CHAPTER I

INTRODUCTION

This chapter is an introduction chapter. In here, contains a general description of the problem. This chapter contain of research context, research focus, research objective, significance of study, definition of keyterms and previous study.

A. Research Context

English grammar one of the basic elements of English, it is very important in learning the language. If students have a good understanding of English structures, they will be able to form sentences correctly and communicate effectively. Moreover, without adequate grammar knowledge, students language development will be severely impaired. Harley explains that grammar is a formal tool that uses a set of rules us to form sentences in a language.[1] In line with this, Greenbaum and Nelson explains that grammar is the main component of language, and it contains a set of rules that allow words to be grouped into larger units.[2] It means that students with good grammar skills can creatively produce grammatically acceptable English sentences. Moreover, knowledge of English grammar will help students understand written and spoken English easily. It cannot ignore the central role of grammar in the four language skills and vocabulary to build communication tasks.

As mentioned above, many researchers nowadays believe that grammar teaching should not be neglected in second language education. It based on Richard

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[1] Harley, *The Psychology of Languange*.
[2] Greenbaum and Nelson, *An Introduction to English Grammar*.

statements that people agree that grammar is too important to be ignored and that without a good knowledge of grammar, learner's language development will be severely constrained.[3] Language teachers are also increasingly realizing that grammar lessons play an important role in language teaching and learning. An educational approach that focuses only on meaning without emphasis on grammar is not enough. Professor Murcia explains that students need to focus on structure in their communication needs, as errors in sentence structure can lead misunderstanding between speakers and listeners.[4] Based on the statement, understanding the structure of English or English grammar is essential to improve comprehension and avoid misunderstandings between English speakers and listeners. In addition, knowledge of the grammar system seems to facilitate language learning. Grammar is a basic science that students must master, but in reality there are still many students who dislike grammar learning. Many students have difficulty learning and understanding English grammar, especially when learning tenses. For instance in English, there is an auxiliary verb "be" which has a function as a requirement to complete some English tenses. Meanwhile, in Indonesian, there is no such verb which has the same function as 'be'. This confusion can occur because each language has a different grammar system.[5] There are some reason that students difficult to learn grammar. Firstly, students think that english is a difficult subject because it is a foreign languge. So, they have low motivation in learning english especially in learning

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[3] Richards, *Methodology in Language Teaching.*
[4] Murcia, *Teaching English as a Second or Foreign Language.*
[5] Suseno and Setyawan, 'The Effect Of Using Mind Mapping Technique On The Students Grammar Achievement'.

grammar. Secondly, most of the students think that learning grammar is really boring and it has many rules that should be understood by the students. As a result, a teacher gets difficulties to encourage the students in teaching grammar. Thirdly, students cannot focus when they are studying in long time. Students are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired. Therefore, the teacher should find the suitable techniques in teaching especially to teach grammar. Fourthly, teaching technique used by the teacher in teaching English especially grammar for students is not appropriate for them, for example, the teacher just focus to explain the material in front of class without paying attention to the students need in learning.[6]

Grammar is the system of structural devices by which a language organizes meaning. Concerning with the structure, it is the basic knowledge and skill for understanding the language naturally constructed and used. It involves the combination and arrangement of the phrases, clauses or sentences. In our daily speaking and writing we can not deny that structure leads us to construct sentences which are grammatically correct to convey our message, ideas, and information. A student must know for certain that he speaks correct and good English or to know whether or not the sentence pattern is correct, he must know the rules of English or its grammar because English grammar is the key to proficiency. It indicates that grammar plays a significant role in communication since it shows how language is

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[6] Onesty and Fitrawati, "USING WORD BY WORD GAMES IN TEACHING GRAMMAR FOR JUNIOR HIGH SCHOOL STUDENTS".

used.[7] Grammar, regardless of the country or the language, is the foundation for communication. It means the better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning. His opinion is logical because if learners master English grammar, they will send good messages which can be accepted well by readers.[8] Based on the explanation above, it can be concluded that grammar is the foundation for communication. It is the system of structural devices by which a language organizes meaning. Teaching grammar is important and not easy. It is the basic skill for teacher to improve the students writing and speaking skill in English. Students can be bored if the teacher used wrong technique to teach them.

There are several techniques for learning grammar in English, one of them is mind mapping. Mind maps are an expression of divergent thinking and therefore a natural feature of human thinking. It is an extremely useful graphical technique and a universal key to unlocking your brain's potential. Mind maps can be applied to all aspects of life. Mind maps support student's learning ability, clarifiy their thinking, and improve their behavior. A mind map is a diagram used to visually organize information. They are hierarchical and show relationships between parts of the whole. These cards often based on a single concept, drawn as a picture in the centre of a blank page, and represent a representation of an idea, such as an image, a word, or an additional part of word.[9]

[7] S.A.A, 'GEMA Onlineim Journal of Language Studies'.
[8] Bradshaw, 'Why Grammar Is Important'.
[9] Buzan and Buzan, The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential.

Mind maps are very useful graphical technology that helps students express diverse thoughts and explore the potential of their brains. Mind maps can effectively focus English learners thinking on an overall conceptual framework. Decorated with colours, pictures, and multidimensional mind maps, it alleviates the blankness of traditional grammar teaching and arouses students enthusiasm. Meanwhile, mind maps can help students memorize and understand grammar, extract grammar information more easily, and improve grammar learning effectively.

