

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Indonesia was one of the numerous nations that adopted English as one of its international languages. It was important because it acted as a conduit for information. English was considered the most important foreign language in Indonesia. Romasta Naiborhu (2019), claimed that the four elements of English proficiency were speaking, listening, reading, and writing. Since English was essential for communication with people around the world, those who taught and learned the language needed to be proficient in all four skills. Writing was one of them, and it was considered difficult to master.

Writing was regarded as one of the four useful abilities for learning English. Writing achievement referred to the ability to write effectively and coherently, which involved various skills such as language use, syntax, structure, and the clear communication of ideas. Writing achievement, as measured by test scores or results, reflected students' ability to write down their thoughts, feelings, and ideas. La Rakima & Wulandari (2022), stated that writing achievement was a measure of how well students completed writing assignments based on the quality of their written work. Writing success demonstrated not only technical proficiency but also the ability to think critically and creatively when constructing arguments or narratives. Since writing achievement had a significant impact on students' success across various subjects, it became a crucial metric for assessing their academic performance growth in the educational setting. Therefore, improving writing

achievement was crucial in preparing students to address real-world communication challenges.

Additionally, students who had achieved well in writing were able to communicate their ideas more clearly, which encouraged the development of their critical and analytical thinking skills (Nashiroh et al., 2023). The ability of students to communicate their ideas and thoughts in writing was a critical life skill, and it was one of the primary objectives of writing achievement. Individuals who had strong writing achievement were able to communicate effectively in both professional and academic settings. This statement was supported by Surani (2021), Writing was described as a way for individuals to express themselves, including their thoughts, feelings, and opinions, and to communicate those ideas to the reader. From that perspective, it was said that writing was not only a technical activity but also a meaningful means of organizing ideas so that others could understand one another.

Based on a preliminary study conducted at SMPN 12 Tanjungpinang, which involved teacher interviews, it was found that students still faced various obstacles in achieving writing proficiency. The study revealed that only 49% of students met the minimum competency standards, and just 30% actively participated in class activities. Students experienced several specific difficulties in writing, including: (1) In terms of content, they often struggled to express their main ideas precisely and concisely, resulting in wordy writing that lacked focus. (2) In terms of structure, their writing was generally disorganised, with paragraphs that were not logically connected. (3) In terms of vocabulary, many students struggled to choose

appropriate words and idioms for the context. (4) Additionally, regarding grammar, students' mastery of English sentence structure remained low, characterised by errors in tense, subject-verb agreement, and word order. (5) In terms of mechanics, errors in punctuation and spelling still frequently occurred, which interfered with the clarity and fluency of their writing as a whole. (6) Lastly, there was a lack of student participation in class.

These issues suggested that pedagogical interventions were needed to improve students' writing achievement. It was not feasible for teachers to teach writing skills using the traditional learning approach. The teacher simply assigned the students to read the material, use a dictionary to translate it, and then rewrite the translation during class activities. The students were not encouraged to work on their writing achievement. Furthermore, the instructor never modified the process of instruction and learning. Because of this situation, pupils lost interest in writing. The teacher had a huge obligation to raise the writing achievement of the students.. The teacher had to create interesting exercises so that pupils could write down their thoughts. There were techniques in teaching writing achievement that were considered interesting and could be implemented by teachers in the classroom. One such technique was "mind mapping". As stated by Buzan (2008), Mind mapping was considered one of the simplest methods for storing and retrieving information from the brain. The innovative and efficient note-taking technique known as mind mapping effectively 'mapped' students' ideas. It was regarded as one of the efficient techniques for improving writing achievement.

According to Alamsyah (2009), Mind maps were considered effective due

to their visual layout, which helped students understand the relationships between ideas and motivated them to arrange notions as they developed. Mind maps were especially effective when created in groups, as the resulting discussions helped generate ideas and made the learning process more engaging and enjoyable. Almost any kind of writing could benefit from the mind mapping technique, and was used to explore a wide range of topics. Through this strategy, students were able to refine their ideas and actively participate in group discussions. As their minds formed associations, students typically began with a central theme and then developed a web of interconnected ideas. A single word or phrase often served as the central point, branching out into related concepts, ideas, and expressions. This method supported the development of lifelong learning skills and contributed significantly to improving students' writing achievement and overall learning outcomes. In light of the previously mentioned context, the researcher was motivated to carry out a study named "Applying the Mind Mapping Technique to Improve Students' Writing Achievement".

1.2 Identification of the Problem

Considering the background mentioned above, researchers have found several problems in English, especially writing achievement in students. Here are some of the problems:

1. Students do not had a lot of ideas for writing content.
2. Students had difficulty in writing structure.
3. Students were unable to choose the right words.
4. Students' lack of mastery of grammatical structures.

5. Students showed limited proficiency of using punctuation marks.

6. Lack of student participated in class.

1.3. Limitation of the Problem

The researcher's main focus was students' writing difficulty to enhance writing achievement. In this research, the researcher focused on six main aspects, namely; (1) Content; (2) Structure; (3) Vocabulary; (4) Grammar; (5) Mechanics; and (6) Participation classroom activities.

1.4. Research Questions

Considering the problem's above context, the research question is : “How can the mind mapping be applied to improve students’ writing achievement?”

1.5. Objective of the Study

The goal of this study is to use mind mapping to enhance students' writing proficiency in response to the above question.

1.6. Significance of the Study

1.6.1. Theoretically

Theoretically, to enhance the current theory for teaching writing achievement, this research can make a significant addition to ELT (English Language Teaching).

1.6.2. Practically

a. For the Student

This research helped students improve their writing achievement. Students more easily understood the writing process step by step, which helped them in understanding the structure of writing.

b. For the English Teacher

This research offered English teachers an alternative and more effective teaching method to help students become better writers. Teachers were able to assist students in organizing their thoughts, generating ideas, and structuring their essays logically by incorporating mind mapping into the writing process.

c. For the Other Researcher

This research could have explored different aspects of writing mind maps instruction and served in order to complete the requirements for additional research.

1.7. Definition of Key Terms

1. Writing Achievement

Writing achievement was defined as the ability to express ideas and feelings through writing.

2. Animated Video

Animated videos were used as instructional aids to enhance students' understanding and engagement by presenting materials in an interactive and visual way.

3. Learning Technique

A learning technique was a specific method or approach employed during the learning process to improve students' comprehension, memory, and application of knowledge.

4. Mind Mapping

Mind mapping was a visual method for systematically organizing concepts by using branches to map key ideas and the connections between them.

