

Chapter One

Introduction

This chapter presents the introduction of the study. There are some important points mentioned in this research. First, the background of this research describes some problems of students when they do writing activities and describing some problems of the students that they usually face when they make mind mapping. Second, this chapter presents the statement of the problem and also discuss the delimitation of the problem. Moreover, this chapter discusses the research questions which have a function as a guide for this research. Third, this chapter presents the objective of the research which has functions to know how the students make and apply mind mapping in writing skills. Another purpose is to know the student's problems when they make mind mapping. Four, this chapter explains the significance of the research in which this research can be useful as a source of information and as a reference. The last is the organization of the chapter which explains all of the chapters in general.

Background of the Research

Students who major in English language are supposed to master the four skills, such as listening skill, speaking skill, writing skill and reading skill. Harmer (2007) explains that we use language in terms of four skills- speaking, reading, listening and writing. Among those four skills, writing is the most difficult of other skills to master and to learn, because in writing activity the students must find ideas and develop the ideas. This is supported by Naqbi (2011) who stated that on writing activities, students faced difficulties to develop their ideas, and the

students only focus on their final writing. Writing skill is not only changing a feeling to the text but also having some aspects that students should know so that their writing is in accordance with the rules that have been justified. McNamara, Crossley, and McCarthy (2010) mentioned that being able to write well is a significant challenge because writing is important for students to be successful in a variety of professional and situations.

From these problems, there are some alternative strategies to solve the problems, one of them is using mind mapping. According to Buzan (2010), mind mapping helps students to think creatively, associate ideas, and make different connections. Mind mapping can be used as a learning strategy especially in writing skill. There are some advantages of using mind mapping; one of them is mind mapping can facilitate the students to develop the ideas. According to Naqbi (2011), using mind mapping caused a noticeable transformation in the student's writing; they are more active in asking questions to understand the topic of writing and students are also more creative to develop their ideas. This strategy is easy for learners to encourage self-expression and apply it in writing. Davies (2008) and Noonan (2012) stated that for adult learner, mind mapping is regarded to be an effective strategy in writing (as cited in Davies, 2011).

The previous research conducted by Naqbi in 2011 showed the difference of students' writing skills before and after learning mind mapping. The result of this study revealed that the students' writing skill improved after they learned mind mapping. However, based on the researcher experience only a few students feel interested to use mind mapping although it has been proven that mind

mapping can help the students to improve their writing skill. Setiawan, Slamet and Yuniarti (2013) said mind mapping method can improve language learning and improve the student's quality in writing short stories. This is probably caused by the problems that they face when making mind making. This fact makes the researcher interested to study about mind mapping, especially how the students make mind mapping before writing and the problems that they face when making mind mapping as their writing strategy.

Statement of the Problem

Writing skill is important for English Language Education Department because they face many assignments and examinations which need writing mastery. However, many students think that writing is quite difficult and therefore they have problems in writing related to the contents of writing as well as the mechanics of writing such as grammar and structure, diction, and so forth. In an attempt to solve these problems, some students use mind mapping before writing. Using mind mapping can help the students develop their ideas so that they can make a good writing. Moreover, the students can use mind mapping to explain their ideas effectively, and they can produce well organized reports (Naqbi, 2011). However, some students find it difficult to use mind mapping as a writing strategy. This phenomenon was revealed when the researcher conducted pre-interview with the students in English Language Education Department (ELED). Most students' of ELED did not know how to use mind mapping even though it is very useful to support student's writing skills. In addition, some problems arise when they make mind mapping.

Delimitation of the Problem

To make the discussion more focused, the researcher has delimited the problems. This research was focused on mind mapping as a tool to support student's writing skills. Also, it was focused on how the students make mind mapping in writing skills and the student's problems when they make mind mapping. In addition, this research was focused merely on a qualitative research design using interview techniques in collecting data from the participants. Finally, this research was restricted to four participants from students of ELED batch 2017.

Research Question

To conduct this study, two research questions are used as a guideline. The following are the research questions:

1. How do students make mind mapping for their writing?
2. What are the student's problems in making mind mapping?

The Objective of the Research

Based on the research questions, there are two purposes of this research:

1. To know how the students make mind mapping for their writing.
2. To find out the student's problems when they make mind mapping.

The Significance of the Research

This research has positive contributions and several advantages. These advantages are as follows:

For the Researcher. This research is expected to increase knowledge about mind mapping and to obtain a bachelor's degree in the faculty of English language education.

For the Students. This research is expected to help the students find out how to make mind mapping. Also, to help the students to find out the problems encountered when making mind mapping so the students can anticipate it in writing.

For the Other Researchers. This research is expected to add more references in relation to use mind mapping in writing skills. This research is expected as basic information of using mind mapping in writing skill to do research about mind mapping on writing. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

Organization of the Chapter

Chapter one presents the introduction of this research. This chapter discusses about background of this research, statement of the problem, delimitation of the problem, research questions, objective of the research, the significance of the research and also presents the organization of the chapter.

Chapter two presents the theories related to the implementation of using mind mapping to support students writing skill. There are several contents which are discussed in chapter two, including of writing skill, the importance of writing, the problem of writing, the definition of mind mapping, how to use mind mapping in writing, the problem of making mind mapping and also mentioned about review on related studies.

Chapter three presents the methodology that is employed in this study. There are four sections of this chapter. First, research design in which the researcher explains about the type of research design that is presented. Second, the researcher explains about setting and participant are discussed subsequently. Third, the data collection method which describes the way how to collect the data is explained in the following section. The last is data analysis presenting the process of analyzing data. This chapter also mentioned about the trustworthiness of this research.

Chapter four presents the findings and discussion of this research. There are two findings in this research. These findings answer the research questions of this research. The first finding related to how the students use mind mapping in supporting their writing skills. The second finding related to the student's problems when they make mind mapping. Therefore, the researcher gained the findings based on the interview with the participants.

Chapter five explains about conclusion and recommendation. The first point is about the conclusion. In the conclusion, the researcher talked about the results of this research. The researcher summed up those findings and discussion from the chapter four. The second point is about the recommendation. The recommendation discussed about the opinion and advice from the researcher to some parties namely the students, and other researchers in order to conduct a better research later.