

CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English has become widely used in communication both oral and written. Actually the communication itself can take place in two forms; verbal and nonverbal communication. One of the nonverbal communications is writing form. Teaching English as a Foreign Language (EFL) involves four language skills; listening, reading, speaking and writing. In English Language Teaching (ELT), writing is one of skill focus that taught in class besides listening, speaking, and reading. Both of them are taught in one subject, that is English and those of skill must support each other. Writing is natural outlet for the student's reflection on their speaking and reading expression. Writing means to develop, explore ideas, and gather the information. Writing is combination of process and product. Process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Nunan: 2005).

In english curriculum of senior high school based on the content standard of English, the aim of teaching writing is to expect the student to construct the meaning and understand rhetorical steps of the text by using appropriate language in order to communicate well in society. The basic of competency is expressing meaning in written form of interpersonal discourses and simple transactional and report, in context of daily life whereas in the process of teaching writing itself. There are some kind of text should be

taught to senior high school such as narrative, recount, procedure, descriptive, report, analytical exposition, explanatory, discussion and review.

In order to achieve the goal of teaching writing, the teacher should consider that writing as a process. It needs more practice and time to develop and organize their idea to produce good writing at the end of learning. As harmer (2001 : 260) states that writing is simple activity of putting words into paper that has three steps are thinking about it , doing it and doing again. It means that student should do more practice so that they can be better in writing, beside practice, the student also do the steps of writing before they start to write. In addition, they should refer to the all components of writing such us content, organization, language use vocabulary and mechanic.

Based on preliminary observation that have writer done on july 10th 2017 at SMA PGRI 4 Padang, when the researcher conducted an observation in the classroom, the teacher instructed the students to memorize all the unfamiliar words on the blackboard and in the next meeting the teacher tested some of students to say the words and mention their meaning. The students found difficulties to start writing. It was because the students were often confused to express their ideas in writing. Another problem was that they have low understanding of grammar. most of the students were passive. It can proved that the student's get bored during the teaching learning process, even they are lazy to follow the teacher's instruction, so that the purpose of teaching learning cannot be achieved. Besides that, the students were also lack of vocabularies and sometimes they just cheated the teacher's example

before. They did not know where they wanted to start their writing and they felt difficult to develop their ideas in their sentences. Based on the results of the observation, it was found that most of the students got low scores in their writing as pointed on the table below:

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Table 1.1
Mean Score of Students' Writing Test (Preliminary Observation) at X grade
SMA PGRI 4 Padang

Class	Criteria					Score
	C (13-30)	O (7-20)	V (7-20)	LU (5-25)	M (2-5)	
X.1						
Total Score	301	254	250	267	47	1153
Avarage Score	16	13	13	14	2	60

Source: English Teacher

The table above shows the data about student's achievement in writing. It's assessed by Jacob's writing criteria. This is also an indication that the students have not produced writing product successfully yet. The students get very poor on the components of writing such as content (16). and organization (13). Then, they get poor on vocabulary (13), and language use (14). However, they get very poor (2) on mechanics. Generally, the students cannot master and understand how to write well, their score under 75 (criterion of minimum score). Some examples of students writing product are followed.

Nama: Riana Novella
Kelas: Xi

Date: _____
Page: _____

Came late to school

Last Wednesday, I'm came late to my school because I play^{with} my phone until 2.00 am in the night because that I'm ~~wake~~^{woke} up late.

I ~~wake~~^{woke} up about 6.30 am and the class would ~~start~~^{begin} at 7.00 am, I ~~run~~^{ran} to bathroom to take bath I usually had a breakfast but in that day ~~no~~^{did not} do that.

I arrived at school at 7.15 am I ~~run~~^{ran} to the my class but the teacher has ~~stand~~^{stood} in the class. The teacher ~~angry~~^{was} to me because I came late it was my bad experience.

C = 15
O = 11
V = 11
L = 10
M = 3

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Nama: Mulia soni
Kelas: XI

Date: _____
Page: _____

Very Tired Day

Last Tuesday ~~is~~^{was} a busy day for me I spent my time to do a lot of activities from my senior high school to my house I ~~have~~^{had} no time take rest.

First at the morning, I went jogging after that I ~~go~~^{went} to school, to study until 2.00 pm from my school, I went to sport hall to practice badminton until 7.00 pm, I practiced hard because that ~~feel~~^{felt} very tired after that I want home but I must sleep I remember ~~that~~^{of} there some homework that I have to do I ~~do~~^{did} my homeworks that I ~~had~~^{had} to do I finish until 11.40pm and then I sleep cause I'm so tired. I ~~did~~^{did} my homework until

C = 16
O = 12
V = 15
L = 10
M = 3

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In the students' side, the students did not know the way to start in writing. They did not know what have to be done at the first step like in collecting or generating the ideas. Then, organizing the ideas also became the complicated task that they have to do. Moreover, it was seen very hard for the students in expressing the ideas that come in their mind and bring it into a real form as the beginning of writing process that they have to deal with. All of these problems blocked the students' mind to attain a good achievement in writing.

