

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Many elements of global literature are applied in writing skills, such as political and military agreements, advertisements, business, transactions, archives, legal documents, and newspapers. According to Cole and Feng (2015: 4) writing is a fundamental component of language. When a child writes, thoughts and information are combined together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the ability that most students are least proficient in when acquiring a new language.

One strategy that has been proven and is able to maximize learning outcomes is a mapping technique called Mind Mapping. According to Parikh (2016:149) Mind Mapping is the means to sending information effectively and efficiently through creative graphics and symbols. Mind Mapping employed to activate right brain, using visuals, shapes which make by lecturer. It helps students remember new knowledge. This technique, popularized by Buzan (1970), is an effective technique to improve writing skills. The objective of mind mapping is to write down the core theme as a central point and build branches from each theme. That is, the focus of learning is focused towards the primary subject, the finer elements of the theme being studied, the development of each of these essential items, and

finding the relationship between each item. In this method, an overview of what is previously known and what is still not well understood can be gained. In this activity, writing leverages entire brain activity, especially the potential of the left brain, which is associated to logic, and the right brain, which is related to emotion. This strategy can help students brainstorm or seek for knowledge in the brain by mixing components of color and symbols. As we know, colors, symbols, and pictures are proved to inspire students to be active and release their stress, so they can improve their creativity in writing faster.

Mind Mapping will greatly assist students in utilizing the potential of both sides of their brain. The resulting interaction between the two parts of the brain can trigger creativity, which can provide convenience in the writing process. Students who always apply and develop the potential of their brain parts will achieve improvements in several aspects, namely concentration, creativity, and understanding. They can then develop writing through mind mapping. The reason for choosing the topic of using mind mapping techniques to improve students' writing skills was based on an interview with English teacher on 26 July 2022 who said that students in this school still have problems with writing. The problems are as follows: (1) The students' English vocabulary mastery is still not much. (2) The use of diction (word choice) in the writing used is not appropriate so that the contents of the descriptive text are not fully conveyed. (3) Punctuation. In this case, students still have difficulty using proper punctuation such as commas, full stops, colons, apostrophes, and parenthesis, which causes sentences written by

students to be difficult to read and understand. (4) The use of student grammar that is not precise results in the arrangement of sentences and paragraphs that are less clear and structured, so that what is meant in sentences and paragraphs is difficult to understand. (5) Coherence. In this case, students still have difficulty arranging sentences in regular paragraphs so that the resulting sentences are sometimes not related to the contents they write. (6) Content. In this case, many student writings are not in accordance with the predetermined content. Even though content is an important part of writing descriptive text, because without content the text cannot present or convey any message to the audience.

Based on the description above, the writer is interested in conducting research entitled "The Use of Mind-Mapping to Improve Students' Writing Skills" to overcome various problems that are still faced by students, especially in writing descriptive texts. Hence, it is expected that students can write descriptive texts according to the structure and rules of the language that are appropriate and correct.

## **B. Research Question**

Based on the research focus above, the research questions are formulated as follows:

1. Is the use of mind mapping technique able to improve the students' writing skills?

2. To what extent does the level of students' writing skills improve through the mind mapping technique?

### **C. Research Objective**

1. To find out empirical evidence about improving students' descriptive text writing skills through mind mapping techniques.
2. To determine the level of students' descriptive text writing skills through mind mapping techniques.

### **D. Research Contribution**

The author hopes that the results of this research can be useful for readers, in particular:

1. Teacher

It is anticipated that teachers will be able to use the study's findings to solve teaching writing-related issues and enhance students' writing abilities. This is especially relevant when instructing students to write descriptive text.

2. Student

The ability to write descriptive writings correctly in accordance with the general structure, linguistic traits, tenses, and spatial order employed in descriptive texts is expected from students.

3. Reader

This research is anticipated to give readers knowledge, examples, and references that can be later used for other studies on the use of mind mapping to improve students' writing skills, particularly in descriptive texts.

#### 4. Future Reseacher

To get more information and experience in thesis writing by carrying out direct research to obtain data for testing on the application of mind mapping to improve students' writing skills, particularly in descriptive texts.

### **E. Classifications of Terms**

The following definitions of the terminology used in this study are provided by the researchers in order to provide a clear definition of understanding and prevent misunderstandings between researchers and readers:

#### 1. The Mind Mapping

A learning strategy called mind mapping involves graphically mapping out material. Using branching lines, images, or keywords associated with the central notion or idea, mind maps can be created. According to Buzan (2013), the Mind Mapping method is a great route map for memory; it allows us to organize facts and thoughts in such a way that the brain's natural way is involved from the start. This means

that recalling informally is easier and more reliable than using traditional recording techniques.

## 2. Writing Skill

A writing skill is a complex activity where the writer must have the ability to construct and integrate information so that the reader will understand the language used in written communication. Troia (2014) stated that writing is a way that affords the students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Writing provides a special way of going beyond presentations, inquiry activities, and debate to enhance learning because it is permanent and encourages more exact and definite thought processes. Writing is a crucial language skill for students to master because they will encounter several writing assignments while studying English. Writing ideas down requires careful attention to a number of writing-related factors, including syntax, vocabulary, mechanics, fluency, and structure, thus it is not a simple task.

## 3. Descriptive Text

Writing a description involves naming or describing an object's qualities as a whole. Students must be able to produce concise, orderly paragraphs when writing descriptive essays. Because it will be simpler for the reader to understand the objective of the written descriptive text if

the descriptive text is constructed clearly and methodically. Descriptive writing is a sort of text that, in accordance with the Ministry of Education and Culture (2013:121), explains the nature (nature, shape, size, color, etc.) of something (person or item) specifically and individually. The connection between the whole and its pieces is emphasized in this book. When creating a descriptive text, one must thoroughly describe an object or present it chronologically so that it will make sense when the text is assembled.

