

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, researcher describe about research background, research question, research purpose, research significance, limitation of the research, and terminologies of the research

#### **A. Research Background**

Writing skill is become one of urgent role in human life. Products from writing or writing activities can be found at any time and at anywhere. Writing activities can also be found in communication media such as short message text, and many other examples of writing products in human life. Writing is a skill to express some ideas or thoughts through writing text form or in writing form media.

Writing in English language is not as doable as to do as writing in Indonesian language or native language. There some a little difference in grammar between writing activity in English and Indonesian. One of basic thing when it comes to the difference between English language and Indonesia language is the change in verb based on the specific time in an English writing.

SMPN 9 SINTANG, the school that researcher does a PPL activities there and two pre-observation again after PPL, the researcher decide to focus on one of the skills in English which is writing skills because based on observations made by researcher during PPL activities, students of SMPN 9 SINTANG have difficulty in

writing skills. During the PPL activity, the researcher even had a chance to communicate with the English teacher for grades 7A, 7B & 8 at the time while asking what difficulties the students experienced in learning English. The English teacher explained that students experienced difficulties in all skills in English but the teacher emphasized that students made the most mistakes when asked to write in English writing lessons. Even until recently when the researcher do another pre observation, the teacher still said the difficulties that student has is writing skill

Almost all of the 9<sup>th</sup> grade student of SMPN 9 SINTANG are still confused and have great difficulty in writing skill because of the differences in the structure of English and Indonesian. Some students experience a difficulty in creating and expanding ideas which greatly barrier students' writing skills and causes students can write only a few words or sentences even though the researcher ask the students to make at least 1 written paragraph text and as the common knowledge 1 paragraph of good written text should consist of at least 3 solid and coherence sentences. The lack of this idea can also lead students to new problems, namely students who become not active and even become quiet in writing lessons

The first problem the researcher found in writing activities in 9<sup>th</sup> grade at SMPN 9 SINTANG was that students confused about changing verbs, Indonesian verbs never change at all even though the time is today, yesterday, the day after tomorrow or next week. This sometimes makes students often make errors in choosing the right verb for adjusting the time in context. The second problem that the

researcher found in writing activities in 9<sup>th</sup> grade at SMPN 9 SINTANG was difficulty in creating and expanding ideas. Some students admitted to the researcher that they were confused as to what ideas they should include in their own written English text. Researcher also discovered that students could only write one or two words or one or two sentences which not have fulfilled what the researcher asked them to write. The third problem that the researcher discovered in writing activities in 9<sup>th</sup> grade at SMPN 9 SINTANG was the lack of interest in writing skill during writing lesson in English. Due to the difficulty of developing and expanding ideas, students become lazy to write in English. Some students even became passive when asked by the researcher or when researcher asked to ask questions because of their lack of interest

Based on the three problems above, the reason why the researcher wanted to conduct the research in grade 9 at SMPN 9 SINTANG was because the researcher want to teach while showing that learning to write in English was not very difficult at all, even its actually fun to do. Another reason why researcher want to do research in grade 9 at SMPN 9 SINTANG is because the researcher are already close and made great connection to the residents of SMPN 9 SINTANG. Therefore, the researcher comes up with a solution to the problems above. The researcher wants to teach writing procedure text using the mind mapping method.

Mind mapping is the methods that helps students to create and expanding student ideas into thought boxes. The thought box can be fill with words or sentences

from the ideas that student put in their writing text which is for example in this case procedure text. After that, the ideas in the thought box will be arranged in a way as to become a great unit of a written text. Mind mapping not only helps students create and expanding their ideas but also helps students make their writing more structured, more accurate and more appropriately into the standard in the writing mechanism itself

## **B. Research Question**

As the researcher already explained above, the student faced difficulties in three areas. The first is student lack of motivation in writing. The second is student lack of skill of creating and expanding idea in writing. Third and last is the confusion of student of what to put on the text or the content of text because the difference of structural language in writing form compare to their native language. To solve the problems mention above, the researcher come up with this formulate of research question ;

1. How can mind mapping improve students' motivation to write procedure text at 9<sup>th</sup> grade student of SMPN 9 SINTANG?
2. How can mind mapping improve students' idea and writing content to write procedure text at 9<sup>th</sup> grade student of SMPN 9 SINTANG?

## **C. Research Purposes**

In line with the problem form in research question that researcher mention earlier, the objective of this research is as follow :

1. To recognize the improvement of students' motivation to write procedure text through mind mapping at 9<sup>th</sup> grade student of SMPN 9 SINTANG?
2. To classify the improvement of students' idea & writing content to write procedure text through mind mapping at 9<sup>th</sup> grade student of SMPN 9 SINTANG?

#### **D. Research Significance**

1. for students, the researcher hope this research can inspire many student out there to using this procedure text to Improve themselves in term of English writing skills
2. for teacher and lecturers, The researcher hopes that this research can inspire many teachers in schools so that they can make lessons more fun
3. for researcher study In general : The researcher hopes that this research can inspire many people out there that learning english is fun
4. The significance of researcher study for further research : The researcher hopes that this research can inspire many further researchers in the future

#### **E. Limitation of the Research**

Based on the formulated problems, the researcher limits the research to discussed the impact of mind mapping on improve student motivation on writing, to discover the impact of mind mapping on student ability to generate idea in writing procedure text, and to find the impact of mind mapping on increasing student writing content quantity wise at SMPN 9 SINTANG.

#### **F. Terminology**

1. Teaching Writing : Learning activity that conducted in this research
2. Procedure text : procedure text is a text that used in this research. Procedure text is

text that consist of several materials and instruction

3. Mind mapping : Mind mapping is one of the technique that will increase the student writing skill in this research. Mind mapping is visual map that visualize someone's idea and branching it into several ideas that still connected to each other and most importantly connected to the main idea that usually in the middle of mind map

4. 9<sup>th</sup> grade student of SMPN 9 SINTANG : in this research, the researcher will try to observe 9-10 student of 9<sup>th</sup> grade student of SMPN 9 SINTANG. These 9-10 student are the student of SMPN 9 SINTANG for almost 2 years now