Besides that, they could not make a qualified writing because of teaching technique that was used by the teachers in teaching process. The technique that was applied during the writing instruction did not encourage them to write well. Besides that, the teachers' lacks of method and strategies have made passive and homogeneous class. The teacher dominated the student's activities and thinking which caused the developing of good writing ability can be blocked.

As a problem solving, teachers have to find the other ways to improve student's ability in creating an acceptable writing. For instance, strategy, technique, method or approach in teaching process should be changed to more creative one.

Nowadays, there are much technique and strategies that can be used in teaching writing. One of them is Mind mapping. According of buzan, 2005, mind mapping technique make the students find it easy to absorb information into their brain and take it out from their brain. Mind mapping is a way to

note effectively and creatively and it will map the ideas literally. This technique can improve students' creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them find it easy to learn English especially in writing skill.

Based on the background of the problem above, the writer interested to conduct the research under the title of: "The Effect of Mind mapping technique Toward Students' Writing Ability At X Grade SMA PGRI Padang"

B. Identification of the Problem

The students have some problems in writing . First, the students do not know how to transfer and develop their ideas in written form and make a link among the ideas. Second, the students cannot express their ideas or opinion well because their vocabulary is limited. The product of students' writing are not applied the general structure and language features well. Third, the technique used by the teacher is not interested to the students and not appropriate anymore.

The last thing is about students' motivation. During the process of learning in the class, the students' intention to write and to follow the lesson is still very low. They tend to be passive during the process of lesson because they are afraid of making mistakes. So, they prefer to keep silent during learning process and never ask about anything related to the materials they have not understood yet.. So, they are not motivated to write. Then, students have less enthusiastic. They have low spirit to study English especially writing.

Looking at the problems above, the researcher decided to use mind mapping as the solution for teaching writing . Mind mapping was chosen because writing is not only a product but also a process. In writing, there are some stages. One of the stages is planning in which students should generate their ideas. It can be said that generating ideas is the basic skill needed in the writing process. Therefore, mind mapping could help the students to generate ideas. It also helped them in organizing texts, using correct grammar, enriching vocabularies and using correct mechanics.

Besides, the teacher would be able to manage the time of leaning and make the students be active in the class. With all exciting characteristics of mind mapping, it is expected that the students would be easy to follow and to understand teacher's explanations.

C. Limitation of the Problem

Senior High School students find some difficulties on writing in English subject, such as the students were lack of vocabularies, ungrammatical structure in writing, less attention to study writing, did not know what their writing will be about, where and how to start it. Actually, it can be handled when they have enough practice and when the teacher vary the techniques and strategy in teaching writing. The teacher can use various techniques and strategy in teaching writing to develop students' writing skill. Teaching English for senior high school students, the teacher cannot use the old method of teaching. The teachers have to be creative to build the students' enthusiasm in learning English. Besides, the teacher also needs some

interesting methods, techniques, strategy or media as means of teaching, for example, by using a kind of Mind mapping technique.

Based on the identification of the problem above, the writer limits this research on how Mind mapping technique can improve students' writing ability at tenth grade students of SMA PGRI 4 Padang.

D. Formulation of the Problem

To make the study clearer, the problem of the research can be formulated as follows: "Does Mind Mapping technique give significant effect towards students' writing ability, especially in writing recount text?"

E. Purpose of the Problem

generally the purpose of this research is to identify whether mind mapping technique give significant effect toward students' writing ability, especially in writing recount text.

F. Significance of the Problem

The finding of the research is useful in some ways.

1. Theoretically
 - a. The research can be used as reference for anybody else who has the same interest in the same field.
 - b. The research can be useful as the references in choosing technique in teaching writing, especially recount text.

2. Practically

- a. For the researcher, the research can give a practice in developing her knowledge and skill in problem-solving processes.
- b. The finding of the research can be used by teachers as a reference to improve their technique in teaching writing and to find the most suitable technique for improving the students' ability in writing recount texts.
- c. The finding of the research can be a useful input for the students to improve their ability and to learn English especially writing ability.
- d. For other researchers, this research can give general knowledge how to improve students' writing ability in writing recount text.

G. Definition of Key Terms

To avoid misunderstanding between the writer and the reader about this research, the writer defines the terms used in this study as follow:

1. Writing is natural outline for the student's reflection on their speaking and reading expression. Writing means develop, explore ideas, and gather the information.
2. Teaching is about transmission of knowledge from teacher to student (Harmer :2001).
3. Mind Mapping technique : is powerful graphic technique that provides a universal key to unlock the potential of the brain it harnesses the full range of cortical skills, word, image, numbers, logic, rhythm, color, and spatial awareness in a single , uniquely powerful manner.