

CHAPTER I

INTRODUCTION

A. Background of Study

In order to improve the quality of human resource from adversity, then as a young generation of successor civilization of the world needs to have the insight and education, both formal and non formal education. Development in the field of education continues to be improved as described in Law of the Republic of Indonesia number 20 year 2003 concerning the national education system..

Law of the Republic of Indonesia number 20 year 2003 article 3 of national education system explained that (2003: 12):

Functioning of national education in develop skill and form the character and civilization of the nation's dignity in the context of the intellectual life of the nation, aimed at developing the potential of learners in order to be a man who is faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative and independent, and become citizens of a democratic and responsible

Development of science and technology are rapidly today, allowing anyone to obtain information quickly, easily and abundantly from various sources in the world. Advances in science and technology are inseparable from the experience of language as a communication tool. It is because language is the principle mean used by human beings to communicate with one another. People can understand others and take information from others by using it. People use it to interact with others, to establish and maintain relations with them, to influence their behavior and to express their own

viewpoints on things in the world. As Allah the Almighty states in Qur'an on Surah Al-Hujurat 13

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Language is a device for communicating both spoken and written. It is primarily spoken, although it can be transferred to other media, such as writing. English is important means of communication and it plays an important role as an international language. This is why Indonesia chooses English as the first foreign language to be taught in the school.

According to that statement, it can be said that communication among human is divided to be two forms i.e. oral form and written form. In teaching learning English oral form refers to speaking and written form refers to writing. At school, writing is part of skill that a little difficult for many students because in writing requires other skills like grammar, vocabulary and so on. In simply if you want make a good writing you need to be rich in vocabulary, good enough in grammar and have a skill to make your writing be coherence so that people who read your paper can understand what you mean.

The writing ability is not obtained naturally, but it needs to do training systematically. Therefore, in teaching and learning writing the students must be involved especially in exercises and evaluation, in order they can be more competent in writing skill. Because of the importance of teacher as a main of teaching and

learning, she/he is demanded to have certain ability and skill in which planned and poured in the unit of lesson program.

Harmer (1998: 79) in his book *How to Teach English* states that: “The reasons for teaching writing to students of English as foreign language includes reinforcement, language development, learning style and most importantly writing as a skill in its own right,”

Writing is also well known by its difficulties in teaching learning process especially in Senior High School. So, the teacher must apply some strategies, techniques and methods to increase his/her students’ writing ability. It can be said that teaching and learning in Senior High School must be more development to increase the achievement of students in every subject of school. One of the ways to do it is using a good method in teaching and learning process which method means a way that is usually adopted by teacher to make teaching and learning be more effective and fun so that the achievement of students increase integrally. Besides, teacher must practice methods, techniques and strategies in a good way As Allah the Almighty states in Qur’an on Surah An-Nahl: 125

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَدِلْهُمْ بِلَا تِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

Based on the verse above, it is clear that in transferring knowledge using methods, techniques or strategies, we must do in a good way so that the relationship between teacher and students can built by harmony.

One technique that is popular in teaching and learning nowadays is Mindscape. Mindscape is a technique that teaches has the participant to tap into faculties of the creative and intuitive mind not normally so accessible to our everyday life. Mindscape is representing of visualization idea using pictures and words. IARE stated that which is quoted by Margulies & Valenza (2008: 14) “Process in developing and using pictures set have been shown to increase critical thinking students and level high of thinking.” Result of 29 studies showed that using pictures setting (like Mindscape, Mind-Mapping and other written visual) help students to:

- Develop, organize and communicate the idea
- See a connection, pattern and relationship
- Give the points of writing activity process and develop vocabulary
- Comprehend events or make category of concept, idea and information
- Understand the event in a story or book
- Increase social interaction and make group study easy
- Increase skill and strategy in understanding passage

Besides, Mindscape has benefit to solve problem, planning a program, set a goal, and prepare/give oral report o written report.

Mindscape has given evidence in help students and educator to learn skill that appropriate in communication in any culture in the world that is more visual like this. Mindscapes also help learning by combining all learner style – auditory when people more like listening, and visual, kinesthetic, and symbolic when people create pattern and try to make a connection. The result is new important carrier is launched. Because of advantages of the method to help students in learning not only at school but also at home, the researcher interests in how this method help students in writing especially in Senior High School.

