

CHAPTER I

INTRODUCTION

1.1 Research Background

Writing is a productive ability and cognitive activity to express ideas, thoughts, and opinions. Writing as a productive ability requires the learners to produce language to become information through written text. According to Nunan (1991), writing is a highly complex activity, and it is related to cognitive activity. Moreover, a writer must be able to control variables synchronously. For example, in the term of sentence, the writer must control the coherence and cohesion of the sentence. The writer should pay attention to structure, word selection, and sentence arrangement. On the other hand, Wallace et al (2015) believe that learning to write covers a variety of skills such as coding, letter formation, composing sentences and paragraphs, and understanding the content written.

Nowadays, most information around the world is shared in writing form. As we know, the result of the research is shared in the writing form of an article, journal, or book. Every significant event that occurs is also disseminated in the form of writings published in newspapers, including entertaining stories that are printed in written form, such as short stories, novels, or poetry. Farrell (1999) stated that written documents play an essential role in decision-making in various significance such as politics, academics, and business. In making decisions, they will be faced with complex problems and complex choices. Here the written documents take an important role in simplifying the complexity so that it is easier to understand. Written data is able to present the analysis of data that is difficult to present by oral language. With this, the right decision can be taken.

Schmandt and Denise (2008) believe that even in this era, written communication occurs more than oral communication. Klimova (2013) states that writing is vital because it is used substantially in education and work. Both education and work are professional sectors, which means professional communication is used in them. Here professional communication is mostly done in written form, such as job applications, proposals, emails, memos, and many more. It can be concluded that someone's ability and knowledge can be seen from their skill in writing.

The importance of English and its use globally makes English worth mastering, including for EFL students. According to Si (2019), English for Foreign Language (EFL) is particularly used by foreign students or non-native English learners. Additionally, they stated that the term "foreign language" refers to a language spoken outside of the country. EFL students learn English particularly for communicating with native speakers and find information that is shared in English, such as in journals. Indonesia is one of the countries where English is used as a foreign language (EFL), including among English Language Education Senior Students. In formal school, Indonesian students learn English from secondary school. The student learns the four basic skills of the English language, which are listening, speaking, reading, and writing.

However, writing is a difficult skill, including for English Foreign Language (EFL) students. Fitri et al (2017) stated that even though writing is important for students, in practice, it is a hard skill to master for EFL students, and the teaching and learning process of writing in EFL class also does not run easily. In the process of writing, the students faced various difficulties. The EFL students will be taught to develop their writing skills through essay writing class. In the sophomore class, the students are led and taught to develop their writing idea. Meanwhile, as EFL students, the common problem faced by them in writing is hesitation about their idea. The students only focus on many ideas instead of focusing on one main idea. Besides, the students have

difficulties in developing, finding, and arranging the details for their main idea. This problem is causing a problem with the coherence and cohesion in their writing. Faradhibah and Nur (2017) state that students have problems recognizing the main idea and the supporting idea because they do not have enough knowledge about the topic. Indonesia teaches English as a foreign language since secondary school nevertheless, university students in Indonesia have low proficiency in writing skills (Abas & Abd Aziz, 2018)

In overcoming students' difficulties in writing, the teacher must use proper strategies in teaching. Mind mapping is one of the strategies that teachers in teaching writing can use. Nurlaila (2013) stated that mind mapping is a visual learning tool developed by Tony Buzan in (1983-1996). This learning tool is in the form of a diagram used to arrange the idea and opinion by putting the main idea as a central branch, which includes colors, pictures, short phrases, and keywords. According to Naqbi (2011), mind mapping help students organize their writing topic. With organized topics, students become easier to determine what they will write in each paragraph. They can think about relevant supporting details added to each paragraph to strengthen their writing.

Preliminary research has been done to collect information from the English Language Education Senior Student on the use of mind mapping as a learning tool in the writing class. Two female students as the representative of English Language Education Senior Student have participated in this preliminary research. The preliminary research utilized the WhatsApp platform to do the interview. From the interview, the researcher gathered some related information. The pieces of information are described in this part.

The interview results show that both of the students agreed that the lecture utilized mind mapping to teach essay writing in the third semester. The lecturer introduces students to mind mapping, covering the nature of mind mapping, the benefit of using mind mapping in essay

writing, and how to use mind mapping in the essay writing process. Based on the students' reports, the lecturer also gave an example of how to make a mind mapping. Both students reported using mind mapping during the drafting and pre-writing stages of the writing process. In the process of implementing mind mapping, make a general topic. Then by utilizing the five senses, such as the sense of hearing, smelling, and seeing, the students wrote things related to the general topic. One of the students mentioned the example of a general topic "descriptive about beach" The students explained in the interview that the lecturer emphasized the importance of using mind mapping to develop their writing ideas. They also add that mind mapping helps them with the unity and coherence of their writing. Book and pen are two items mentioned by students as tools for using mind mapping during the pre-writing process.

