

CHAPTER I

INTRODUCTION

This chapter includes some aspects, such as the background of the research, research problem, purpose of the study, hypothesis of the research, relevance of the research, scope and limitations of the research, definition of key terms, and framework of thinking.

A. Background of the Research

Nowadays, writing ability has become essential in global communication. With the advancement of technology enabling international interaction, language communication becomes increasingly important. According to Wiratno (2003), scientists cannot leave writing or whoever takes jobs in the educational field or business with a relationship with writing. As a result, the ability to communicate by writing is known as an essential skill for education. Moreover, Gunantar and Transinata (2019) asserted that writing ability is one of four English skills that must be comprehended by a foreign learner of English. Additionally, it is seen as a measure of how well students have learned English and their potential for future professional careers. Adas and Bakir (2013) mentioned that the advantages of writing skills is that they are a communication tool widely used in today's digital era, where many communication processes are conducted in writing to utter several things to others. Thus, writing skills are essential since they are frequently needed for students' future, both in business and higher education.

Furthermore, writing skills are an indirect form of communication that requires careful thought to produce an excellent writing product. Writing is one of the English skills that are considered productive. According to Seville (2006), writing is the most important productive activity for EFL learners who use language for academic purposes. Productive means having the ability to produce, particularly in large quantities. Writing skills are an essential part of the overall learning process that students go through while attending school. Writing skills are critical for language learners, and the goal is to improve their language skills. After all, people

can benefit from writing skills, allowing them to interact with others through spoken and written language.

Conversely, English is taught as a foreign language in Indonesia, and students learn it at formal schools. Writing skills are frequently the most difficult. According to Sabaruddin (2019), Indonesian students often find the writing process stressful and challenging, and they require more confidence to write a text in English. Alisha, Safitri, and Santoso (2019) stated that learners usually require assistance constructing a sentence, paragraph, or text. Some issues may arise when writing text; students who rarely write in English frequently require assistance with vocabulary and connecting their ideas when their teacher asks them to write down their thoughts or experiences. In fact, the English teachers did not use writing technique to enhance students' writing skill. They only explain and ask the students read the text. As a result, students with this condition have poor writing skills. Other factors influencing learners' foreign language proficiency include teaching media, teaching strategy, and students' diverse learning styles. Furthermore, Ortega (2012) stated that motivation, personality, learning strategies, and learning style are all essential variables in language learning. Thus, Individual students exhibit variations in their learning process, which directly influences their English language acquisition outcomes.

However, Teaching and learning must be collaborative efforts between teachers and students. English teachers not only understand how to present and explain material to students during lesson time in the classroom, mainly writing, but they should also be able to create classroom situations that address the affective side of the classroom, such as knowing students' learning styles. Brown (2007) defined learning style as cognitive, affective, and psychological characteristics that are relatively consistent indicators of how students perceive, interact with, and respond to their learning environment. Furthermore, Pasher, Mcdaniel, and Bjork (2009) stated that learning style refers to the idea that people differ in what mode of instruction or study is most effective for them. Because students have different preferences for particular learning styles, teachers must investigate the students' variability in their learning styles. This can provide valuable information to

teachers, enabling them to understand better and accommodate the diverse preferences that students bring to the classroom.

In addition, learning style influences how students learn and how teachers should teach them. Learning styles can help teachers achieve their goals. Students can identify their learning strengths and weaknesses. According to Zhou (2011), to effectively design their lessons and cater to the needs of their students, teachers must possess a comprehensive understanding of their students' preferred learning styles. This knowledge enables them to select and implement the most suitable activities, strategies, and assignments for a particular group of learners at various stages of their education. Knowing students' different learning styles helps teachers improve their teaching and achieve learning objectives. As a result, to effectively design their lessons and cater to the needs of their students, Teachers must have a thorough awareness of their students' preferred learning styles to construct practical classes that meet their needs. This information allows them to choose and implement the best activities, tactics, and assignments for a specific group of students at different phases of their education.

