

Chapter I

Introduction

Background of study

Nowadays, bilingual schools in Surabaya have been developing rapidly. These kind of schools are always becoming the first choice in all education levels such as kindergarten, elementary, junior high school until senior high school. Possibly because parents' perception towards these schools. Most parents believe that the bilingual schools offer both higher quality and higher standard of learning to develop the students' academic competencies and soft skills, especially in language skills. The instructional infrastructure of bilingual programs provide educational productivity because it offers full achievement gap closure at annual costs comparable with existing programs.

Elyon Christian School-Senior High Level is one of the bilingual schools in Surabaya. It is located on Sukomanunggal Jaya 33 A West Surabaya. This School is a private Christian school which is driven by both the national curriculum and The GAC (Global Assessment Certificate) . Specifically, this school offers a bilingual system as the policy and also as its main language which is implemented either in the classroom

(especially in GAC subject: English, Science, Business, Leadership, Computing, Social) or in their daily conversation.

In addition to implementing academic competencies and soft-skill competencies, Elyon Senior High School also implements Christian character building as a moral value development. It is implemented in some programs, such as morning devotion, fellowship every Monday and CB subject scheduled. This Christian character building program is meant to build the students' self-development by the time they graduate from this school.

Although Elyon Senior High School applies the national curriculum, the English subject is separately carried out from the national curriculum. The English subject is based on the GAC curriculum. It is a university preparation program that provides students with the academic knowledge, independent learning skills, English language skills and confidence to enter and successfully complete a bachelor's degree at university. Hence, in this level English is taught as a second language. It is aimed to develop the appropriate conceptual understanding of the students about English. Commonly, the English concept is taught in four basic language skills namely speaking, listening, reading and writing. Speaking, listening and reading are taught

to strengthen students' both mindset and concept in English while writing is taught to enable produce English words, phrases and sentences.

This research study was concerned on writing skill as it is likely one of complicated task for students. It involves a complex number of cognitive and metacognitive activities, such as brainstorming, planning, outlining, organizing, drafting, and revising (Hayes, 1981:2). Moreover, Adas (2013:2) and Westwood (2008:3) describe the writing task as the most difficult activity for learners who use English as a second language or a foreign language. It is caused by some factors, such as students' first language affects the target language; learners have limited vocabulary in English, and English grammatical implementation is difficult.

In addition, good writing requires good idea development and a good capability to organize those ideas properly. If students are able to enhance these factors, it is likely the students are able to create their writing task correctly and systematically. It is not an easy process as the students are demanded to think harder to produce them all effectively. That is why, the researcher was motivated to know more about how

to improve the the students' writing skill, especially in improving both idea development and generation.

Related to the eleventh graders of Elyon Christian School writing skill, this study was focused on the argumentative essay. It was chosen because mostly the eleventh grades of Elyon Christian School were unable to produce their argumentative essay properly. They achieve lower scores than the passing grade. The score average of students' argumentative essay was 60, otherwise the passing grade was 65. This problem might have been influenced by both the inability of the students to develop their ideas comprehensively and to organize their ideas in the phrases or paragraph systematically.

Most students were unable to elaborate their ideas comprehensively as they were confused and lacked the motivation to develop their ideas. Consequently, they were unable to produce comprehensive ideas to expand their argumentative essay correctly. They also lacked the ability to organize and synthesize their ideas into good sentences, phrases and paragraphs systematically. Their statements were circular and ill-structured.

Argumentative essay writing tasks were considered as a complex and difficult lesson to the eleventh graders of Elyon

Christian School. Mostly students were demotivated to write it constantly. And eventually it became a stressful lesson for them as they had to revise their argumentative essays many times before they were submitted to the teacher.

The abovementioned problems motivated the researcher to use mind mapping as a prewriting technique in argumentative essays. This technique was chosen because it was believed to be an effective technique to expand both idea development and ideas organization. Consequently, the improvement is expected to improve the students' argumentative essay scores.

According to Kurropu (2002), Mind Mapping is an expression of radiant thinking, the associative thought processes that proceed from or connect to a central point, and is therefore a natural function of the human mind. It is also a powerful graphic technique that can be applied to improve teaching and learning process, especially writing tasks. Moreover, the mind mapping technique provides an effective approach for promoting better understanding in constructing concepts and ideas. It seems reasonable to offer them opportunities to think about the topic in question. Likewise, mind mapping can maximize brain's ability in associating number with visual qualities (space, image, color) and as the

result, the memory will be able to store more fact (Murley 2007).

