

CHAPTER I

INTRODUCTION

A. Background of The Study

The ability to write procedural texts in English is a crucial competency for students in today's digital and globalized era. In academic and professional environments, effective writing is essential not only for communication but also for the development of critical thinking and the organization of ideas¹.

Writing is particularly procedural writing, plays a fundamental role in shaping students' language proficiency, as it encourages clarity, coherence, and logical sequencing—skills highly valued in both academic and vocational contexts². In the Indonesian curriculum, writing procedural texts is emphasized due to their practicality and relevance in everyday tasks.

However, more than 60% of junior high school students in Indonesia still have difficulties in writing skills. Common issues include low motivation, limited vocabulary, inadequate mastery of grammar, and difficulty organizing ideas effectively³. These obstacles often result in poor performance in writing tasks, particularly when students are required to write procedural texts that demand precision and logical order.

Recent studies have examined various approaches to improve writing skills. Students who have difficulty organizing their thoughts, the use of visual

¹ M Sercan Uztosun, "HEATON , John Brian Writing English Language Tests (New Edition) Longman UK Limited , Hong Kong 1990 , XI + 192p .," *Journal of Theory and Practice in Education* 2, no. 2 (2006): 119–22.

² Rista Cahya Kusuma, "Improving Students' Writing Skill By Using Mind Mapping (A Classroom Action Research at the Eighth Grade of SMP N 2 Karangmalang) Submitted as a Partial Requirements for the Undergraduate Degree in English Language Education," *IAIN Surakarta* (2021).

³ Oleksandra Poquet et al., "Video and Learning: A Systematic Review (2007-2017)," *ACM International Conference Proceeding Series*, 2018, 151–60, <https://doi.org/10.1145/3170358.3170376>.

tools such as mind mapping has emerged as a potentially effective solution⁴. Such tools have worked well in genres like narrative writing, but they have not been widely used for procedural writing, especially in high schools in Indonesia.

While previous studies have explored various strategies to address writing difficulties, many have focused narrowly on one genre of writing or on general writing instruction. For instance, research conducted at SMA Negeri 1 Susukan showed that mind mapping helped students organize their ideas and expand vocabulary in narrative writing. Similarly, a study at SMK Telkom Pekanbaru found positive outcomes of mind mapping on narrative text writing. However, these studies did not examine the impact of mind mapping on procedural texts specifically, nor did they target junior high school students in Indonesia. This reveals a clear research gap, particularly in understanding how mind mapping might affect the writing of procedural texts among Grade VIII students⁵.

To fill this gap, this study focuses on applying mind mapping as an instructional strategy for teaching procedural writing. Mind mapping, as popularized by Buzan⁶. It is a visual learning tool that helps learners generate, structure, and connect ideas creatively. It has been proven effective in various educational contexts, especially for students with low motivation and difficulty organizing ideas. Despite its pedagogical potential, the use of mind mapping for procedural text writing among junior high school students remains underexplored in the Indonesian context.

⁴ Cahya Kusuma, "Improving Students' Writing Skill By Using Mind Mapping (A Classroom Action Research at the Eighth Grade of SMP N 2 Karangmalang) Submitted as a Partial Requirements for the Undergraduate Degree in English Language Education."

⁵ GY Pratista, "Pemanfaatan Teknik Pemetaan Pikiran untuk Meningkatkan Keterampilan Menulis Siswa Kelas 8 SMP N 4 Sleman Tahun Pelajaran ...," 2016, https://eprints.uny.ac.id/43969/1/Pemanfaatan_Teknik_Pemetaan_Pikiran_untuk_Meningkatkan_Keterampilan_Menulis_Siswa_Kelas_8_SMP_N_4_Sleman.Pdf.

⁶ Tony Buzan, *The Ultimate Book of Mind Maps*, 2006 (HarperCollins Publishers, 2006), http://books.google.com/books?id=v4-D6Pu_9bAC&pgis=1.

Although the findings are encouraging, the current study has limitations, mainly because it focuses on different aspects of writing instead of integrating them into a broader teaching framework. The way mind mapping is used varies depending on teachers' experience and students' abilities. This research aims to address this issue by providing a comprehensive understanding of how mind mapping can be used effectively in various educational settings⁷. Furthermore, it found that the majority of Indonesian students still need improvement in text comprehension.

