

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an International language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the foreign language and taught normally from elementary school up to the university level.

English has four basic language skills to be taught, namely: listening, speaking, reading and writing. In this case, an English teacher must be able to master those basic language skills very well. They are required to comprehend (listening and reading) the language and produce (speaking and writing) the language. Among the four language skills taught in schools, writing is considered to be the most difficult skill to learn.

There are some factors the students might think that writing is difficult. First, they find difficulties in gathering their ideas and organizing their ideas in a paragraph unity. Second, students do not have many ideas of what to write and how to start writing. Third, students are afraid of making errors.

Writing is, in fact, a transaction with words whereby the writers free themselves from what they presently think, feel, and perceive (Brown, 2001,

p. 337). In terms of skill, produce a coherent, fluent, and extended pieces of writing is probably the most difficult thing to do in language teaching (Nunan, 1991, p. 271). Writing requires an entirely different set of competencies and is fundamentally different from speaking (Brown. 2001, p. 337).

In teaching learning process of English in Indonesian school, especially in educational level, writing is the latest language skill that should be mastered by all students. According to Jeremy Harmer (2010, p. 79), the reason for teaching writing for students of English as a foreign language includes reinforcement, language development, learning style, and most importantly, writing as a skill in its own right.

Junior high school of 1 Seberida is one of the formal educational institutions that exist around Indragiri Hulu district. The school as an educational institution also serves English language to all students, especially in writing skill.

School Based Curriculum (KTSP) provides writing as one of the skills in mastering English that must be taught and learned by Junior High School students. Based on the KTSP (2006, p. 130) of Junior High School level, the purpose of teaching English is to develop communicative competence in spoken and written form to achieve literacy level which can be realized through four language skills : listening, speaking, reading, and writing. At the Junior High School level, students are expected to be able to create many kinds of functional text and monolog in the form of procedure, descriptive, recount, narrative, and report texts.

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Based on the preliminary observation and interview with the English teacher at Junior High School 1 of Seberida, writing has been taught by using some ways. In teaching procedure text, the teacher introduced the material to the students and gave an example. After introducing the material, the teacher asked the students to practice writing procedure text individually or group. At the end of the class, the students got feedback toward their writing from the teacher and submitted their writing. Based on the description above, ideally the students of Junior High School 1 of Seberida were able to write a text based on the genre. But, in fact, the teacher found many students who still did not understand and got difficulties in writing especially in procedure text. Some of students still confront the difficulties in writing skill. The students made a lot of grammatical, spelling, and punctuations mistakes. They got difficulties in finding their own ideas. They also got difficulties in expressing those ideas and organizing them logically. This problem has been proved by the result of the minimum students passing grade in that school. The minimum passing grade is 75 point.

observation at Junior High 1

of Seberida, the researcher found some phenomena:

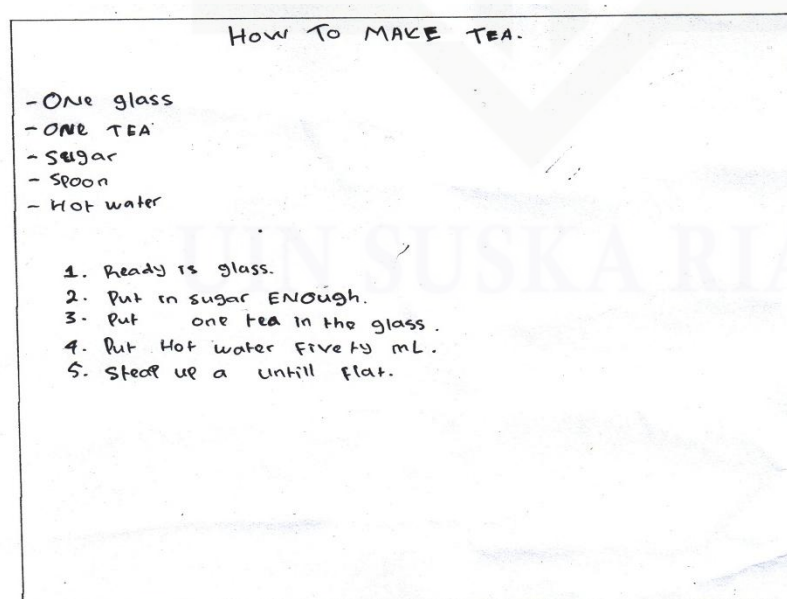
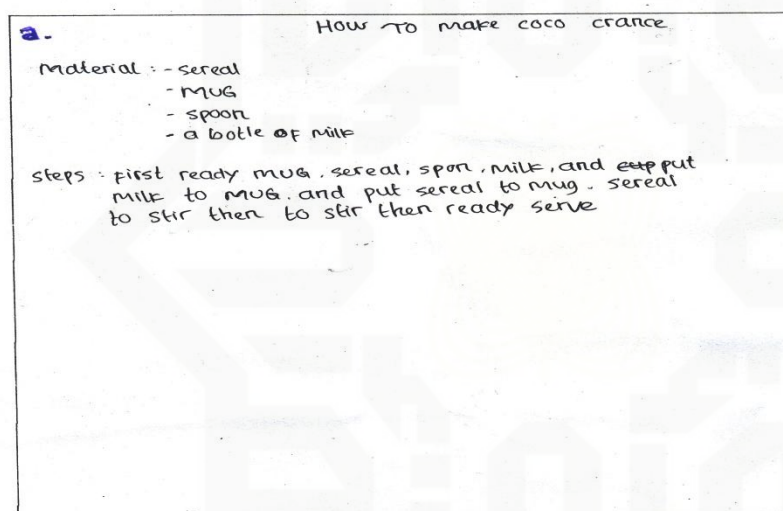
1. Some of the students were not able to develop their ideas in writing procedure text.
2. Some of the students were not able to write the structure organization of procedure text (goal, materials, and steps) correctly.

