CHAPTER I

INTRODUCTION

A. Background of the Study

Maru'ao, N. (2020) stated that English was importance roles in an effort to communicate and as a global bridge. In order words that English have an important role in education. There was four skills in English that must be mastered by students, namely: Reading skill, writing skill, listening skill, and speaking skill. Since everyone uses language to communicate with one another, it was thought that language plays a significant role in society. This statement suggests that students must express themselves to others on a daily basis because they are social beings who depend on other people to survive and engage in social interactions.

Students of senior high school was taught some text types of English. Each of them has characteristic that students should understand. Teacher as a facilitator should understand students characteristic and classroom condition before teaching learning process start. Teacher must be given explanation or motivation for students in process of developing their abilities. Because, if teacher didn't explain first about all skills the students can be confuse.

The teacher needs to be motivated before they can begin. Additionally, the lesson plan, the teaching materials, and the teaching methodology was prepared. Students should be required to write both inside and outside of the classroom for a few different reasons. Students were free to select the themes or subjects they want to write about for a particular kind of text. Students get the chance to engage in language-related thought.

In achieving results learning process was needed a strategy in learning process, teacher must be determining one strategy that appropriate with condition in learning process. The learning strategy applied to the class has a profound effect on students' learning. The influence of the students' different power of reason depends to a large degree on the learning system brought to them by the teacher who taught them. This poses a major obstacle to every teacher when bringing up the learning materials in the classroom. the classroom. Teachers were required to ensure that students can understand the material presented while in class.

The learning strategy was essential for rediscussion by all teachers in Indonesia to be effective and efficient for teachers and students in the classroom. The learning system is required to provide good provisions for students to be able to implement in the future. Plus not an entire lesson was excited by the student, because it's a very monotonous and difficult way of learning to be absorbed by the student's brain.

In Language teaching, especially on the merdeka curriculum there were modules that explain the text of the procedure. Mapaung, S. (2023) stated that merdeka curiculum was a concept of education that giving teachers the freedom to design learning based on students need and potential. In this merdeka curriculum the teachers can explore all knowledge and they skills in teaching skills with several stages and the teacher can determine what strategy needed. This merdeka curriculum context at senior high school there was procedure text material. Pasaribu, M. D. (2021) stated that procedure text was a text that shows about stages which must be followed to doing something. Based on the statement can be concluded that procedure text is a text that contains instructions and purposes to make or doing something step by step in the correct order to achieve the goal. It was divided into three types: First, text that explains how to use tools and objects. Second, text that explains how to perform an activity. Third, text that contains a particular habit or characteristic. The procedure text makes it easier for many to understand a method and practice things. It was because the instruction manual contains step by step.

Based on the observations that has been in SMA Negeri I Tanjung Morawa at X merdeka 6 class. Teacher have sought to plan learning, implement learning, and do prayerful evaluations. However, the results were not satisfactory, particularly in the lesson material on the procedure text.

All students feel sleepy and boring when study in the classroom, because the strategy used by the teacher was not appropriate to the class conditions. The strategy that used by the teacher center, that's mean all students just listening what the teacher explain about the material and after that teacher direct give a task to all student without implemented the correct strategy who makes 'the students easy to understand the material.

This was a short interview with an English teacher who has never applied a mind mapping strategy in teaching writing procedure text:

R : Do you applying strategy when teaching writing procedure text?
T : Yes, I do
R : What is the strategy that you applied when teaching writing procedure text?
T : I applied teacher center strategy
R : There are another strategies that you applied? Like a mind mapping strategy?
T : Only one strategy that I applied when teaching writing procedure text.
R : Thank you for your attention, Sir

Strategy was important to all students in the classroom, because if there aren't the strategy makes all students boring and also makes they can't understand what they learn well.

Eliyanti, et al., (2020) stated that the purpose of a learning process was to increase and achieve an improvement. If there is to reach a goal, there must be an effort or a way to get in that direction. Where the active role of teachers and students in the learning process is essential to creating the goal of increasing and achieving an achievement in school.

To achieve the learning purpose, needed a different strategy than before. This case related according to Simatupang E. and Yuhertiana I. (2021) stated that the educational process paradigm that was oriented towards teaching where the teacher were more the center of information, has shifted to an educational process that is oriented towards learning where students become the source of information (student center). From this statement, the author created new research that uses different strategies from previous strategies when the teaching and learning process occurs in the classroom. The strategy presented was "Mind Mapping".

Sulichah, E. (In Widia et al. 2020) stated that mind mapping was a creative, effective, literal way of mapping our thoughts. Also requires students to learn more active so that learning was not only centered on teachers. Students was trained to construct their insights through the mind mapping problems presented by teachers. Notes made form interrelated thoughts on the central topic and subtopics and details branch out. Thus the use of the mind mapping has trained learner to read important points and has been able to write key words from the text, either by using pictures or symbols to enable learners to interpret.

The mind mapping strategy makes it very easy for students to understand the learning taught in class, especially textual procedures. The use of the mind mapping can pour creative and imaginative ideas in writing descriptive essays especially procedure text.

From explain text above, the researcher would like to examine further the study of the text of the procedure. Based on the problem, to increase a student's interest in the learning text, a renewal is required in the learning process, the learning process was a learning process that can increase students' attention and learning motivation. Teachers in this regard were required to prepare interesting, interactive, and informative learning processes so that they can help learners reach competence standards. This can be done by applying strategies-interesting learning strategies and increasing students' understanding of writing the procedure text.

In this study, the researcher focused on Mind Mapping Strategy in Writing Procedure Text of SMA Negeri I Tanjung Morawa. Teacher should be able to employ strategy to inspire and motivate students' text-writing abilities as they serve as a facilitator and role model in the learning process. If students continue to employ traditional writing strategies, it easier for them to become bored and the aim of teaching learning

B. **Problems of the Study**

Regarding the background of the study, the researcher formulates the problems are as follow:

1. What types of mind mapping strategies were implemented by teacher in teaching writing procedure text?

2. How did Mind Mapping strategy applied in Writing Procedure Text at Tenth Grade of SMA Negeri I Tanjung Morawa?

C. The Objectives of the Study

In line with the problem of the study above, the two objectives of the study in the following:

1. To explain the types of mind mapping strategies were implemented by teacher in teaching writing procedure text

2. To investigate applying Mind Mapping strategy in Writing Procedure Text at Tenth Grade of SMA Negeri I Tanjung Morawa

D. The Scope of the Study

The study focused on implementation of mind mapping strategies in teaching writing procedure text. The subject matter to this study was English material in X Merdeka 3 class on the subject procedure text.

E. The Significance of the Study

The implementation of mind mapping strategy in this research be beneficial to theoretical and practical.

1. Theoretically,

   a. The result of this research can provide many information about the strategies in teaching writing procedure text for the teacher

   b. The result of this research are further expected to be used as a reference for other researchers, who are going to do similar research.

2. Practically

   a. English Teacher

   The result of the study can be useful information about implementing the mind mapping strategy in teaching procedure text and it gives the alternative solution in teaching writing skill in procedure text.

   b. Students

   This study can be useful for students who have similar problems above, they can easly 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.

   c. For Future Research

   This study is expected to give new knowledge to the further researcher to do better research of teaching and learning because this strategy can be applied for all English skills in different ways, especially in writing with the suitable subject matter.