

CHAPTER I

INTRODUCTION

A. Background

English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. Therefore, the mastery of English is a must.¹ In Indonesia, English is an important subject in the curriculum. The students must master four skills namely listening, speaking, reading, and writing. Particularly for writing, as we know, it is being used in many aspects of global literature such as agreements in political and military, advertisement, business transaction, archiving, legal document, and newspaper. Writing is the most difficult skill for second language and foreign language learners.² They define that writing is generating, organizing, and translating ideas into a readable text. Their statements show that learners are getting more than one process in writing. It becomes a problem when learners cannot process their ideas into a text, even sometimes they do not know what to do in the beginning of writing.

English was as an international language used as a tool for communication in daily life and in academic activities. In Indonesia, English as a foreign language was formally taught in schools from junior high school until university. It had become an obligatory subject and as one of the subjects examined in the National Examination. Furthermore, there were so many elements in English such as vocabulary. Vocabulary

¹ Edward, Caroline. 2009. *Mind Mapping untuk Anak Sehat dan Cerdas*. Yogyakarta: Sakti.

² Richards, Jack C. and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University press

was a smallest element in English that had to be mastered by students because without vocabulary we could not understand each other's and we could not express our opinion, feeling and ideas.

That is the reason why learning techniques are needed in learning activities to help the students. A technique is a method that is used during the learning process. One technique that has proven and is capable of optimizing learning outcomes is the mapping technique called mind maps (Mind Mapping). Mind mapping is the most effective and efficient way to enter, store and retrieve data from or to the brain. Mind Mapping is a way of noting the subject matter that allows students to learn writing.³ Mind Mapping is to write the main theme as a central point and to make branches of each theme. That means the focus of learning is directed at the main theme, the finer points of the theme that is being studied, the development of each of these important points and find the relationship between any points.⁴ In this way, it can be obtained an overview of what has been known and which areas are still not yet well understood.

In this case, writing activities utilize the entire activity of the brain, namely the potency of the left brain related to logic and right brain related to the emotion. This technique will help the students for brainstorming or to find information within the brain by combining elements of color and symbols. As we know that color, symbol, and picture can stimulate the students to be active and relieve their stress, then they will more quickly develop their creativity in writing.

³ Buzan, T. (2005). *Buku Pintar Mind Map*. Jakarta: Gramedia

⁴ Buzan, T. (2006). *How to Mind Map: Mind Map untuk Meningkatkan Kreativitas*. Jakarta: PT Gramedia Pustaka Utama.

Mind Mapping will greatly assist students in utilizing the potential of both side of their brain. Good interaction between the two parts of the brain can sparking creativity that makes the writing process easier. That Students who always use and develop the potential of their brain exceled improvement in several aspects, namely concentration, creativity, and understanding, then they can develop their writing through mind mapping. From observations made by researchers at Mts Miftahul Husna, the English teachers of grade VII students have not used it Mind Mapping Techniques in learning. In learning English, especially writing, The teacher basically only provides material in a textbook or manual which is used as a references in teaching. Therefore, students' writing experience is less extensive and limited. Less attractive strategies lead to low creativity in writing. These factors encourage researchers to conduct research on the effectiveness of mind mapping techniques in writing. The results of this study are It is hoped that it will prove that mind mapping techniques can be one of them proper technique in teaching writing.

Therefore, in this study, the authors are interested in examining the effect of using mind mapp on the Write Narrative Text of Miftahul Husna private MTs students. The author chose this strategy because it can develop the mindset of children and students in understanding writing by means of the mapping that has been applied in this mind mapp strategy, so that students at private MTs Miftahul Husna can more easily understand the concept of understanding in writing.

Based on the above reasons, the writer wanted to do research about *The Effect Of Using Mind Mapping On Students Logical Thought Write Narrative Text Of Mts Swasta Miftahul Husna Students*

B. Identification of the Problems

Based on the background explanation above, the writer has identified some problems as follows:

1. Students have a low interest in understanding writing, especially in English lessons
2. Lack of learning strategies that can increase student interest in learning
3. The learning technique makes students bored so that students' interest in writing is hampered because their ideas are not channeled
4. Students have limited knowledge of vocabulary and grammar, they don't know how to use the right verbs in writing.

C. Formulation of the Problem

Based on the limitation of the problem, the research question of this study can be formulated as follows: “is there any significant effect of using Mind Mapping on Students’ writing Narrative Text at MTs Miftahul Husna Private School”?

D. Purpose of the Study

The purpose of this study is to find out the effect of using Mind Mapping on the understanding ability of Miftahul Husna Private Mts students.

E. Significance on the Study

It is expected that this study can be useful to the English teachers, English Education Department students, and other researchers.

1. For the English teachers

This research is expected to give contribution to the English teachers that mind mapping technique is an alternative technique in teaching writing.

2. For the English Education Department

Student It is expected that they will be able to use this technique to fix the student's problems related to the writing ability.

3. For other researchers

This research is expected to give information, model, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives

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