

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

English has been designated as an international language, therefore English has been learned as a foreign language and compulsory subject in Indonesia, especially at a secondary degree, for instance, senior high school and vocational school. Additionally, students need to learn four English skills (Burns & Siegel, 2018). When people are going to learn English, they need at least four abilities namely writing, speaking, listening and reading. In modern era as right now, writing has an important role in real life. In some aspects of life, writing is one of the media used and needed to express ideas and share these ideas with a specific purpose. There are many types of writing such as academic writing, creative writing and personal writing. As a language learner, the most important type of writing that must be understood is academic writing.

In field of education, students are required to be able to issue the creative ideas they have. Knowing mastery in writing is very important for students, especially those who study in level of vocational school, because the purpose of vocational school is to prepare students to enter the world of work, equipped with special skills both theoretically, technically and practically according to the program of expertise chosen. Based on the 2013 Curriculum, high school students must be able not only to understand the essence of writing but also to be able to produce certain short functional texts. To convey an idea into a text is not as easy as imagined, because sometimes

students have lots of creative ideas but don't understand how to convey those ideas. Do not know where to start is also one of the problems that are often found in students. In addition, when given a blank sheet of paper to fill in, it is difficult for students to choose and determine the right words to write. It becomes a problem when students find it difficult to process their ideas into a text, sometimes they don't even know what to do at the start of writing. In line with Smith (2013), to help solve problem, map out resources and uncover new ideas. Therefore, teachers need a technique to help students, especially in writing. One of the available techniques is the mind map technique.

Mind mapping is a technique popularized by Tony Buzan in the 1960s which can help students write texts more easily. According to Buzan (1994), mind mapping is a diagram used to represent related words, ideas, tasks or other items organized around keywords or main ideas. It is also stated by Bukhari (2016) and Riswanto (2016), the use of mind mapping helps students to collect their ideas and the words they will write to make them more effective and structured. Mind mapping can also make students more creative, because they can convey their ideas not only by imagining and writing down the keywords, but can also convey them by describing the ideas that are in their minds using the concept of mind mapping.

Several previous studies also agree that mind-mapping techniques can improve students' writing abilities. The first previous study is conducted by Yahrif (2021) that showed the effectiveness of using mind mapping technique in teaching recount text to increase students' writing ability. The results of this study indicate that there is a positive influence on the results of students' recount texts after using the mind mapping

technique. The second previous study from Salviyati & Mertosono (2022) examines the effectiveness of using mind mapping technique in improving students' writing skill of grade nine students of SMP Negeri 14 Palu, The results of the data analysis showed that there were significant differences between the pre-test and post-test results. It means that the use of the mind mapping technique is effective in improving the writing skills of ninth grade students of SMP Negeri 14 Palu. Another previous study come from Riswanto (2016) examines improving the students' ability in writing report genre through the mind mapping strategy. The results show that there is a good impact on the students' ability in writing report through mind mapping strategy.

The researcher is interested in conducting this research at SMK Negeri 8 Bandar Lampung. Because from interview with the English teacher in that school, it was found that students faced many problems in conveying their ideas. Therefore, to improve students' writing abilities the researcher uses mind mapping as a technique to improve students' writing abilities. To determine mind mapping is effective to improve students' writing abilities, the researcher used the quantitative method. In conclusion, based on the explanation above the researcher was used conduct a study entitled “The Use of Mind Mapping in Improving Students’ Writing Ability for Tenth-Grade Students of SMK Negeri 8 Bandar Lampung”.

1.2 Research Questions

The background of the study is formulated into the following questions, they are:

1. Is mind mapping effective in improving students’ writing ability for tenth-grade students of SMK Negeri 8 Bandar Lampung?

2. Which writing aspect is improved more effectively after using mind mapping?

1.3 Research Objectives

Based on the background of the study and research questions presented above, the research objectives are as follows:

1. To find out whether mind mapping is effective in improving students' writing ability for tenth-grade students of SMK Negeri 8 Bandar Lampung.
2. To find out the writing aspect that is improved effectively after using mind mapping.

1.4 The Uses of Study

This research aims to provide information on how mind mapping is a technique to help and improve students' writing ability. Therefore, this research discusses two uses of research, they are:

1.4.1 Theoretically

After conducting this research, the researcher hopes that the readers will be able to improve their knowledge and learn more about writing ability. By using mind mapping as a technique to improve writing ability, students' can improve their writing ability, because by using mind mapping students' can further develop their creative ideas and convey them not only by writing keywords but also by drawing images in their minds.

1.4.2 Practically

Practically this study will be beneficial for:

a. For teacher

This research is expected to help teachers to know the implementation of the use of mind mapping as a technique that can be used to improve students' writing ability. Mind mapping can be an alternative way for teacher teachers to improve students writing ability.

b. For students

This research will help students improve their writing ability, by using mind mapping students' can hone their writing ability through develop their creative ideas and convey them not only by writing keywords but also by drawing images in their minds.

c. For researcher

The researcher hopes this research can become one of the references that can be applied to improve students' ability on writing. In addition, this research can be a reference to find other technique that can support the teaching and learning process.

1.5 Scope of Study

The focus of this study is to investigate the effectiveness of using mind mapping as a technique to improve students' writing ability and also to find out the improvement of students' writing ability before and after using mind mapping as a technique to improve students writing ability. In order to focus this research, the researcher limited the problem only to improve students' writing ability by using mind mapping at tenth grade of SMK Negeri 8 Bandar Lampung. The methodology applied in this study was a quantitative method by taking one class in tenth grade at SMK Negeri 8 Bandar Lampung.