Knowing students' learning styles is one of the most significant components in helping them learn since the success of the teaching and learning process depends on how teachers teach their students and, more crucially, how students learn. Learning through seeing and reading—that is, through the use of demonstrations, written materials, and video tools—is the fundamental learning style, according to Walsh (2010). Second, auditory learning refers to learning primarily through listening. Third, kinesthetic learning refers to learning by doing. As a result, teachers and students work well together to achieve learning objectives. Teachers must recognize their students' learning styles to implement an appropriate teaching approach.

Similarly, students must be aware of their learning styles and the aspects contributing to their learning deficiencies to enhance their academic performance. Furthermore, a teacher's ability to provide students with various learning styles and needs can impact students' achievement (Rachman et al., 2019; Pikri et al., 2020;

Halim et al., 2021). The teacher needs to know this to understand how each student learns best since each student has a unique personality and learns in various ways.

Moreover, students' learning methods have also piqued the interest of second and foreign-language teachers in conducting the research. Imani and Megawati (2023) argued that learning style has a substantial association with students' writing skills, and they proposed that teachers use various media and learning approaches based on student learning styles. Setiawan and Taiman (2020) also stated that visual-based resources significantly impact students' writing skills. However, verbal-based materials are adequate for students with a linguistic learning style when teaching writing. Furthermore, Taskeen and Ahmed (2023) discovered a moderate positive link between learning styles and writing scores in concept organization and a weak positive correlation in acceptable grammar. Thus, identifying students' diverse learning styles is vital for teachers to employ suitable teaching strategies to help students achieve their educational goals.

Furthermore, students with different learning styles can apply general writing components like grammar, vocabulary, and mechanics. Thus, writing issues, such as challenges in producing ideas, can arise during the process and practice. According to Yahrif (2021), students require clarification on when to begin writing, are embarrassed by their poor English, and have few ideas for composing a text. Furthermore, Elawati, Riandi, and Gumelar (2022) stated that students need assistance converting their ideas into written form. Based on the students' problems with writing, mind mapping is the best way for them to learn, organize, store information in their minds, and convey thoughts in writing. According to Buzan (2007), one of the most influential attempts in this field is the mind mapping approach, which allows you to develop a mind map with all of your deep knowledge of a particular subject. According to Parikh (2016), mind mapping is an effective and efficient method of communicating information by mapping an idea using creative imagery and symbols. According to Dayu and Aprilia (2022), the thought mapping technique successfully teaches writing abilities to Indonesian students. Furthermore, Ningrum, Latief, and Sulistyono (2016) stated that mind mapping was

one of the writing tools that helped students generate and organize ideas. We can infer that mind mapping is a helpful writing approach for developing new ideas.

Therefore, mind-mapping approaches in education piqued the interest of various researchers who investigated their use in teaching writing skills. Mantra, Handayani, and Widiastuti (2021) used a mind-mapping technique to enhance writing skills in EFL courses. The students' writing skills improved considerably due to an intense educational procedure that included mind mapping. Nidayanti, Kasim, and Heriansyah (2022) investigated the usefulness of mind mapping in helping students improve their writing skills. They discovered that mind mapping can assist students to increase their writing skills, including grammar, vocabulary, and concept organization. According to Wahid and Sudirman (2023), mind mapping encourages students to use critical thinking and creativity to organize systematic concepts into a text. The previous three research showed that mind mapping is an excellent approach to teaching writing.

However, the researcher found gaps related to studies which examine the effect of mind mapping mapping technique on students' writing skill. None of the previous researches above aimed to examine the effect of mind mapping technique on students' writing skill for the students who have different learning style. Thus, the researcher offers novelty that mind mapping is an excellent strategy to enhance students' writing skill for students who have different learning style. Besides, the researcher chose one of kinds of the text, namely descriptive text. The researcher chose that text because descriptive text begins in the students' imagination, but should finish in the reader. It means that descriptive text allow the students to express their feeling and opinion which could be supported from the sources to descriptive particular object such as animal, person, and place which related to their daily life.

