

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the important skills in teaching and learning English. It has occupied in most English language courses, because more and more people need to learn writing in English for occupational or academic purpose. In order to write well, people must have good capabilities in writing. The problem is many students do not know how to write. Siahaan (2008:2) defines writing ability as the one's ability to apply the rules of the language of writing, and to transfer the information they have in their mind into the form of paragraphs/text to their readers effectively. The goal of writing is to express ideas or thoughts, so students should be able to express ideas or thoughts in writing form.

Although Educational Unit Curriculum (KTSP) of Senior High School issues that the students are expected to be able to write simple paragraph/text of narrative, procedure, recount, spoof, news item, explanation, analytical exposition, hortatory paragraph, discussion and review, in the context of daily life, many students cannot write well even in a very short composition. Many teachers of English often express their concerns about the weakness of the students in writing that makes them often fail in writing. Kalsum (2008) cited in Gultom (2012) states that students are confused to find out the topic and to write it in paragraph/text. In reality, it is found that teaching writing is only focused on the final product (what), but ignoring the essence of writing itself that is the process (how) of

putting ideas into words (Harmer, 2004:11). Students' failures and problems in writing are shown by some survey and data. The survey shows that the students' problem in writing are as follows: limited vocabulary 20%, difficulty in organizing ideas 16%, no ideas to write about 20%, no motivation to write 20%, and lack of confidence in grammar 36% (Liu et al, 2007).

In fact, when doing a research in SMA N 4 Medan, the writer found that learning writing was still in problem. It was proved by the students' achievement in writing that was still low. Based on the writer's research in Grade XI of SMA SMA N 4 Medan, in XI-1 consisting of 48 students, 80% students' scores in writing skill particularly writing narrative text are under KKM (Kriteria Ketuntasan Minimum) that is under 70. In XI-5 consisting of 47 students, it is found that only 30% students get scores 80, even though from both classes 40% of them are diligent but they are still having difficulties in writing skill . They did not know how to build sentences that are grammatically correct, had no ideas to express, and lack of vocabulary, based on the data the writer got after interviewing the teacher and the students. Therefore, based on the explanation above, it is necessary for a teacher to do an innovation in teaching to improve students' achievement in writing.

The appropriate approach, method, technique or strategy can solve the difficulties of students in writing. One of the appropriate techniques to solve this problem is mind mapping technique. Mind mapping enables students to be effective in getting information and creative putting ideas into words through note-taking (Buzan, 2008:4). In teaching writing narrative text through mind

mapping technique, the students are expected to be able to find out the related words, ideas, concept or questions as many as possible to the topic given. It is applied by asking the students to make their own mind maps first. Then, they have to organize the words in their mind maps into a text. Mind map is used in the pre-writing process for gathering details to create a narrative text. The details are gained by writing down all the things that are in the students' mind. The details will be the material of the text. Then, the students elaborate the details into a narrative text.

There had been several researches that had ever been conducted on mind mapping technique and had showed effect to the students' scores. One research was conducted in SMA N 1 Susukan by Indra (2013). The aim of the research was to find out the use of mind mapping strategy to improve students' ability in writing procedure text. The result proved that mind mapping significantly affects the students writing competencies. Another research was conducted in SMP N 2 Tangerang Selatan by Lutfiah (2011), to see whether mind mapping is an effective technique to improve students' ability in writing recount text. She found that mind mapping technique improved the students' ability in writing recount text. The other research was conducted by Suyanto (2010) in SMP N 1 Prambon. The objective of the research was to know the effectiveness of mind mapping to teach writing skill viewed from their IQ. The finding of the research showed that mind mapping was an effective technique to improve the writing skill of the seventh grade students of SMP N 1 Prambon.

By considering the explanation above, this research was conducted to see the effect of Mind Mapping technique on the students' achievement in writing, particularly writing narrative text.

B. The Problem of the Study

The problem of this study was stated as follows: "Is there any significant effect of applying mind mapping technique on students' achievement in writing narrative text?"

C. The Objective of the Study

The objective of the study was to find out the effect of mind mapping technique on students' achievement in writing narrative text.

D. The Scope of the Study

This study was focused on the effect of Mind Mapping Technique in teaching writing narrative text to the students of grade XI in SMA N 4 Medan. It was seen from the students' writing achievement.

E. The Significance of the Study

This study was expected to be useful in theoretically and practically.

1. Theoretically, it can be as reference for other researchers who are interested in doing in the related study, especially in writing narrative text. They have an understanding about the concept of Mind Mapping technique.
2. Practically, this study is useful for those who want to apply Mind Mapping technique in writing narrative text.
 - a) English teachers will improve students' writing skill by using Mind Mapping Technique.
 - b) Students will apply Mind Mapping Technique when they write narrative text.
3. Readers, who are interested in dealing with writing narrative text, as information which can enlarge their knowledge about narrative text.