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3. Some of the students were not able to choose the appropriate words in making procedure text.
4. Some of the students had lack of vocabulary in writing procedure text.
5. Some of the students were not able to write procedure text in suitable tense.

seventh grade of Junior High School 1 Seberida.





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, it was shown that student A was still facing problems or difficulties in deriving vocabulary correctly and writing English grammatically. While, student B was also still facing difficulties in expressing their ideas in writing procedure text, deriving vocabulary correctly and writing English grammatically. This is an indication

School 1 Seberida needs to be improved.

To solve the problem above, the researcher to applied a technique in learning writing, which is mind mapping technique. Mind mapping is a technique that is most excellent in helping the brain thinking process on a process regular basics, it uses graphical techniques derived from human thought useful to provide universal keys to unlock the potential of the brain.

According to Hedge (1998, p. 30), making a mind map is a strategy for note-making before writing: in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, it can be said that mind mapping can give students a way to begin writing assignments.

Based on the problems described above, the researcher is interested in investigating the problems into a research project, entitled **“The Effect Of Using Mind Mapping Technique On Students’ Ability In Writing Procedure Text At The Seventh Grade Of Junior High School 1 Seberida”**.



B. The Problem of the Research

1. Identification of the Problem

Based on the background and the phenomena above, the problems of this research are identified as follows:

- a. Why were some of the students not able to develop their ideas in writing procedure text?
- b. Why were some of the students not able to write the structure organization of procedure text?
- c. Why were some of the students not able to choose the appropriate words in making procedure text?
- d. Why did some of the students have lack of vocabulary in writing procedure text?
- e. Why were some of the students not able to write procedure text in suitable tense?

2. Limitation of the Problem

In line with the identification of the problems stated above, thus, the researcher needs to limit and focus the problems of this research on writing ability on procedure text that refers to the content, organization of procedure text (goal, materials, and steps), vocabulary, language use, and mechanics.



3. Formulation of the Problem

Based on the problems limited above, the problems are formulated into the following major and minor research questions:

- a. Is there any significant difference between the students ability those taught and without being taught by using Mind Mapping Technique at seventh grade of Junior High School 1 Seberida?
- b. Is there any significant effect of using Mind Mapping Technique on t seventh grade of Junior High School 1 Seberida?
- c. How is the students ability in writing procedure text taught by using Mind Mapping Technique at seventh grade of Junior High School 1 Seberida?
- d. How is the students ability in writing procedure text without being taught by using Mind Mapping Technique at seventh grade of Junior High School 1 Seberida?

C. The Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research as follows:

1. The title of the research is relevant to the researcher us as a student of English Education Department.
2. The title of the research is not yet investigated by other previous researchers.



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3. The location of the research facilitated the researcher in conducting the research.

D. The Objective and the Significance of the Research

1. Objective of the Research

Based on the formulation above, the objectives of this research are:

- a. To investigate whether there is a significant difference between taught and without being taught by using Mind Mapping Technique at seventh grade of Junior High School 1 Seberida.
- b. To investigate whether there is a significant effect of using Mind Mapping Technique ability at seventh grade of Junior High School 1 Seberida.
- c. To investigate the students ability in writing procedure text taught by using Mind Mapping Technique at seventh grade Junior High School 1 Seberida.
- d. To investigate the students ability in writing procedure text without being taught by using Mind Mapping Technique at seventh grade of Junior High School 1 Seberida.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.



- b. This research findings are also useful and valuable, especially for students and teachers of English at Junior High School 1 Seberida to be consideration in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the field of teaching and learning English as a foreign language and those who are concerned in the field of teaching in general.
- d. Finally, these research findings are also expected to be practical and theoretical information to development up the theories in language teaching.

E. Definition of Term

The topic of the research is using mind mapping technique on vement at Junior High School 1 Seberida. To make it clear, it is very necessary to define the some terms used in this research:

1. Effect

Richard (2002, p. 175) stated that effect is a measure of the or more variables. However, in this research, effect refers to the result of teaching writing procedure text of using Mind Mapping technique on n writing procedure text at the seventh grade of Junior High School 1 Seberida.

2. Mind Mapping Technique

According to Hedge (1998, p. 30), making a mind map is a strategy for note-making before writing: in other words, scribbling

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down ideas about a topic and developing those ideas as the mind makes associations. So, it can be said that mind mapping can give students a way to begin writing assignments. Mind Mapping technique in this research means a technique used by the researcher for making a good procedure text at seventh grade of Junior High School 1 Seberida.

3. Writing Ability

Writing ability is the ability to express language in the form of letters, symbols, or words. The primary purpose of writing is communication (Lamb and Johnson, 2000). Moreover, writing ability is a complex ability involving multiple processes. In this research, it refers to

ing ability on procedure text at the seventh grade of Junior High School 1 Seberida.

4. Procedure Text

Anderson and Anderson (1997, p. 50) define procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. In this research, the students as the writers write their own procedure text taught or without being taught by using Mind Mapping technique at the seventh grade of Junior High School 1 Seberida.