CHAPTER I

INTRODUCTION

Chapter I presents the detail explanation about background of the study, research question, research objective, scope and limitation, significant of the research, and definition of key terms.

A. Background of the Study

According to Cole and Feng (2015: 4) writing is a basic component of language. When a child writes, thought and knowledge mix together, creating a unique meaning. As a result, students identify writing skills, more difficult than listening and reading. In addition, writing is the skill that students master the least when acquiring a new language. Meanwhile, according to Elhabiri (2013: 19) writing is an act of communication, it is considered a skill that needs to be learned and trained to be developed. Based on both opinions it can be concluded that writing is an important skill that can achieve success in any academic context but the ability to write is not acquired naturally but rather learned as a set of practices in formal institutions, or in other institutions.

In the teaching and learning process, teaching approaches are crucial. According to Harris, et al (2017), teachers can greatly improve their students' writing skills by being aware of the difficulties they confront and being skilled in a variety of instructional methods. To maximize the application of pupils' information, a teacher must have a thorough understanding of their learning styles. Additionally, according to Harris, et al (2017), assisting students in developing their writing skills including how

to plan carefully, monitor progress toward their goals, assess their writing, and manage the writing process will encourage them to produce texts that can effectively convey ideas in a logical, organized, reader-friendly style.

Basically, there are many types of text in English that must be studied including analytical exposition text, hortatory exposition text, explanation text, report text, discussion text, procedure text, descriptive text, narrative text, recount text, spoof text, anecdote text, review text, and news item text. One of them is procedure text (KEMENDIKBUD, 2015:79). According to Dirgeyasa (2016:98), a procedural text is to describe how something is accomplished through a series of actions or steps. For example, a guide to cooking food or operating a computer. The purpose of writing procedure text is to show the steps on how to create something through a series of activities. The structure of the procedure text is the goal or aims, materials, steps, and results.

According to Ernawati (2018) interest is a part to watch out for L2 writers. Students will be more easily bored if they still use conventional methods in writing activities, even teaching and learning goals will be difficult to achieve. Another opinion written by Ulfa, et al (2020) the results showed that students face many difficulties in writing English texts, especially procedural texts, because students have low motivation and even many students are not interested in learning English. Then an analysis study written by Dewi (2020), the main factor of difficulty is the traditional way of thinking of teachers so that teaching focuses more on products by asking students to write like examples and teachers never explain how to make

good writing, what aspects to focus on, how to arrange words, and how to develop ideas. This makes the writing process boring. Last, an analysis study written by Salviyati, et al (2022) revealed that students had writing problems at a high level, and they rated grammar as the most problematic.

Based on these problems the solution that can be done by the teacher is to choose and use a good and suitable teaching techniques that can help overcome the limitations in expressing ideas when writing procedure text one of the techniques that can be applied is the mind mapping technique. Silberman (2013: 200) suggests that "Mind mapping is a creative way for each student to generate ideas, record what is learned, or plan new tasks". Meanwhile, Kyoko and Hiroko (2011) stated that mind mapping was proposed by Buzan in the late 1960s. Buzan (2005:60) states that by using mind mapping ideas can be developed even more; it will also encourage creativity and imagination. "Mind mapping is a very powerful organizational thinking tool that is also the easiest way to put information into the brain and retrieve that information when needed".

The benefits of the use of mind mapping is the process of mapping the mind to connect the concepts of certain problems from the branches of nerve cells to form a correlation of concepts towards an understanding and the results are poured directly on paper with animations that are liked and easily understood by the maker. So the resulting writing is a direct picture of how the connections work in the brain. According to Huda (2013:308-309) there are several important stages that must be done to start mind mapping, namely 1) Put the idea of the main point theme in the middle of

the paper page. It will be easier if the paper is in a landscape stretched position. 2) Use lines, arrows, branches, and different colors to show the relationship between the main theme and other supporting ideas. 3) Avoid being talkative; show more good work than the content in it. 4) Choose different colors to symbolize something different. 5) Leave some blank space in the paper to facilitate further delineation when new ideas have to be added.

Supported by several previous studies such as; first, Ernawati (2018) in Class X students of SMKN 1 Sampang that mind mapping really helps students to find related ideas and develop selected topic sentences from the main topic into real procedure texts. Second, Ulfa, et al (2020) in XI grade students of SMAN 1 Tanjung Pura stated that mind mapping techniques are more influential to improve students ' understanding of text writing procedures compared to conventional techniques. Third, Dewi (2020) in the first grade students of Stikes Muhammadiyah Kendal stated that the mind mapping technique was able to increase motivation, interest, and enthusiasm for Learning English, especially writing, and even students were more confident in writing texts. Last, Salviyati, et al (2022) in VIII grade students of SMPN 14 Palu revealed that the use of mind mapping techniques can improve the use of vocabulary, organization, and mechanics (punctuation, spelling, and capital letters) in writing student procedure texts.

When compared with previous studies, this study use learning techniques using mind mapping on writing skills, problems and the results of applying the mind mapping method. Previous researchers Ulfa, et al

(2020) applied mind mapping teaching techniques to class XI at SMAN 1 Tanjung Pura and Salviyati, et al (2022) applied mind mapping teaching techniques to class VIII SMPN 14 Palu. However, this study applies mind mapping teaching techniques in class X-9 SMAN 1 Grogol. Furthermore, this study aims to provide an alternative for students to learn to write text procedures and can make the teaching and learning process easier and run well. In addition, the purpose of this study was to know how to improve the students' ability in writing procedure text at the tenth grade of SMAN 1 Grogol.

B. Research Question

Based on the background of this study, the problem can be stated as follow: How can Mind Mapping Technique improve students' ability in writing procedure text?

C. Objective of the Research

The objective of the study is to know how to improve the students' ability in writing procedure text at the tenth grade of SMAN 1 Grogol.

D. Scope and Limitation

The scope of this research is to implement mind mapping teaching techniques in developing students' writing skills. And this research is limited to the application of techniques in the procedure text in Class X-9 SMAN 1 Grogol.

E. Significance of the Research

The researcher wanted that this result of the study will become useful information. First, this study can be useful for students who have similar

problems above, they can easily apply and practice the technique by following the procedures. This will help them to solve their problem in writing procedure text and to develop the results of their writing procedure text. Second, the result of the study can be useful information about implementing the mind mapping technique in teaching procedure text and it gives the alternative solution in teaching writing skill in procedure text. And the last, this study is expected to give new knowledge to the further researcher to do better research of teaching and learning because this technique can be applied for all English skills in different ways, especially in writing with the suitable subject matter.

F. Definition of Key Terms

In order to give easy understanding about the term used in research title, the researcher explain some terms as follow:

1. Writing

   Writing is an important skill that can help to succeed in any academic context, but it is considered to be the most difficult ability to master and so writing cannot be acquired naturally, but rather learned as a set of practices in formal institutions, or in other institutions.

2. Teaching Writing

   Teaching writing is the process of interaction between students and a teacher in the classroom that results in written production.

3. Procedure Text

A procedure text is a text that explains or helps us how to make or use something. The social function is to explain how something is done completely through a procedure sequence of steps.

4. Mind Mapping

The Mind Mapping method is a learning method developed by Tony Buzan, head of the Brain Foundation. Mind mapping is a creative note-taking method that makes it easier for us to remember a lot of information. Once completed, the notes form a pattern of interrelated ideas, with the main topic in the center, while subtopics and details become the branches. The branches can also develop further into smaller items.