Many factors influence students' writing; one of them is method and technique of English teacher in teaching writing in the class. Based on the first observation, the researcher sees that the method of English teacher in teaching writing is enough and can stand the achievement of students in that subject but it still can not increase the students' real ability in writing. Because of that the researcher interests in this technique, Mindscape, can help students to escape and improve their real ability in writing of this school. Also, the researcher wants to know the comparison of the students' achievement in writing analytical exposition using Mindscapes and not using Mindscapes. In addition, the writer will apply the writing program into a kind of text analytical exposition i.e. how they result of learning (achievement) in writing using Mindscape. The researcher hopes that with using Mindscape students can increase their ability in writing especially in the text.

B. Statement of Problems

Based on the explanation above the writer takes several problems

1. How is the students' achievement in writing analytical exposition using Mindscape at eleventh grade in SMAN 2 Tanjung academic year 2013/2014?
2. Is there any significant different of students' achievement in writing analytical exposition using Mindscapes and not using Mindscapes at eleventh grade in SMAN 2 Tanjung academic year 2013/2014?
3. How is the students' respond to Mindscapes as a new technique in writing lesson at eleventh grade in SMAN 2 Tanjung academic year 2013/2014?

C. Objective of Study

This research intends:

1. To know how the students' achievement in writing analytical exposition using Mindscape at eleventh grade in SMAN 2 Tanjung academic year 2013/2014.
2. To know whether any significant different of students' achievement in writing analytical exposition using Mindscapes and not using Mindscapes at eleventh grade in SMAN 2 Tanjung academic year 2013/2014.
3. To know how the students' respond to Mindscapes as a new technique in writing lesson at eleventh grade in SMAN 2 Tanjung academic year 2013/2014

D. Assumption

According to explanation above the writer takes assumption that Mindscape method can help students in writing analytical exposition and increase their score in writing skill. The students who get many difficulties in writing will be helped by Mindscape which they put their idea in picture form first and then develop it until the writing end still using pictures and words. After that, they start write it down in words form. Many advantages that are given by Mindscape like Nancy and Christine (2008, 14) states that Mindscape helps students to:

- Develop vocabularies
- Increase social interaction
- Understand an event in story or book
- Help remembering and stand on it

Also mindscape is suitable to all learner style in learning such as auditory, visual, kinesthetic, and symbolic.

E. Hypothesis

1. Direction or alternative hypothesis (H_a)

There is a significant difference of students' achievement in writing analytical exposition using Mindscapes and not using Mindscapes at eleventh grade in SMAN 2 Tanjung academic year 2013/2014.

2. Null hypothesis (H_o)

There is no significant difference of students' achievement in writing analytical exposition using Mindscapes and not using Mindscapes at eleventh grade in SMAN 2 Tanjung academic year 2013/2014.

F. Significance of Study

The benefits expected from the result of this study terms of both theoretical and practical are:

1. For English teacher; as an alternatives in choosing techniques in teaching writing to improve students' writing achievement
2. For students in Senior High School; as motivation in learning English especially in writing and getting a different learning atmosphere as well as the admission process of learning more memorable in depth, so that more students can understand.
3. For researcher; as direct experience in applying the Mindscapes technique so that she can know benefit of the technique and can be applied to the next teaching and learning

G. Definition of Key Term

There are some terms including in this research and to avoid misinterpretation of the title above the writer needs to explain them as follows:

1. Effectiveness is a noun from the adjective 'effective' which means producing the result that is wanted or intended (Hornby, 1995: 143). Here, effectiveness means the influence of using Mindscapes in improving the students' achievement in writing analytical exposition with comparing learning outcomes of students who are taught using Mindscapes with learning outcomes of students who are taught not using the Mindscapes.
2. Achievement means the result of students' study after doing teaching and learning activities. Kamus Besar Bahasa Indonesia (2005: 17) states that "result means something which made, created, etc. and learn is try to get cleverness and knowledge" So, in teaching and learning process the result of learning can be said as a result (score/value) that is gotten from evaluation of certain lesson.
3. Writing means the representation of language in a textual medium through the use of a set of signs or symbols.
4. Mindscape is a method to express ideas becomes visual using many kinds of pictures and words. This is similar with Mind-mapping but a little different that is mind-mapping must start in the middle of paper while mindscape can be started in any side of paper. Also, most Mindscapes uses pictures than words
5. Analytical exposition means a text which has function to persuade the reader that the idea is important matter and to persuade the audiences into believing his/her opinion or the arguments.