

CHAPTER I INTRODUCTION

A. The Background of the Study

Writing belongs to an important activity in an English class. Writing as a productive skills is very important to learn. Harmer (2004 : 86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning.

Many students' find difficulties when they learn writing. Based on preliminary observation conducted in SMA Negeri 1 Merbau LABURA, the writer found that most of students' of SMA Negeri 1 Merbau LABURA stated that writing is difficult for them and the implication is they do not like to study English and they cannot write a good text. It was proven when the writer asked for The list of students' score for writing tests in two semesters, many students' could not pass KKM (Kriteria Ketuntasan Minimum) applied by the school in English subject.

Table 1.1 Students who could not pass the KKM

No Students' initial			
	Name	Score	KKM
1	RA	50	70
2	EF	35	70
3	NZ	30	70
4	SH	40	70
5	IK	55	70
6	TD	25	70
7	SR	30	70
8	HY	50	70
9	AS	45	70
10	PB	30	70

The first problem was students didn't have motivation to study English. Moreover, they have problem with a lack of vocabulary, poor grammar and unable ideas. The second problem was teaching method applied by the teacher. The teacher still used the conventional method in teaching writing.

There are some reasons for making students practice writing inside or outside the class. They can choose their own themes or topics to be written on a certain type of text. Students have more opportunity for language processing, that is thinking about the language. It is as stated by Hammer (2007:12) "Writing gives them more 'thinking time' than they get when attempt spontaneous conversation". From this explanation, we can say that students will pay more attention about the topic, suitable title, choice of words (diction), etc. They will do revising again and again to get the satisfying result expected.

The tenth grades of senior high schoolat SMA negeri 1 Merbau students are taught some types of English text. Each of them is different in its social functions, generic structures and significant grammatical features that the students should master. Furthermore, they should be able to achieve listening, reading speaking and writing competence in each aspect to pass the examination.

The mind mapping strategy is one of the teachers' strategies in teaching. Not only mind maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. As Alamsyah (2009)" explained that mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed". Mind maps work especially well when created in

groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. The mind mapping technique can be used to explore almost any topics in writing , kinds of writing such as : procedure, narrative, descriptive, recount, argumentative, essay, etc.

Those findings motivated writer to conduct a research to find out the effect of implementing concept mapping strategy in teaching reading comprehension to bring about better outcomes in students' reading comprehension achievement.

B. Problem of the Study

The problem of the study is stated as following :

“Is there any significant effect of applying mind mapping strategy on the students' writing achievement in procedure text ?”

C. The Scope of the Study

This study will be focused on identifying the effect of using mind mapping strategy on students writing procedure text achievement of the SMAN 1 Merbau LABURA.

D. The Objective of the Study

The objective of the study is to investigate the effect of mind mapping strategy toward writing achievement in procedure text.

E. The Significance of the Study

The finding of this study was intended to give contribution in teaching English both theoretically and practically.

1. Theoretically

- a. The finding of this study is expected to be a basic knowledge for further research of mind mapping strategy in writing
- b. The finding of this study is expected as reference to the other researcher who wants to study more about descriptive writing text by using mind mapping strategy.

2. Practically

a. For the teacher

1. The finding of this study is expected to be able to contribute any use for language teachers in teaching English.
2. The finding of this study is expected to help the teachers solve the problem in teaching especially writing skill.

b. For the students'

1. The finding of this study is expected as guidance for English teacher to motivate the students' in learning English better.
2. The finding of this study is expected as guidance for English teachers in teaching English mainly to increase the students' achievement in writing.