The objective of this study is to investigate the effect of mind mapping on students' writing skills, specifically among Grade VIII students at MTs Negeri 2 Kota Serang, to assess students' perceptions and interest in the use of mind mapping in learning to write procedural texts, to evaluate whether mind mapping helps students improve specific aspects of their writing abilities, including idea organization, clarity, coherence, and overall writing quality. To guide this investigation, the study addresses the following research questions: (1) To what extent does the mind mapping method influence students' interest in learning to write procedure texts? and (2) Is the mind mapping method effective in improving students' writing skills in procedure texts? These serve as the primary research questions for this study.

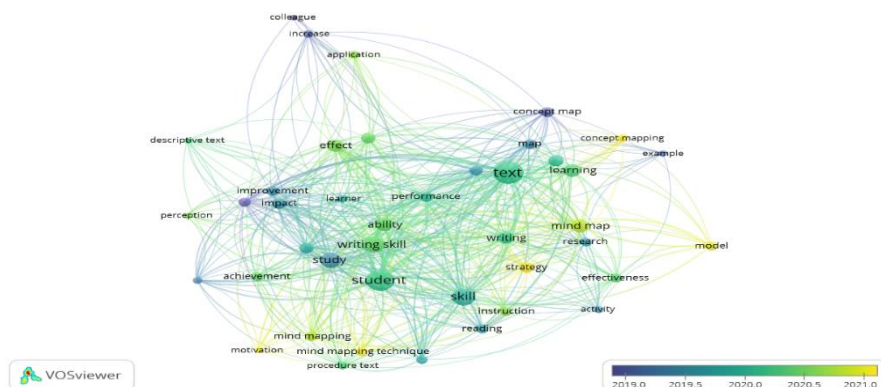
This study is distinct because it focuses on providing a comprehensive understanding of how mind mapping is useful in various writing contexts. It also aims to incorporate student feedback to ensure practical relevance, particularly for grade VIII students at MTs Negeri 2, Serang City. Specifically, this study will explore whether mind mapping can help students in organising ideas, improving the clarity and coherence of writing, and improving the overall quality of writing. In addition, this will contribute to teaching strategies

⁷ Abdulaziz Ahmed Mohammed Ahmed, "Penulisan Akademik: Jenis, Elemen, dan Strategi," *Ijlhe: Jurnal Internasional Bahasa, Humaniora, dan Pendidikan* 5, No. 2 (2022): 60–70, <https://doi.org/10.52217/Ijlhe.V5i2.989>.

EFL writing and offer empirical evidence on the role of mind mapping in secondary education (Nur Sylvia, 2022)⁸.

Overall, these results are expected to be useful for English teachers in determining new and student-centered approaches to teaching writing, especially procedural texts. It is also hoped that this research will encourage the use of visual learning tools in the classroom and inspire future researchers to explore how mind mapping can be applied to other language skills and different educational levels. By doing this, this research not only supports curriculum development but also encourages broader discussions on effective teaching methods for English as a Foreign Language EFL⁹. It seeks to provide empirical evidence of how mind mapping can enhance students' writing skills. Additionally, the findings may serve as a foundation for further studies on applying mind mapping across different language skills and educational levels.

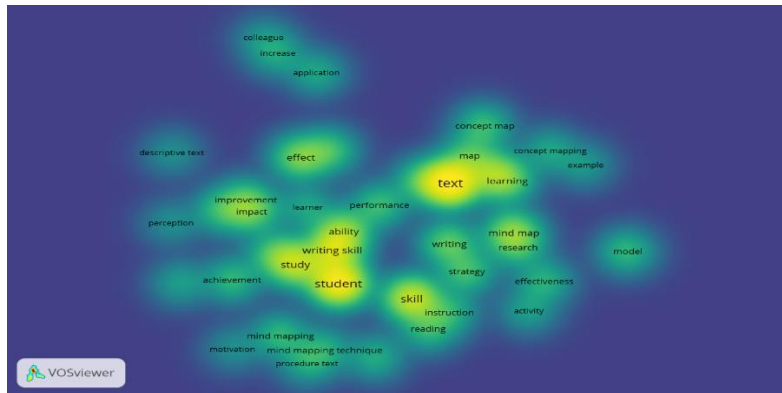
Picture. 1.1 Vos viewers (Overlay Visualization)



⁸ Nur Sylvia Efriani, "The Effect of Using Mind Mapping on Students' Writing Ability in Narrative Text at SMK TELKOM PEKANBARU," 2022, 1–104.

⁹ Jeremy Harmer, *Cambridge Elements in Language Teaching* (Oxford University Press UK, 2004).

