

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as an international language, has been used by people all over the world as the main instrument of global communication. English as a foreign language for Indonesians becomes more important in modern life which is parallel to the development of science and technology. It is also used in many international events as commerce, sport, and education. Realizing the importance of English in many aspects, the Indonesian government through the Department of National Education has been included English in Curriculum to be taught and learnt at school.

Learning English in Educational Unit Curriculum (KTSP) states that, students have to be able to achieve the four language skills, such as listening, speaking, reading, and writing. Writing as a part of the language skills besides listening, speaking, and reading must be taught maximally by the teacher to the student. It is expected that the students will be able to use English in both oral and written communication that can be used for their studies. But the reality shows that the students who have learned it are not as successful as the government has expected them to be especially in writing skill.

Writing is the important skill that can be helpful in a variety of situations and solve life problems. This skill is one way of making meaning from our experience to others into a written form. Writing is not only a process of linking words into sentences or paragraphs, but also a sequence or steps of ideas, organized thoughts

and feelings in the form of words which then are combined into sentences or paragraphs in which every sentence is closely related to another.

Based on the writer's teaching experience in MAN 2 Model Medan in Jl. Willem Iskandar, there are still many students who have not mastered the writing aspect. In accordance with the data the writer got from English teachers of Full Day Program who teach in grade X agree that the writing score test of students grade X in first and second semester in 2014/2015 Academic Year is still low. The writer asked recapitulation value of the Grade X first and second semesters are not remedial. The data can be seen in table 1.1.

Semester	Score of Writing test									
	10	20	30	40	50	60	70	80	90	100
First	4	5	6	27	93	168	74	97	34	-
Second	3	6	3	26	95	160	79	101	35	-

Table 1.1 : The Writing Score Test of Students Grade X of MAN2 Model Medan in Jl. Willem Iskandar in 2014/2015 Academic Year

From the data at table 1.1, it can be seen out of 508 students, first, there is only 205 students get score 70 to 90. It means that it is only 40% students that get high score in writing. And second, there is only 215 students get score 70 to 90. It means that it is only 41% students get high score in Writing. It means that students' achievement in writing is still low.

From the previous observation the writer can say that mastering writing skill in English is not easy. Many students think that writing is complicated to learn. The reason is because writing is a mixture of the idea, vocabulary, and also grammar. Writing is a very important subject because in writing students must be

able to share the ideas from their brain; it is not easy to translate the concept in our brain to be a written language. Harmer (2004) states that for many years the teaching of writing focused on the written product rather than the writing process. In other words, the students' attention was directed to the 'what' rather than the 'how' of the text construction. It is still hard and being a frustration for students when they cannot explore, develop and relate the ideas as their mind makes associations in a good writing. They don't know how to make their brain works in gathering ideas for the target topic until they can write a text well although they have already learn English since from elementary class. Students are getting confused to start their writing. The problems which are faced by students in writing are many students don't learn that writing is a way to express their feelings or ideas and they don't know how to organize their thoughts and then make writing into a product in a text.

Organizing ideas or information is not easy. Students should be guided to develop the writing skill. It's related to Chitravelu, Sithamparam and Choon (2005) state that the writing course must provide instructions on how to write a composition. These instructions must be presented step by step so that students can, after going through the steps, be able to write a composition.

As an educator the teacher should have the responsibility to encourage the students to love learning. Moreover, the other problem of students in writing is caused by the conventional way that is applied by teacher in teaching writing. The teacher starts the teaching – learning process by applying conventional method which is lecture method. This method makes the students feel bored and

uninterested in learning English. In this study, it is imagined that students find it is difficult to explore and relate the ideas as their mind makes associations in a good writing without using any technique. In this study, the writer focuses on the problems above. The teacher should change the conventional method.

Thus, to solve the problems, the teacher should know the best technique in teaching writing skill. The aim of using the technique is to make of the particular lesson easy and motivate students to learn and understand. The appropriate technique can solve the difficulties of students in writing. Mind Mapping can be used as the best technique for students to solve the difficulties in writing skill. Buzan (2000) states that Mind Mapping is the best technique to help students use the whole brain to brainstorm and explore any idea, concept or problem in facilitating better understanding of relationships and connections between them. Mind mapping makes teaching and learning easy and fun. Using mind mapping for teaching is an excellent way to prepare the class. Also it is easy to be used by students for communicating new ideas and students' thought processes.

Therefore, the writer will conduct the study to see the effect of Mind Mapping Technique on students' achievement in writing narrative text.

B. The Problem of the Study

Based on the background of the study given, the problem of this study is stated as: Is the students' writing achievement in narrative text taught by using Mind Mapping Technique higher than that taught by using conventional lecture method?

C. The Objective of the Study

The objective of the study is to find out the effect of Mind Mapping Technique on student's achievement in writing narrative text.

D. The Scope of the Study

This study focuses on the effect of Mind Mapping Technique in teaching writing narrative text to the students of the first year of Senior High School at MAN 2 Model Medan.

E. The Significance of the Study

The findings of this study would be very important and useful for:

- a. The students can use it as a suggestion to improve their achievement in writing narrative text.
- b. The English teachers can increase the quality of teaching and learning by using Mind Mapping Technique in teaching writing.
- c. The researchers who want to develop all information and for those who are interested in doing research related to this study.