

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research, the problem of the research, the objective of the research, operational definition of terms, the significance of the research, and the scope and limitation of the research.

### **1.1 Background of the research**

English is a Universal language and also important thing in Thailand. It was proven by Basic Education Core Curriculum of Thailand (2008: 252) states that the foreign language constituting basic learning content that is prescribed for entire basic education core curriculum is English. As mentioned, teaching English in Thailand is important thing because it is appropriate with the curriculum.

Harmer (2004:31) stated that writing (as one of the four skill of listening, speaking, reading and writing) has always formed part of syllabus in the teaching of English. This research will discuss only in writing skills. M.F Parel and Praven M. Jain (2008:125) had definition about writing, they stated that writing is kind of linguistic behaviour; a picture is not, it presents the sound of language through visual symbol. The statement of writing produced visual symbol means that it can be seen, such as alphabet, mark punctuation and others. From it, the students could deliver their ideas in readable form. They can write what they want to explain. To make good writing the writers must be practice and learn. Writing

becomes essential features because there are some aspects inside as like vocabulary, sentence pattern and etc. Teacher as the facilitator should know the student, their characteristics, the condition of the class, how to manage the class and also preparation before teaching. It is important to achieve the goals of teaching and learning.

The tenth grades of senior high school students are taught some types of English text. Each of them is different in its general structures, grammatical features, and social function. The researcher will focus on the students' improvement in writing descriptive text. Kane (2000:352) States that descriptive text is about how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. It means that descriptive text is a text which says what a person or a thing is like that the purpose to describe. That topic is appropriate for the students especially grade 10 because based on Core Curriculum of Thailand (2008:267) there was statement that for Grade 10-12 Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning. So, it is suitable for their level in education.

Actually students in senior high school can describe thing in descriptive text easily, but in fact students of Thongkum Wittayanusorn School are difficult to make it. They are difficult to make it in sentences. When the researcher gave task to describe their best friend, they were confused, they often asked to the researcher how to make it. They just can make the description 2 until 4 sentences. Instead, they also did not know what descriptive text is and how to make it. The teacher said that he never explains about kind of text and the students are not

usual to write thing in English, they often write explanation about English with Thai Language and another reason is they can speak English little bit but they are really difficult to write anything in English. That statement was supported by Munir and Gane in their journal (2015:210) stated that writing is the most difficult skill for L2 learners to master. So that's why the researcher wants to improve the students writing skills.

Teacher as a model and facilitator in teaching learning process should be able to use strategy or method in order to encourage and motivate the students. Student will be easily got bored if the teacher still use conventional method in writing activity and the goal in teaching and learning process will be difficult to achieve. Teacher has to make something that is new when teaching and learning process. But the strategy that teacher uses should be suitable for the level of the students in order to make the lower achievers and the higher achievers can achieve the teaching goals and improve their writing skills.

Mind mapping is one of the best strategies to help the students in writing skill, it can make the students organize and concept their ideas in interesting way. Silvina P. Hillar (2012:6) said that mind mapping is a great cognitive tool that can be used to arrange and organize information when studying or presenting with a new topic. The researcher hope with this strategy, students writing skills will improve better than before.

## **1.2 The Problem of the Research**

Based on the background of the study mentioned above, the problems of the research are formulated as follows:

1. How can the use of mind mapping technique improve the Tenth grade students' writing ability of Thongkum Wittayanusorn school, Thailand in the 2015/2016 academic year?
2. How can the use of mind mapping technique improve the students' activeness in the class of the Tenth Grade Students of Thongkum Wittayanusorn school, Thailand in the 2015/2016 academic year?

### **1.3 Objectives of the Research**

The objectives of the research referring to the research problem are:

1. To find out how the use of mind mapping can improve the English writing ability the tenth grade students of Thongkum Witayanusorn Krabi Thailand in the 2015 / 2016 academic year.
2. To find out how the use of mind mapping can improve the students' activeness in the class of Thongkum Witayanusorn Krabi Thailand in the 2015 / 2016 academic year.

### **1.4 Operational Definition of the Terms**

The operational definition will guide the reader to understand the concept about the study. It enables the researcher and the readers to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the research. It is necessary to define operationally Mind Mapping strategy, writing ability and students' activeness.

#### **1. Mind mapping**

Mind Mapping is a technique to make a concept that come from our ideas in interesting way. It means in that concept, we can make the general topic in the

center and give branches for the specific topic and give color / draw thing to make it clearer and easier to understanding.

## **2. Writing Ability**

Writing Ability is specific abilities which help writers put their thoughts into words in readable form.

## **3. Students' Activeness**

Students' activeness is the condition when the students' give more attention and participate in the class. That is proven by the observation checklist.

### **1.5 The Significances of the Research**

The result of the research is expected to give the following benefits:

1. The result of the research can be a beneficial reference for teachers as a consideration in teaching writing in the classroom.
2. The result of the research can be a beneficial reference for students in learning written descriptive text, especially using Mind Mapping Strategy.
3. For further researchers can get the basic information from this study to do the further research.

### **1.6 Scope of the Research**

This study focuses on the use of Mind mapping on writing ability and students' activeness in the class. The subject of the research is the students of Thongkum Wittayanusorn School Krabi Thailand who are still sitting in the First year in the 2015 / 2016 Academic Year that consists of 8 students.