skills Using Mind Mapping Methods,"89.

namely thinking about plans, action activities, and the results obtained in the learning process. learning outcomes in this researcher, the teacher as a facilitator failed to motivate students to ask, answer questions, and respond in this kind of learning. Therefore, students' learning styles have not changed much. In order to improve the expected learning outcomes, teachers must not only evaluate the results, The similarity of this research with the research that the researcher will do is that they both use the mind mapping Model in writing. While the difference is that students are asked to write a paraphrase of a poem by using mind mapping in learning to write in Indonesian language learning.

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¹⁷ Whimpy Lastika Putri and Florentina Widihastrini, "This research tells about the Improvement of Poetry Writing Skills Through Mind Mapping Methods With Audiovisual Media,"9.