The preliminary research shows that mind mapping is already applied as a learning strategy by the lecturer in teaching essay writing for the English Language Education Senior Student. Therefore, the English Language Education Senior Student is precise to be the subject of this research. In this study, the research object was in the seventh semester during the data collection process.

Several similar studies have been done to discuss the use of mind mapping in a writing activity. Some of those studies were conducted by Bukhari (2016), in this study, mind mapping was applied as a technique to improve students' writing skills. The study results clearly show that mind mapping techniques improve students' writing skills, especially in enhancing cohesive, connotative ideas and sequential patterns. Mind mapping is also beneficial for the students to arrange their writing idea, this statement is by Naqbi (2011). In the study that conducted by Zhang (2018), mind mapping was applied in the pre-writing stage in argumentative writing. The final result shows that the experimental group performed better than the control group. The study by

Al-jarf (2015) show that mind mapping software helps Freshman Students increase their writing ability. Al- Zyoud et al (2017) in his study found that the use of mind mapping on Jordanian students help them on developing their writing skills. Kurniawan et al (2020) shows the result of his study in the application of mind mapping encourages students to be active in writing class and helps them develop their writing ideas by utilizing their information and experience.

Based on the explanation above, writing is identified as an important but also difficult skill to master, especially for EFL students. In some of the studies mentioned above, mind mapping was explained as a good tool used in writing. The result of those studies so far found that the implementation of mind mapping has a massive impact on improving the EFL students' skills in writing. Some research also figured out that utilizing mind mapping as a teaching strategy help students in managing and developing their writing ideas. Nevertheless, no studies were found on the perception of the English Language Education Senior Student and the affordance of the use of mind mapping in the pre-writing process. According to a research by Khoiriyah (2014) Mind mapping is helpful in improving students writing comprehension. Specifically, mind mapping helps the EFL students in the pre-writing process in arranging the students writing, helping students in outlining and analyzing the idea, and also associating the idea with the related concept.

This research focuses on the English Language Education Senior Student's perception of the use of mind mapping as a learning tool in the pre-writing process and the affordances of using mind mapping in writing as a learning tool in the pre-writing process for English Language Education Senior Student. It is becoming important to know English Language Education Senior Student's perception of the use of mind mapping in pre-writing. The students' perceptions can be used as consideration for the use of mind mapping in the pre-writing process in the future, especially for English Language Education in Universitas Pendidikan Ganesha. In addition, the

affordance of mind mapping is also important to identify to know the specific advantages and the access to using mind mapping in writing for English Language Education in Universitas Pendidikan Ganesha.

According to Mogahed (2013) pre-writing is the step of writing to gather the information. Pre-writing is considered an important step because the writer plans the whole thing that will be put in the writing. Mind mapping is a visual tool that can assist the writer in the pre-writing process. Zhang (2018) stated that applying mind mapping is helpful for the students in planning their writing idea. Therefore the researcher focuses this research on the use of mind mapping in the pre-writing process. Moreover, preliminary research results show that the English Language Education Senior Student' have already experienced the application of process mind mapping in the pre-writing.

Based on the explanation above, this research aimed to identify English Language Education Senior students' perception of the use of mind mapping as a learning tool in the pre-writing process and the affordances of using mind mapping in writing as a learning tool in the pre-writing process. This research can be used as reading material, particularly in the area where it is being conducted.

1.2 Research Questions

1. How do English Language Education Senior Student perceive of the use of mind mapping as a learning tool in the pre-writing process?
2. What are the affordances of using mind mapping in writing as a learning tool in the pre-writing process for English Language Education Senior Student'?

1.3 Research Objectives

This study was conducted to describe:

1. The perception of English Language Senior Student' toward the use of mind mapping as learning tool in pre-writing process.
2. The benefits of using mind mapping as a learning tool in the pre-writing process for English Language Education Senior Student'.

1.4 Research Significance

This research is expected to be able to give beneficial contributions in both theoretical significance and practical significance for the students, lecturers, and other researchers.

1.4.1 Theoretical Significance

The results of this research are expected to give positive benefits and contributions in developing the use of mind mapping as a learning tool in the pre-writing process.

1.4.2 Practical Significance

This research is also expected to give positive contributions to the students, teachers, and the other researcher.

1. For Students

The study's result is expected to increase the students' motivation, enthusiasm, creativity, and improve their writing skills.

2. Lecturer

The result of this research expected to help the lecturer in teaching writing, especially pre-writing process utilizing the mind mapping.

3. For Future Research

The result of this research is also expected to inspire future research. Additionally, the finding of this study is expected to be additional resources and enrich the knowledge about a strategy used in the pre-writing process, specifically the use of mind mapping.

1.5 Scope of the Study

The limitation of this study is the focus on finding and figuring the English Language Education Senior Student' perception about the use of mind mapping in the pre-writing process. In addition, finding and figuring the affordances of using mind mapping in writing as a learning tool in the pre-writing process for English Language Education Senior Student.

