CHAPTER I
INTRODUCTION

1.1 Research Background.

Writing is basic learning for students that all students at school must master. Having good writing competence can help students communicate ideas clearly through written language. According to Harmer (2004), developing the competency to write correctly is a main objective for students. The students should produce it systematically to give the readers a clear message. In writing a text students need to following some process to composing a good text. According to Brown (2000:335), its needs a process composing a good text that requires specialized skills that not every students develops naturally. It means that developing writing competency is so important to students.

Despite the essentials of writing, many teachers of EFL find that teaching writing is a difficult process (Thuy, 2009). Following up with that, the process of teaching writing in class requires teachers to pay attention to various knowledge in writing. Therefore, teaching writing to EFL involves strengthening the linguistic and communicative knowledge of learners, making it difficult (Bilal et al., &; Anjum, 2013). In dealing with that problem, the role of teacher in creating an interesting learning process was very important.

Harmer (2001:261) states that one of the important roles of teachers in teaching writing is to create conditions that motivate students to generate ideas and encourage them to keep putting in as much effort in writing to get maximum benefit. For example, teachers can use a teaching technique to teach EFL writing. According to Celce Murcia (2001) technique is specific learning activities that used to make the learning process more effective.

Although there are several technique to teach writing suitably, there are still controversies about what constitutes the most appropriate one. There are various technique for teaching writing, and each has its theoretical foundation, one of which is the mind mapping technique based on Cognitive Load Theory (CLT). According to Sweller (2010), cognitive load theory is a theory that states that successful learning activities depend on the student's ability to process and store information in their long-term memory efficiently. Furthermore, Sweller (2006) states that CLT can assist teachers in designing learning technique that can reduce students' cognitive load in processing information and speed up the learning process. In line with this theory, a mind mapping technique could assist EFL students in summarizing and organizing ideas when writing or conveying information. According to Novak & Canas (2008), using concept maps or mind maps can help reduce cognitive load in students when learning and understanding the material. On the one hand, these learning technique have begun to be widely adopted in the world of EFL teaching and have received quite a lot of attention from researcher who research teaching writing to EFL students in various countries like to name a few, Al Kamli (2019), Alqasham & Al-Ahdal

(2022), and Liu (2022). They all used the mind map technique to teach writing in their studies.

Buzan (2004) defines that mind map is an interesting visual note that can be made by a person or a group of individuals. DePorter et al. (2010: 225) explained that mind maps are creative note-taking activities that help remember words, understanding the material, organize the material, and provide new insights. Based on the cognitive load theory and statements above, it seems the mind mapping technique can help reduce students' cognitive load in writing especially in producing information.

In teaching writing to EFL students, the main problem that causes students' low writing competence is that students need to get the appropriate writing teaching technique. According to Silva (1993), many students may need more adequate writing technique in their second language, which can result in difficulties in expressing their thoughts and ideas in writing. A teaching technique that seems less effective in teaching writing because it only focuses on teaching grammar is the grammar translation method, which refers to behaviorism theory. According to Krasnic (2011), this method cannot realize its goal of getting students to write correctly because of the strong dependence on using the first language. Furthermore, according to Giyoto (2022), the Grammar Translation technique has disadvantages, which is the result of students failing to understand complicated and difficult grammar rules in a second language causes boredom, so students are lazy to write.

Based on the previous discussion on two learning theories that underlie the teaching of writing technique in teaching writing, namely cognitive load theory underlying mind mapping technique and the theory of behaviorism underlying grammar translation technique, the author wants to prove from both theories which learning technique was better for teaching EFL writing.

Previous researchers had researched mind mapping technique in teaching EFL writing such as study by Naghmeh-Abbaspour et al. (2020) conducted an experimental study examining the influence of mind mapping on the writing and learning organizations of 30 female medium English learners aged 15-20 years in Iran. The results revealed that mind mapping technique have helped students organize their texts and can help them develop their writing skills in terms of organizing ideas. And study by Liu (2021) conduct a research on the effects of mind mapping as a pre-writing approach on English as a Foreign Language (EFL) students to create better writing. These findings emphasize the effectiveness of using mind mapping as a focused teaching method in the pre-writing phase to improve the writing skills of EFL students. The results showed an increase in student academic achievement. Also study by Alqasham & Al-Ahdaln (2021) conduct a research on the effectiveness of mind-mapping as a digital brainstorming technique in enhancing attitudes of Saudi EFL learners to writing skills. The research included 40 male British students from Qassim University in Saudi Arabia. The post-test findings revealed that EFL students' attitude about writing using mind maps improved dramatically. Other studies on mind mapping technique in teaching EFL writing have also

