

CHAPTER I

INTRODUCTION

1.1 Background

It is believed that language has an important role in the world because everybody uses it to communicate with others. It is used to deliver meanings, feelings and desires from someone to others. Therefore, it is obviously significant for all people to learn language because of its importance in their daily life both spoken and written. Wardrough (1992:1) says that a language is what the members of particular society speak. From this statement it can be said that everyday people need to express or deliver something to others because they belong to social creatures that always need somebody else to live and do interaction. Moreover, language is obviously used in so many aspects such as economics, business, politics, etc. Heaton (1974:138) states that writing skill is more complex and difficult to teach, requiring mastery not only grammatical devices but also concept and judgment". Due to some difficulties that students face in teaching learning writing, so many efforts have been done to solve the problems. Those attarts are used to make students easier in learning English writing.

Grade nine junior high school students are taught some types of English text. Each of them is different in its social functions, generic structures, and significant grammatical features that students should master. Furthermore, students' should be able to achieve one of the capabilities of English (language skills) that must be possessed by students writing procedure text .

The English teacher's at SMPTK Iman Putun stated that, the students' achievement in reading, speaking and listening aspect of procedure text as material at first semester was good enough. However, students' still needed a new method or teaching learning strategy to maximize students achievement in producing procedure text.

In this study, the research focuses on the students' improvement in writing procedure text. As a facilitator and model in teaching learning process, a teacher should be able to use various method or teaching strategies in order to encourage and motivate students' ability in writing text. It will be easier for students to get bored if they still use conventional method in writing activity and the goal of teaching learning process is difficult to achieve. Mind mapping strategy is a kind of teaching strategy that can be applied in writing activity in order to improve the students' ability and get better achievement.

"These mind mapping strategy techniques involved using line thicknesses, colors, pictures, and diagrams to aid knowledge recollection" (Buzan, 2000) is aimed at remembering information, making a written or oral communication, sorting S ideas, making a problem analysis or a plan, and bringing out a creative idea in writing procedure text.

1.2 Research Problem(s)

The problem of this study is: " Does Mind Mapping strategy method improve students' ability in writing procedure text?"

1.3 Aim(s) of Study

This research aims to describe how the use of a mind mapping strategy improves students' ability in writing procedure text.

1.4 Significance of Study

In this part, the writer would like to review several things that can support the writer in collecting data regarding the use of mind-mapping strategies to improve students' ability to write procedure texts.

1.4.1 Implication

This study aims to improve the ability in writing procedure text grade nine students in the academic year 2021/2022 using mind mapping (Buzan. 2007:103) states that "Mind Mapping is a creative thinking instrument which reflects natural work brain. Mind map enables the brain to use all pictures and their association in a radial design."

1.4.2 Application

1. For the teacher

The teacher gives and shows an alternative way of teaching writing procedure text, using mind mapping strategy, so that the teacher can vary their teaching.

2. For the reader

This writing procedure text provides knowledge and input for readers, especially about the technique of teaching writing.