

## **Chapter One**

### **Introduction**

In this chapter, the researcher provides several important points related to the introduction of the research. First, the researcher explained the background of the research, why the researcher wants to know about students' perspectives on the implementation of mind mapping for writing skills. This chapter presented the research questions and included several research objectives achieved in this research.

### **Background of the Research**

Writing skills are needed in learning a language and require a process that is not instant. For students, writing skills are an essential element that must be possessed apart from speaking, reading, and listening. According to Kellogg and Raulerson (2007) since it measures memory, vocabulary, and reasoning abilities, writing well is a significant cognitive challenge. It requires the rapid retrieval of discussion domain information from long-term memory. Much effort must be made to overcome obstacles in developing writing skills for students and teachers in the learning process. One of them is that teachers are always required to be creative and up to date in the learning methodology that will be given to students. Teachers must be able to provide a technique that can optimize students' writing process. One technique that can help optimize students' writing process is mind mapping.

Correct strategies and techniques are needed when applying writing using mind mapping. Adodo (2013) said that the mind-mapping technique was developed by Tony Buzan towards the end of the 1960s resulted in a system that would pave

the way for many people by introducing the mind-mapping approach to the world through his books. According to Buzan (2006) technique to improve writing skills has proven to be good. The main theme should be written as a central point, with branches for each theme, which means that the emphasis of learning has several points: the main theme, the finer points of the theme being studied, the creation of each critical point, and the relationship between the points.

In fact, for students to organize their understanding of environmental concepts to help them be efficient, mind mapping is necessary, effective, and useful. According to Bukhari (2016) mind mapping is also regarded as a technique that allows the user to embrace the full power of the brain's right side, which is responsible for spatial awareness, a sense of wholeness, imagination, daydreaming, and color, as well as the left side, which is responsible for more analytical and logical thinking. Based on Muttaqin (2017) mind mapping is a useful learning technique that can be used to help students explore ideas and think creatively.

The use of mind mapping can be easier for the student to manage the knowledge. Mind mapping can be poured directly into written media, both paper and digital. Most mind mapping learning methods were introduced to students by teachers in elementary schools. According to Adodo (2013) mind mapping is used to introduce students to the ideas and tests of mind mapping and enhance teacher instruction and make studying more enjoyable. Students will have an easier time remembering what is being learned, taking notes faster because they only use keywords, and having an easier time remembering details because the main points and themes are identified in the middle of a mind mapping.

Students who use mind mapping as a writing strategy will improve their writing performance in learning. A study by Bukhari (2016) showed a significant difference in the grades of the learners who were taught through the mind mapping techniques from those learners (controlled section) who were taught writing through the application of some usual methods. Research conducted by Al- Zyoud et al. (2017) confirms that the mind mapping strategy improved students' writing performance in test scores because they provide students with strategies to organize their thoughts and develop their writing sub-skills.

However, based on the researchers' informal observations, several teachers use mind mapping as a learning method in English writing classes, but there are still several English teachers who do not use the mind mapping method to teach writing skills. Furthermore, researchers conducted research to find out students' perceptions about the advantages on the implementation of using mind mapping in students' writing skills about students' opinions about using mind mapping in English writing classes, and what obstacles students faced in using mind mapping in English writing class.

### **Identification of the Problem**

Mind mapping is one of the learning methods to helps students easier in learning. A mind mapping involves writing down a central theme and thinking of new and related ideas which radiate out from the centre. According to Kustian (2021) Mind mapping is a learning method that designed to develop students' knowledge with creative activities by organize main ideas from one draft become a mind map that is easy for students to understand. Using mind mapping can help the

students develop their ideas so that they can make good writing. Moreover, the students can use mind mapping to explain their ideas effectively and they can produce well organized reports (Adodo, 2013). However, beside that using mind mapping can help students in writing skill, some students find it difficult to use mind mapping as a writing strategy. Based on the observation, most of the common obstacles faced by the students is in the learning process in the class is students often find it difficult to put their ideas into written form. Students feel confused to find important points that must be written into writing and are also anxious if something is written using wrong grammar, tenses, or capitalization.

In addition, the researcher chose this topic because the researcher is interested in the use of mind mapping which is currently being widely used in the world of learning and is used for various purposes but there are still many teachers who have not used mind mapping method in teaching English writing classes. So, the researcher wants to know what the advantages of mind mapping in English writing class based on students' perceptions and what obstacles students face when teachers use the mind mapping method in English writing classes.

### **Delimitation of Problems**

In this study, the researcher delimits the problems. This research focuses on mind mapping as a tool to support the student's writing skills. The researcher also focuses on explores the student's perception of the used of mind mapping in their learning also wants to find out the obstacle faced by the students in using mind mapping. This research conducted at one of the state junior high schools in East Belitung and involve grade eight students who get online and offline learning.

### **Research Question**

Based on the limitation of the problem, the researcher formulates two research questions for the research title namely “Students' Perception on the Implementation of Mind Mapping for Writing Skills” the questions are:

1. What are the advantages faced by the student in using mind mapping for their writing skill?
2. What are obstacles faced by the student in using mind mapping for their writing skill?

### **The Objective of the Research**

Based on the research question, the objectives of the research are:

1. To explore the advantages of mind mapping in writing skills based on students' perception.
2. To find out the students' obstacle while using mind mapping for writing skills.

### **The Significance of the Research**

This study is expected to be useful to the teacher, students, and future researchers. The significance of the research is:

#### ***Students***

This research has benefits for students to find out how to improve skills and the writing process using mind mapping. Students can learn how to solve problems that are found if there are obstacles in writing using mind mapping. Students can also find out what things can improve the writing process using mind mapping.

### ***Teachers***

This research can help teachers find interesting techniques in classroom learning for students to improve their writing skills using mind mapping. The teacher can also know what to give in introducing writing techniques to students in learning. Teachers can also find and apply anything in the classroom that can improve students' writing process using mind mapping.

### ***Future Researchers***

This research is useful for future researchers. This research can be an additional reference to support further research in improving students' writing process using mind mapping techniques. This research can also be a reference for further researchers to start research on mind mapping

### **Organization of the Chapter**

There are five chapters on this research. Chapter one considered to the background of the research, identification of the research, delimitation of the research, research questions, objective of the research and significance of the research. Chapter two is the literature review. It provides an information and definition about the use of mind mapping to improve writing process. This chapter discusses the theory that underpins this study.

Chapter three is the methodology. This chapter explains how the researchers should perform their study. The processes, tools, participants, environments, and data collection techniques are all discussed in this chapter. The researchers also discuss how to interpret the data. Chapter four are finding and discussion. The results of the data analysis are presented in this chapter. Chapter five are conclusion

and recommendation. This chapter outlines the general answers to the research questions as well as the researchers' recommendations. Students, teachers, and other researchers receive the recommendations.