been conducted in Indonesia such as a study by Wahid & Sudirman (2023) conducted an experimental study that examined the influence of mind mapping on the writing ability of grade XI science students at SMA Negeri 4 Halmahera Utara, North Maluku, for the 2021/2022 academic year. The findings revealed that using the mind mapping technique improves students' writing ability. And then by Rahmadani, & Aziz (2021) conduct a study on the effect of using mind mapping technique on writing descriptive text at the tenth grade students of SMA Taman Siswa Binjai. This study was conducted on tenth graders as a population study. Cluster random sampling was used to collect samples from 70 students. The result of the study revealed that using mind mapping technique affects tenth grade students' ability to write descriptive writings. Also study by Naibaho, L (2022) conduct a research on the integration of mind mapping strategy on students' essay writing. The population consisted of two classes of third- and fifth-semester students. The result of the study stated that by employing mind maps and critical instructional material for the students, students' performance in the experimental group improved compared to those in the control group.

Based on previous research, the used of mind mapping in teaching EFL writing shows a certain effects toward various student learning outcomes, one of which is in writing. To enhance the study of the use of mind mapping on teaching writing EFL. Therefore, the researchers replicated the research on the effects of mind mapping, but by adding differences in the research variables where the researchers wanted to compare the effects of mind

mapping techniques compared to conventional teaching on students' writing competence.

The research took place in SMP Negeri 3 Singaaja because the research took place at SMP Negeri 3 Singaraja because there are English subjects for EFL and there is a basic writing competence. Due to limited time and funds owned by researcher, this study involved 1 class (pre-experiment). Incidentally, there was one class where the teacher teaches writing in the traditional way using Grammar Translation Method (GTM). The GTM method was used by teachers to teach writing in English lessons, the teacher asks students to write longer pieces of writing, instructing students to make recount text. The teacher reminds them to use the topic of recount text in their course books while composing their text. During the exercise, students can use their dictionaries to find unknown words they want to use in their text. Based on previous statements regarding the use of conventional technique in teaching writing, researcher feel that the technique used (grammar translation method) by teachers was not focused on teaching EFL writing. According to Krasnic (2011), this method cannot realize its goal of getting students to write correctly because of the strong dependence on using the first language. It will affect students' writing competence and writing achievements in school. According to Graham & Perin (2007), middle school students must improve their writing because it is critical for success in school and life.

1.2 Problem Identification

Writing competency is the essential skill that must to be mastered by students in the school. Through writing competency, students can create texts that are structured, persuasive, creative, and effective in conveying messages to readers. Based on the background of this study, there is an identification of problems based on factors that affect students' writing competence. The researcher find there is one class where the teacher teaches writing in the traditional way using the Grammar Translation Method (GTM). Teachers use the GTM method to teach writing in English lessons. Based on previous statements in research background, researcher feel that the technique used (grammar translation method) by teachers was not focused on teaching EFL writing. Furthermore, based on the previous discussion on two learning theories that underlie the teaching of writing technique in teaching writing, namely cognitive load theory underlying mind mapping technique and the theory of behaviorism underlying grammar translation technique, the author wants to prove from both theories which learning technique were better for teaching writing. Therefore, this research aims to identify the effect of mind mapping technique on student writing competency.

1.3 Limitation of the study

This research was limited to investigate the effect of mind mapping technique on student writing competency of eighth grade of SMP Negeri 3 Singaraja. In this study, one sample was taken from class VII Students of SMP Negeri 3 Singaraja in the academic year 2022/2023. Another limitation of this study is that it did not allow truly random sample selection, but uses the purposive sampling.

1.4 Problem of the Study

Based on the problem identification of the study, the problem of this study can be concluded as follows:

1. Is there any significant difference between junior high school student writing competency when taught by using mind mapping technique and their writing competency when taught by using conventional teaching at SMP Negeri 3 Singaraja?

1.5 Objective of study

The objective of this study was to determine whether mind mapping technique had a significant effect on the writing competency of the eighth grade student at SMP Negeri 3 Singaraja.

1.6 Significances of study

1.6.1 Theoretical significances

This research was beneficial for the development of science in education. Then, this study was also expected to contribute to other study, especially in same scope of study.

1.6.2 Practical Significance

1) Junior high school students

This study was expected to have a certain effect on students, especially on student's competence in writing. Through this research, it is also expected to provide students with technique that can help them in the writing process whenever they write.

b) For English teachers

This study was expected to provide some benefit about the effect of mind mapping technique on student writing competency of eighth graders and also as a reference for teacher to use effective technique to teach writing in class.