Based on the description above, the investigation will continue by researching variables concerned with mind-mapping techniques, learning styles, and writing skills. Therefore, it leads the researcher to conduct quantitative research with experimental design under "*The Effect of Mind Mapping Technique on Writing Skill*

of Students Having Different Learning Style". The researcher puts his reason on this issue since the researcher realizes that every student has a different learning style. Thus, the teacher is challenged to use appropriate techniques for students with different learning styles to improve their writing skills. As stated previously, the benefits of using mind mapping as a teaching technique to improve language skills for students' different learning styles are debatable. For this reason, the researcher is eager to investigate the impact of mind-mapping techniques on the writing abilities of students with varying learning styles.

B. Research Problem

According to the preceding context, it was found that students must master writing skills, but students had difficulties in writing. Thus, appropriate teaching technique for students' different learning styles is needed. The research problems can be determined as follows:

1. Is there any significant effect of the mind mapping technique on writing skill of students at eight grade of SMP N 16 Tulang Bawang Barat Lampung?
2. Is there any significant effect of the mind mapping technique on students' writing skills with their visual learning styles?
3. Is there any significant effect of the mind mapping technique on students' writing skills with their auditory learning styles?
4. Is there any significant effect of the mind mapping technique on students' writing skills with their kinaesthetic learning styles?
5. Is there any significant interaction of mind mapping technique and learning style on students' writing skill?

C. Objective of the Research

The purposes of the study are to get empirical evidence regarding the impact of mind-mapping techniques on the writing skills of students with different learning styles.

D. Hypothesis of the Research

From the objective of the research above, the hypothesis is determined as follow:

1. **Ho:** There is no significant effect of mind mapping technique on writing skill of students at eight grade of SMP N 16 Tulang Bawang Barat Lampung.
Ha: There is any significant effect of mind mapping technique on writing skill of students at eight grade of SMP N 16 Tulang Bawang Barat Lampung.
2. **Ho:** There is no significant effect of mind mapping technique on writing skill of students having visual learning style.
Ha: There is any significant effect of mind mapping technique on writing skill of students having visual learning style.
3. **Ho:** There is no significant effect of mind mapping technique on writing skill of students having auditory learning style.
Ha: There is any significant effect of mind mapping technique on writing skill of students having auditory learning style.
4. **Ho:** There is no significant effect of mind mapping technique on writing skill of students having kinaesthetic learning style.
Ha: There is any significant effect of mind mapping technique on writing skill of students having kinaesthetic learning style.
5. **Ho:** There is no significant interaction of mind mapping technique and learning style on students' writing skill.
Ha: There is any significant interaction of mind mapping technique and learning style on students' writing skill.

E. Scope and Limitations of the Research

According to the research problem mentioned earlier, the scope and limitation of this research only focus on mind mapping technique, learning style, and students writing skills of descriptive text for the eighth grade of SMP N 16 Tulang Bawang Barat Lampung.

F. Significance of the Research

The significance of the study is divided to two kinds: theoretically and practically.

1. Theoretically

The result of this research is likely beneficial for exploring learning style theories. Discovering students' English abilities might be beneficial for the field of education. In addition, understanding learning styles is crucial for identifying the most suitable approaches or tactics in teaching and learning.

2. Practically

The researcher expects that the result of this study has contributions on English language teaching and learning for the following:

1) For the teachers

The outcome of this research is anticipated to provide valuable insights for English teachers in considering the significance of learning styles when addressing the diverse needs of learners in the English learning process. It will assist teachers in accommodating students' varying learning styles by offering suitable teaching methods, strategies, and media for learning English.

2) For the students

This study is intended to assist students in overcoming their writing issues and enhance their writing skills. The mind mapping technique is intended to help students articulate their ideas in a text using the correct generic structure and linguistic elements.

3) For the further research

This study is expected to improve the researchers' expertise and experience in examining English learning styles, mind-mapping techniques, and writing skills. Furthermore, the outcomes of this study are anticipated to function as a point of comparison for other researchers inclined towards conducting sophisticated or relevant research, specifically students of the English Education Department.