On other hand, Boyson (2004) reveals that, “Using Mind Mapping for lesson planning can help teachers identify a logical plan or teaching route and increases recall of the subject matter. This can boost teaching confidence and facilitate the smooth running of thinking. In the same ways, Mento (1990) explains that mind mapping is a powerful cognitive tool which can be used in a variety of ways because of its ability to evoke associative and non-linear thinking.

In order to know how much the influences of mind mapping implementation towards the improvement of argumentative essay score related to the eleventh graders of Elyon Christian School, this research study entitled “Using Mind Mapping to Improve Argumentative Essay Score of the Eleventh Graders in Elyon Christian School” was worth done, compared to previous method, named outlining.

Research Questions

Based on the background of study and the title of this study, the research questions are formulated as following below:

- a. How many percent mind mapping teaching technique improve the students’ argumentative writing scores?

- b. How did the mind mapping improve the students' idea organization of the eleventh graders in Elyon Cristian School?

The Objectives

In accordance with the research question above, the objectives of this research study are:

- a. To find out the improvement of argumentative essay score of the eleventh graders in Elyon Christian School through implementation of mind mapping.
- b. To describe the process of mind mapping implementation.

Theoretical Framework

The theoretical frameworks in this study were mind mapping and argumentative essay writing. Originally, mind mapping is related to psychology science to find out the key of concept and it was popularized Tony Buzan. Progressively, Boyson (2004) expands this technique to the educational field, especially in making lesson plan for the teacher to find out the logical thinking. Furthermore, he introduces this technique to the teachers as a prewriting technique. Eventually teachers employ this technique as a prewriting technique creatively. It is commonly utilized to expand the ideas development and to assist someone to organize the ideas systematically by

grouping the develop ideas obtained in the mind mapping graph. Visually, mind mapping is a graph with a central keyword together with the branches and typically it contains words, short phrases, sentences and pictures. Specifically, in this study, the implantation of mind mapping was applied to the argumentative essay. It is a style of writing that presents a central claim (or claims, depending on length and purpose) and supports the claim(s) using an argument based on evidence and warrants.

The Hypothesis

The hypothesis of this study was the implementation of the mind mapping pre-writing technique at the eleventh graders of Elyon Senior High School Surabaya, especially in the argumentative essay writing process effectively improve their scores.

The Assumptions

The assumption of this study was that mind mapping is applicable to the teaching of writing, especially argumentative essay; the effect of mind mapping to the teaching of writing is observable and measurable.

Scope and Limitation of Study

The Scope

This study was a process oriented study. The scope of this study was presenting the argumentative score improvement of the eleventh graders in Elyon Christian School through the mind mapping implementation as well as describing the teaching process of argumentative essay writing through the mind mapping pre-writing technique properly to the eleventh graders of Elyon Christian School.

Significance of Study

The significance of the study was described into two significances, namely: practically and theoretically. Practically, the implementation of mind mapping would give an effective impacts to the students to improve their ideas development and ideas organization in writing tasks, especially argumentative essay tasks, where automatically fostered their scores. Theoretically, the research findings were expected to support the theory of mind mapping that this technique is able to assist students to find out an appropriate concept/ideas and organize them in the well-structured paragraph.

Definition of Key-terms

In order to avoid misunderstanding of the key terms used in this study, the researcher defined the key terms as follow:

- *Mind mapping*. Mind mapping is a depiction of ideas graph used as a prewriting method. It is usually modified with a picture, colors, lines (branches), and symbols to visualize certain ideas.
- *Writing*. It is a product of the ideas development and ideas organization process which is synthesized in the both phrases and paragraph systematically. It must involve readable texts (grammatical, generic structure, and language features) and meaningful to everyone who read.
- *Argumentative essay*. It is one of the text genre in writing activity which provides information with the “supporting ideas” and “opposing ideas” of an argumentative issue to persuade the readers.
- In this study, *score* refers to an achievement of the students based on the pre-test, post-test, and exercises expressed by number.
- In this study the *improvement* refers to an effort to bring better or even excellent condition.