

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language plays an important role in improving students' intelligence and helps the students gain success in every subject at school. In the globalization era, English is not only as an universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science, technology, and culture. Therefore, language can be a subject to be studied at school in Indonesia. In the English teaching-learning process, there are four skills that should be mastered. They are listening, speaking, reading, and writing.

Recently, English is a part of communication and it is also an important language to be mastered. That is why English is taught at all schools in Indonesia. One of them is at SMA PASUNDAN 2 BANDUNG. SMA PASUNDAN 2 BANDUNG is a school that drives the students to master more than one language. The purpose of the English study at SMA PASUNDAN 2 BANDUNG is to make the students able to learn and apply the language in their daily life. As stated in the School-based Curriculum of 2013, the objectives of English subject in senior high schools cover the ability to understand and produce speech or written texts which are realized in four skills.

They are listening, speaking, reading, and writing which is integrated to achieved the informational level. Writing is one of the important skills that should be mastered by students because if they have a good skill in writing they will be able to express their ideas in the written form.

There are many techniques to improve students writing skill such as using a four-phase, using mind mapping, using music, through field trip method, etc.

Based on the reality, learning to write is difficult especially for writing in a second or foreign language in an academic context. Writing is one of the most difficult productive skills that require specialized skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion. Based on the observation at SMA PASUNDAN 2 BANDUNG, there were many problems that were found in writing skill. The students lacked vocabulary. It was because the teaching-learning process only depended on the strength of memory. When the writer conducted an observation in the classroom, the teacher instructed the students to memorize all the unfamiliar words on the blackboard and in the next meeting the teacher tested some of the students to say the words and mention their meaning. The students found difficulties to start writing. It was because the students were often confused to express their ideas in writing. Another problem was that they have a low understanding of grammar.

To solve the problems above, the students need a technique to help them understand the new words easily. The technique is a tool to achieve a goal. The technique that is needed to improve their writing skill is a technique that can make the students easy in expressing their ideas, to arrange the words to be a good sentence. One of the techniques that can make the students find it easy to express and organize their ideas is the mind mapping.

Mind mapping is a method to make the students find it easy to absorb information into their brain and take it out from their brain. Mind mapping is a way to note effectively and creatively and it will map the ideas literally (Buzan, 2005: 4). This technique can improve students' creativities and make them happy in learning because it consists of colors, pictures, and some keywords that can also make them find it easy to learn English especially in writing skill.

That is why the writer used the mind mapping technique to improve students' writing skill. It is because there are some benefits that are offered by the mind mapping technique in the English teaching-learning process, especially in writing skill.

1.2 Identification of the Problems

There are some problems that emerge based on the background of the study that is elaborated above. Among others are as follows. Based on the presurvey conducted by the writer in the teaching-learning English at SMA

PASUNDAN 2 BANDUNG, it seems that some students of SMA PASUNDAN 2 BANDUNG have limited vocabulary. This fact hinders the students in developing their writing task properly. The more limited vocabulary students have, the poorer writing they produce. The limited vocabulary affects the competence of the students to choose the adequate words when they do the process of writing. The competence of selecting suitable words is necessary to compose the writing. The competence of selecting the adequate words is also called diction competence.

It seems that the students also lack the understanding of grammar, so they get difficulty setting up their writing tasks correctly. The low understanding of grammar can cause difficulty in composing their writings. The students' understanding of the grammar is emphasized in the narrative grammar. A narrative grammar sets out the way what people actually use in the language. In recent years, however, the trend has been away from the perspective grammar and towards the narrative grammar (Nunan, 2003: 154). The vast major of native speakers and the advanced non-native speakers of English express the statement to be grammatically acceptable (the narrative grammar).

Another problem was that the students found difficulties to express their ideas. Most of the students still got difficulty to write down their ideas into their writing. They often got confused to start. Some of them said that they had a lot of things to write in their mind, but they did not know how to start writing.

1.3 Limitation of the Problems

Based on the problems above, the writer needs to conduct an action research study. The writer assumes that the problem here is about the technique. The students need a technique which can make them enjoy learning to write in the class. If they have an appropriate technique to write, it will help them to make their own writing.

The mind mapping can help students to explore their mind. Through the mind mapping, the students can be supported to express what they want to write freely. The writer believes that the mind mapping is a good technique in conducting writing skill. By conducting the action research which implements the mind mapping, it is expected that the writer will be able to improve the students' writing skill. That is why in this research the writer only limits the problem on the use of the mind mapping technique to improve the students' writing skill.

1.4 Formulation of the Problems

In line with the limitation of the problem as mentioned above, the problem is formulated as follows.

1. How is the mind mapping technique applied in the classroom to improve the students' writing skill in the English teaching-learning process at SMA PASUNDAN 2 BANDUNG?
2. How do students participate in mind mapping activity?

1.5 Objectives of the Study

Based on the formulation of the problem, the objective of the research is to describe the implementation of the mind mapping to improve the students' writing skill in the English teaching-learning process at SMA PASUNDAN 2 BANDUNG.

1.6 Significance of the Study

1.6.1 Theoretical

The theoretical significance of this study is that the result will give theoretical information about the importance of media mind mapping to improve student's writing skill.

1.6.2 Practical

1. For the students of class X of SMA PASUNDAN 2 BANDUNG, it will be an effort to improve their writing skill.
2. For English teachers of SMA PASUNDAN 2 BANDUNG, the result of this study can be used as a reference to increasing English teachers' writing competence in English teaching-learning.
3. For other writers, the research can give the general knowledge of how to improve students' writing skill. The research also can be used as the foundation for the next research.