**CHAPTER I**

**INTRODUCTION**

**1.1 The Background of the Problem**

Language was created for long time ago. It belonged to a product ofculture that was made, used and spread out all over the world. Every region orcountry has its own culture and language. It is used to interact with people in a region, but when they go to other places, they will find some difficulties in understanding other region’s languages and cultures. From this explanation above people decide to use an international language in order to make them easier to communicate all over the world. All of us know that English has been chosen as an international language since many years ago because of its widely using

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 a 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, four skills should be mastered. They are listening, speaking, reading, and writing.

Writing is one of the skills that have to be mastered by students in junior high school. Based on School-based Curriculum or KTSP, students in junior high school have to be able to not only understand the nature of but also to produce certain various short functional texts, monologues and essays in the form of procedure, descriptive, recount, narrative, and report. Therefore, understanding

the nature of writing is not enough. The students have to produce certain kinds of texts. Moreover, writing can facilitate students for better learning since in writing they learn some aspects which are useful for learning English. Some of those aspects are grammar, punctuation, vocabulary, structure, and cohesive devices.

The growth of technology and the changes in lifestyle also require the students to be able to write in English. The ability to write in English is also needed and important if they want to continue their research. Moreover, if they continue their research abroad. Following the globalization and the changes in the lifestyle, the students will also need good writing ability for their future in developing their career after they graduate from their schools or colleges.

Writing belongs to an important activity in an English class. School-BasedCurriculum as the curriculum applied in Indonesia educational curriculum explains that students of senior high school not only learn about grammar and vocabulary, but also they should reach the discourse level. It can be said that students not only focus on understanding the texts taught, but also focus on constructing new texts as well.

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, thatis 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.

There are many techniques to improve students writing skills such as using a four-phase, using mind mapping, using music, through field trip method, etc. Based on 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 understand 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, many problems are found in writing skills. The students lack vocabulary. It is because the teaching-learning process only depend on the strength of memory. When the researcher conduct observation in the classroom, the teacher instruct 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 find difficulties to start writing. It is because the students are often confuse to express their ideas in writing.

Dealing with the problems above, the researcher does some efforts to solve the problems emerging. The decision make to improve the students writing ability through mind mapping. Mind mapping is chosen because writing is not only a product but also a process. In writing, there are some stages that the students meet. One of the stages is planning in which students generate their ideas. Therefore, it can be said that generating ideas is the basic skill needed in writing. To be able to produce meaningful texts, first, the students had to be able to generate their ideas. Mind mapping could help the students to generate their ideas. It also helps them in organizing texts, using correct grammar, choosing appropriate vocabulary and using correct mechanics. Mind mapping is expected to be able to solve the writing problems and finally improve the students’ writing ability.

**1.2 The Identification of the Problem**

Some problems emerge based on the background of the research that is elaborated above. Among others are as follows. It seems that some students have a limit 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 in selecting suitable words is necessary to compose the writing. Competence in selecting adequate words is also called diction competence. Another problem as the researcher finds such as:

1. The students find some difficulties to express their ideas. Most of the students still get difficulty writing down their ideas into their writing.
2. They often get confuse to start. Some of them say that they have a lot of things to write in their mind, but they do not know how to start writing.

**1.3 Limitation of the Problems**

The limitations are going to discuss the drawbacks to the scope and the method the paper uses to discuss the topic. The thesis statement will in part help determine what limitations there are. The method one chooses to elaborate on the thesis statement will also provide some of the limitations.

The researcher assumes that the problem here is about the technique. The students need a technique that can make them enjoy learning writing in class. If they have an appropriate technique to write, it will help them to make their writing. The mind mapping can help students to explore their mind. Through mind mapping, the students can be supported to express what they want to write freely. The researcher believes that mind mapping is a good technique in conducting writing skills. By conducting the action research which implements the mind mapping, it is expected that the researcher will be able to improve the students’ writing skill. That is why in this research the researcher only limits the problem on the use of the mind mapping technique while descriptive text will be the object of the research.

**1.4 Formulation of the Problem**

Regarding to 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 skills in the English teaching-learning process?
2. How do the students participate in mind mapping activity?

**1.5 Objective of the Research**

Based on the formulation of the problem, the objective of the research is to describe the implementation of mind mapping to improve the students’ writing skills in the English teaching-learning process.

**1.6 Significance of the Research**

This research is conducted describe the use of mind mapping in improving the writing ability of EFL learners. It is hope that the findings of this research will give benefits and contributions to some parties theoretically and practically.

1. Theoretically

1. The researcher expects that the result of this research can be a reference related to the topic of writing ability and the use of mind mapping to improve writing ability.
2. For the future researchers who will do similar research, the result of this research hopefully can be a beneficial reference for them in conducting their research.

2. Practically

1. For EFL learners, the result of this research is expected to help them in improving their’ writing ability.
2. This research is expected to give them away to improve their writing ability in which using mind mapping