Picture. 1.2 Vos viewers (Density Visualization)



The results of bibliometric visualisation conducted with *VOSviewer* software showed significant relationships between the concepts of mind mapping, writing ability, and text procedures in scientific literature maps. According to this visualisation, mind mapping and writing ability are positively correlated with student learning and improvement. However, the relationship between mind mapping and the ability to write text procedures has not been given special attention, indicating that research on the effect of mind mapping on the ability to write procedures is still scarce. These research gaps need to be filled, especially in secondary schools such as MTs Negeri. Therefore, research on how the mind mapping technique helps students write procedure texts better should be conducted further. The purpose of this study is to find out how effective this method is in helping students write procedure text logically and systematically. In addition, it is hoped that this method can offer an alternative learning strategy that is innovative, practical, and in accordance with the characteristics of junior high school students.

Against this background, the study entitled ‘The Effect of Mind Mapping Method on Students’ Writing Skills In Procedure Texts (A Quasi-Experimental Research of Eighth Grade Students’ at Mts Negeri 2 Serang City)’ is intended

to fill the gap in the literature and help develop effective strategies to teach students English writing at the junior secondary education level.

B. Identification of the Problem

From the research background above, the identification of the research is:

1. Students are not enthusiastic when learning English during the teaching process.
2. Students lack vocabulary when learning English.
3. Students do not master grammar when learning English.

C. Statements of the Problem

There are several statements of the problem, as follows:

1. To what extent does the mind mapping method influence students' interest in learning to write procedure texts?
2. Is the mind mapping method effective in improving students' writing skills in procedure texts?

D. Scopes and Limitations of the Research

The researcher limited the subjects to writing skills using text procedures. This is because the writing material in eighth-grade studies includes procedures and mind mapping as techniques. Mind mapping using images and colors. Creating their mind maps encourages students to try their writing and creative skills. Hypothesis

According to Kerlinger and Lee, a hypothesis is a temporary prediction or assumption about the relationship between two or more variables¹⁰. The research hypothesis about the use of mind mapping to improve writing skills is as follows:

¹⁰ Bruce Lubotsky Levin and Ardis Hanson, *Foundations of Behavioral Health*, *Foundations of Behavioral Health*, 2019, <https://doi.org/10.1007/978-3-030-18435-3>.

1. **Alternative Hypothesis (H_a):** There is a significant effect on students' writing skills after being taught using mind mapping techniques.
2. **Null Hypothesis (H_0):** There is no significant effect on students' writing skills after being taught using mind mapping techniques.

Statistical Hypotheses:

H_1 : $\mu_1 = \mu_2$ (Mind mapping has a significant effect on students' writing skills.)

H_0 : $\mu_1 \neq \mu_2$ (There is no significant effect of mind mapping on students' writing skills.)

Explanation:

- μ_1 : Represents the average writing skill scores of students taught with mind mapping.
- μ_2 : Represents the average writing skill scores of students not taught with mind mapping.

This structure allows for a clear examination of the effectiveness of mind mapping as a teaching strategy in improving writing skills among students at MTs Negeri 2 Kota Serang.

E. The Purpose of the Study

To answer the statement of the problem, the purpose of this study can be drawn as follows:

1. To explore how the mind mapping method influences students' interest in learning to write procedure texts at MTs Negeri 2 Kota Serang.
2. To determine whether the mind mapping method is effective in improving students' writing skills in procedure texts at MTs Negeri 2 Kota Serang.

F. Significance of the Research

It is hoped that this research will be beneficial for English teachers, schools, and other researchers.

1. English Teacher: The results of this research can assist English teachers in enhancing their English teaching methods, particularly in writing, by providing more information about effective writing techniques.
2. Students: It is hoped that the results of this research will help students learn English more effectively. Students can use a new approach to learning English in a fun way by using mind maps. In addition, they can master writing through colorful media and games, so they never get bored, and all students can achieve the teaching goals.
3. By conducting this study, the researcher hopes to learn more about how writing can assist them in the future. Researchers also gained knowledge and experience about new ways to teach English.

G. The Organization of Writing

This thesis is divided into five chapters, which contain several points that clarify the respective chapters.

Chapter I, contains the background of the research, identification of the problem, statement of the problem, the objective of the research, significance of the research, and the organization of the writing.

Chapter II, this chapter contains theories from several sources obtained from previous studies as well as the expert opinions related to the topic of this study, scopes and limitations of the Research, and hypothesis.

Chapter III, it contains time and place, research method, population and sample, the research instrument, technique of data collecting, and technique of data analyzing.

Chapter IV, it contains the research findings and the discussion of the finding of the research.

Chapter V, it contains the conclusion and suggestion from the researcher based on the analysis in chapter four.