

## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of background of the research, research questions, objectives of the research, limitation of the research, significances of the research, definition of key terms, and organization of the research.

#### **A. Background of the Research**

Writing is a mental process to express an idea in written with using letters, words, and media. Weswood (2008) states “written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic, and psychomotor processes”. Writing is the most difficult skills in learning a language, so writing cannot learn spontaneously but also have to learn in primary school (Harmer, 2001)

Moreover, Indonesian educational curriculum such as KTSP curriculum and 2013 curriculum, the tenth grade of senior high school should be taught some short functional text, such as descriptive text, recount text, and narrative text. Each of the text has the different social function, generic structures and significant grammatical features that students should understand. (Kemendikbud, 2014)

Teaching writing to junior and senior high school has different models whereby in senior high school the students have to find the material by themselves and the teacher just as a facilitator to help the student. The teacher as a facilitator should understand the characteristic of the student. Besides that the preparation

before teaching has to be prepared such as the lesson plan, the materials will be taught, and the method also has to be implemented and improved.

Based on the researcher experiences, the teacher of SMA Terpadu Rahmatika faces some problems in teaching language process, especially in writing class. First, they do not have ideas for writing and limited vocabulary, so it makes them difficult to write and makes feel stuck in writing. Second, students do not have high motivation to present their idea so they do not confident to write individually.

To solve that students' problem in writing, as a teacher have to use a method that can improve the students' interest in writing. Besides, using another method, the teacher also has to motivate the student for writing in the classroom even outside the classroom. The students' ability will be improved if the student gets the interest to writing and also try to write inside and outside the classroom.

There are some methods can be used to improve student writing ability, both of them are collaborative writing and mind mapping (Harmer, 2007 & Holland, 2003). The core of collaborative writing is collaborative of students to write some text together. Meanwhile, the core of mind mapping is a way to record and organize information where a 'map' is drawn which does not write the information, but on textual descriptors and graphical clues. (Holland, 2003).

Collaborative writing and mind mapping are useful for the students from junior and senior high school because it has the advantages to solve the topic given by the teacher. The collaboration with the students gives them easy to solve the problem together and access to share the idea each other. Besides, the collaborative also can improve student motivation to write (Harmer, 2007). In collaborative writing, the student can give the participation in group and minimize the student to keep their mind. They can transfer the idea each other and combine it into a text or story.

Murley (2007) said that mind mapping can improve brain's ability of someone to associate the number with visual qualities (space, image, color) and as result, the memory will be able to store more fact. By using mind mapping the students can maximize the ideas that visualized into graphic within small information and pieced it together until being a text or story.

Based on the background above, the writer does a research with the title *“Teaching Writing Narrative Text Using Collaborative Writing and Mind Mapping Technique”*.

## **B. Research Questions and Hypothesis**

1. Research Questions
  - a. Can teaching writing using collaborative writing and mind mapping technique improve students' ability in writing the narrative text?
  - b. Which technique has higher score among collaborative writing and mind mapping?

## 2. Hypothesis

In this study, the researchers use the null hypothesis ( $H_0$ ), such as:

- 1) Teaching writing using collaborative writing and mind mapping technique can not improve students' ability in writing narrative text
- 2) Collaborative writing and mind mapping technique has equal score

## C. Objectives of the Research

Particularly, this research has some objectives as follows:

1. To find out whether or not collaborative writing and mind mapping technique can improve students' writing skills in teaching writing narrative text
2. To find out the higher score between students taught by collaborative writing and mind mapping technique

## D. Limitation of the Research

The limitations of this research are related to the time and scope. SMA Terpadu Rahmatika as the place of research gives one month to the researcher for doing this research. Besides, the participant of this research is two classes such as Xa and Xb (the first) grade of SMA Terpadu Rahmatika.

In addition, the limitation of this study is a necessary focus on the implementation of collaborative writing to the class Xa as an experimental class and mind mapping to class Xb as control class in teaching writing narrative text. So, the result of this research might be valid for those classes and cannot be valid for other classes.

## **E. Significances of the Research**

This study represents a quantitative study about the students' English language learning through collaborative writing and mind mapping in order to give theoretically, pedagogically, and practically significances of English language teaching, especially in teaching writing narrative text.

Theoretically, This research is expected to give a perspective and concept of collaborative writing and mind mapping technique in teaching the tenth grade of Senior High School students as its' contribution toward the research about collaborative writing especially in teaching the narrative text.

Pedagogically, this research can be used by a teacher as a method of teaching writing especially teaching writing the narrative text for the tenth grade of Senior High School. Therefore, this research also can be used as a resource to improve teaching skills by using another approaches, methods, and technique beside the conventional method.

Practically, this research is useful for teachers, students, and readers. For the teachers, this research provides an alternative method in teaching writing especially in teaching the narrative text. For the students, this research helps them to develop their writing skills and more confidence to share their ideas. For the readers, this research gives information about the use collaborative writing and mind mapping technique in teaching writing narrative text.

## **F. Definition of Key Terms**

### **1. Writing**

Writing is a process to express something in written form. According to Uusen (2009) Writing is the process of using a language to give an experience meaning, in other words, writing is the expressing ideas using letters, words, art or media in written form.

### **2. Narrative text**

Narrative text is kind of text that has taught to the tenth grade students of Senior High School. The narrative text consists of a story to the audiences. It is stated by Anderson & Anderson (1998), Narrative text is text that tells a story to the audience and has the purpose to make the audience think about the issue, the lesson, and their emotions.

### **3. Collaborative writing technique**

Collaborative writing can be identified as the student work together and gain a lot of the constructing text together (Harmer,2007). Graham and Peril (2007) state “ the collaborative writing involves developing instructional arrangements whereby adolescent work together to plan, draft, revise, and edit their compositions. “

### **4. Mind Mapping technique**

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another link that arranged a central keyword by branches and typically it contains words, colors, short phrases, and picture (Buzan, 2006 in Nurlaila AP, 2013)

## **G. Organization of Research Paper**

The organization of research paper was written to facilitate the readers to understand easily. In this research consists of five main chapters.

### **Chapter 1: Introduction**

This chapter consists of the background of the study, research question, objective of the research, limitations of the problem, significances of the research, definition of key terms and organization of the research paper.

### **Chapter 2: Literature Review**

This chapter describes the theories of writing, teaching, collaborative writing, mind mapping, narrative text, teaching writing narrative text by using collaborative writing and mind mapping, and the previous study.

### **Chapter 3: Research Methodology**

This research deals with the research design, research method, population, samples, instrument, data collection and data analysis.

### **Chapter 4: Results and Discussion**

This chapter deals with result and discussion. In the result part is it consist of the result that finding by researcher and in discussion part the researcher discussed about data of pre-test and post-test.

### **Chapter 5: Conclusion and Suggestions**

This chapter consists of the general explanation about the research and the suggestion may be useful for the reader.