G. Definition of the Key Terms

1. Writing skill

Skill is the capacity or proficiency to do a specific task or activity. Writing skills are how ideas, thoughts, and feelings are communicated and included in a text. Nunan (2003) defines *writing* as developing an idea, deciding how to communicate it in effective writing, and organizing the ideas into statements and paragraphs. In other words, writing is a productive talent that involves exchanging grammatically correct information, ideas, or opinions. It indicates that the learners are required to examine their thoughts and transform them into well-structured paragraphs or written compositions.

2. Teaching writing

Teaching writing is a series of exercises that educate the student on how to convey their ideas or imaginations in written form. Nunan (2003) defines the premise of teaching writing as knowing your students' reasons for writing. It is critical to recognize that the teacher's and student's goals should be aligned and to understand how to communicate them in ways that make sense to both parties. Thus, the teacher must provide students with relevant materials. The teacher must present materials pertinent to the students' interests. These materials can foster the student's development in writing skills. In writing, teachers should use appropriate approaches to help students organize their ideas into a text.

3. Mind mapping technique

Mind mapping is a powerful visual technique that helps unlock the brain's full potential. Buzan (2007) defines mind mapping as a visual depiction of thoughts, typically created during brainstorming. The Mind Mapping technique is one of the teachers' teaching strategies; Mind Mapping represents factual information, the comprehensive organization of a subject, and the relative significance of its constituent components. It facilitates the process of students linking concepts, engaging in creative thinking, and establishing connections that they would not otherwise establish.

4. Graphic organizer

Graphic Organizers (Gos) is a teaching media to support learning process. It serves the schematic design in knowing a concept. Katherine (2010) says that graphic organizers are effective media to organize information and provide students to gain idea comprehensively. Thus, it assists students to perceive the relation between the prior knowledge of the learners and novel idea that will be studied.

5. Learning style

The learning style in this study refers to individuals' cognitive perception and information processing during the learning process. Each person possesses a distinct learning style that determines their specific characteristics. Someone's educational success is determined by their ability to adapt to new information, which is influenced by their learning style. Walsh (2010) classifies learning styles into three categories: visual, auditory, and kinesthetic. However, individuals who are visual learners acquire knowledge through visual stimuli, auditory learners through aural stimuli, and kinesthetic learners through tactile experiences or active participation.

H. Framework of Thinking

In acquiring the English language, students should be instructed in four skills. They are while speaking, listening, reading, and writing. Students must master writing because it is an essential communication tool in nowadays digital era, where some communication processes are conducted in writing to utter several things to others. Thus, writing skills are essential because they are frequently required for business and higher education students' futures. On the other hand, writing abilities are both a product and a process. Other elements that must support writing include vocabulary, grammar, and punctuation. Excellent writing can constantly be reviewed and revised. Writing itself is challenging and very complex due to its generic structure. Language features must be correct.

A student's learning style is one of the affective variables that might surface in their writing. The way students absorb and organize information is their learning

style. Learning styles are classified as visual, auditory, and kinesthetic. Furthermore, teacher-led classroom activities may help students learn to write. Most teachers in formal institutions continue to need help with pupils improving their writing skills since the teaching method is not customized to the student's learning patterns. To overcome the problem, the researcher plans to employ the mind mapping technique to assist students organize their ideas into text.

In addition, Mind mapping is a diagram used to depict words, concepts, thoughts, and numbers more straightforwardly, tying all of them together and making it easier for the viewer to absorb the ideas rapidly. The students can write to use mind mapping more easily. Moreover, the teachers who use the mind mapping technique are expected to be able to run the teaching and learning processes well and enhance the writing skills of students with different learning styles. For example, in teaching and learning writing, by using mind mapping, the teacher could serve written media or pictures for visual learning, provide guidance by explaining the material for auditory learning, and make assessments for students to practice writing skills for kinesthetic learning. As a result, applying the mind mapping technique is hoped to encompass students' different learning styles and improve their writing skills.

1.1 Figure of framework of thinking