When the researcher interviewed the teacher of the VIIth grade at MTsN 1 Pamekasan, there are some problems that the researcher takes based on the interview with the teacher, namely: first the students lazy to learn grammar. Secondly, the students are bored with monotonous grammar learning. And the third, the students had limited knowledge about grammar and vocabulary.[10] So the teacher needs to use the technique that makes the students will be enthusiastic the learning process especially in grammar learning.

The researcher found previous study that discussed the use of mind mapping to enhance grammar learning. The research was conducted by Furqon Edi Wibowo with the title "Mind Mapping: A Strategy to Enhance Students' English Grammatical Structure".[11] Their study aimed to determine the use of mind mapping to enhance grammar learning. From experiment conducted by researchers, the results of learning grammar using mind mapping makes IAIN

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[10] Saidah, Interview as Teacher of English Subject at MTsN 1 Pamekasan.
[11] Wibowo, 'Mind Mapping: A Strategy to Enhance Students' English Grammatical Structure', 2020.

Surakarta students more active, creative and enthusiastic during the teaching learning process which means this technique was very helpful for the students to memorize and understand the concept of grammar material.

Based on the explanation, the researcher interested in the title chosen and the enthusiasm of the students also made the researcher want to choose this research and also as far as researcher know, mind mapping is usually only used in descriptive texts and narrative texts, very rarely used in grammar. The researcher interesting to doing research about **"the Use of Mind Mapping to Enhance Grammar Learning Outcome for VIIth Grade of MTsN 1 Pamekasan"** I hope this research can motivate future researchers to research the same title in different settings and that this technique can be used continuously.

B. Research Focus:

According to Cresswell, research problem are educational questions. Controversy or concerns that determine the need for research.[12] Therefore, based on the above research context, the problem of this study is

1. How does the teacher use mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan?

2. How does the students' responses of using mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan?

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[12] W, Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research.

C. Research objective :

1. To describe how the teacher uses mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan.

2. To describe how the students' responses of using mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan.

D. Significance of study

As for doing this research, the research hopes that the result of this study can provides benefits and some contributions as a reference to make it easier for many people. It is a research expectation of the research conducted:

1. For the Students, this research will be useful for students who learn English Grammar using Mind Mapping.

2. For English Teacher, provide teachers with alternative techniques for teaching Grammar.

3. For Schools, the result of research can be used as a suggestion to enchance teaching quality in the class.

4. For The Next Researcher, this study is expected the research can be used as a reference for those who want to conduct research in teaching English, especially using Mind Mapping.

E. Definition of keyterm

1. Mind Mapping

Mind Mapping is a type of graphic organizer that uses diagrams to visually

organize ideas and concepts.

2. Grammar

Grammar is the study of word classes, inflections, functions and their relationships in language sentences.

F. Previous Study

In conducting futher research, reseachers needs some relevant previous study as a form of study in research.

The first study conducted by Chrisna Irmawan Suseno and Sunoko Setyawan, the title of the research *"The Effect of Using Mind Mapping Technique on the Students' Grammar Achievement"*. This research used a Nonequivalent-Groups Posttest-Only Design. To gather the data, the researchers used test, observation, documentation, and interview. The subjects of this research were 77 from two intact groups of SMP 06 Diponegero Wuluhan Jember, 40 from the experimental group (VII-E) was then taught English grammar by using mind mapping and 37 from the control group (VII-B) was taught English grammar by using conventional technique. However, there were only 75 students who completed the treatments and posttest. Therefore, the data from the two students, both were from the experimental group, were discarded. The result of posttest score of the experimental group was 75.63158, while the mean posttest score of the control group was 70, the study showed that there was a positively significant effect of using mind mapping technique on the seventh grade students' grammar achievement at SMP 06 Diponegoro Wuluhan

Jember in the 2012/2013 academic year. [13]

The second previous studies by Gusti Annisa Fitriani, the title of research *"Using Mind Mapping Technique in Improving Grammar Mastery of the Tenth Graders of SMA Ma'arif Lawang"*. This study used Classroom Action Research (CAR). The instruments used to collect the data were observation, checklist field notes, questionnaire and grammar quizzes, the subjects of this study were students of class X-1 consist of 20 students in the second semester of the 2010/2011 academic year. This research was conducted in two cycles. The implementation of the actions in Cycle I had not been fully successful, as indicated by the fact that 10 (50%) of the 20 students has scored under the minimum passing grade, which was 75 but the process criteria had been fulfilled as more than 80% of the students were actively involved in the teaching and learning process. Since the success criteria said that 75% of students must achieve a passing grade at least 75, Cycle II was conducted, after students used the mind mapping technique they made during the game, 20 students (100%) scored above minimum passing grade of 75. Other process criteria were also fulfilled. The study showed that mind mapping technique was very helpful for improving student s grammar mastery at the ten graders of SMA Ma'arif Lawang. [14]

The similarity between Chrisna Irmawan Suseno, Gusti Annisa Fitriani research and the researcher is about the use of mind mapping in learning grammar. While the difference is Chrisna Irmawan Suseno used quantitative approach, Gusti

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[13] Suseno and Setyawan, *'The Effect of Using Mind Mapping Technique on the Students Grammar Achievement'*.

[14] Fitriani, *'Using Mind Mapping Technique in Improving Grammar Mastery of the Tenth Graders of SMA Ma'arif Lawang'*.

Annisa Fitriani used classroom action research (CAR) while this research used qualitative approach.