CHAPTER I

INTRODUCTION

This chapter presents background of the study, scope of the study, research questions, purpose of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Mind Mapping is the method most often used to organize problem-solving information and help someone write. Buzan (1993) states that Mind Maps is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. Mind Maps is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. This innovative approach to visualization allows for a more holistic and interconnected representation of concepts, making it easier to grasp and remember complex information. By utilizing spatial relationships and incorporating colors, images, and keywords, Mind Maps tap into the brain's natural way of processing information, fostering creativity, and enhancing memory retention. Whether used for educational purposes, brainstorming sessions, or project planning, Mind Mapping has proven to be a versatile and effective tool for enhancing cognitive processes.

Mind Maps is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems,

making decisions, and writing. Besides that, according to Khusniyah (2019), one of the learning models to overcome students' difficulties in writing skills is to apply the Mind Mapping technique learning model because it is an active, creative and fun activity. By developing, students can develop their minds and also make students creative in looking for ideas. Research conducted by Al Kamli (2019), at Taif University, findings reveal that the strategy of Mind Mapping is positively perceived by students and especially by lower-level students. Students participating in this study find it to be a very helpful tool in writing. They find it helpful because it helps them organize ideas, gather vocabulary and apply grammatical rules.

Furthermore, the researcher tried to examine various studies conducted in Indonesia regarding Mind Mapping, such as the research conducted by Aisyah Karimatul Fajri (2011), explaining that the use of the Mind Mapping method can improve students' writing skills. In his research also states that Mind Mapping also increases student motivation in writing. Another study, conducted by Milan Nur Rahmi in 2016, further corroborated these findings. Her research demonstrated significant changes in students' behavior and engagement both before and after the implementation of the Mind Mapping method. Notably, students exhibited a heightened level of activity and participation throughout the learning process. Additionally, the utilization of Mind Mapping was observed to stimulate an increase in the generation of sentences and overall output among the students. These outcomes underscore

the positive impact of the Mind Mapping approach on enhancing students' learning experiences and outcomes

In addition, although many have conducted research on Mind Mapping, in fact it is not easy to implement. Many teachers fail in their implementation because teachers are required to be creative and able to handle the class. Research conducted by Alviana (2014), in her research she explained that in the first experiment she failed to prove any improvement before finally in the second experiment she made groups in class and the results showed good results. This shows that the role of the teacher in its application is also very important.

In fact there are still many things that need to be considered in the implementation of Mind Mapping, given that in practice, it is not easy, because the teacher must be able to make students comfortable and understand the concept of Mind Mapp besides that, Mind Mapp also tends to result in students remembering the key words in the Mind Mapp too long, so that they waste a lot of time, or looking for words that are not important, and also Mind Mapping will overwhelm the teacher by checking the Mind Mapp of their students which tend to be a lot. As according to Faiq 2013 that Mind Mapping requires writing tools such as colorful markers, requires a lot of writing tools so that Mind Mapping becomes interesting, in his research he also said that the teacher must make students active and encourage them to write Mind Mapps because usually students will hesitate to write and draw. therefore it takes

totality from the teacher when implementing the Mind Mapping so that the goal is achieved.

However, there remains a gap in the literature concerning studies that specifically delve into the perspectives of EFL (English as a Foreign Language) students regarding the efficacy of Mind Mapping strategies aimed at enhancing their writing skills. Building upon this gap, the researcher was compelled to explore this area further, particularly focusing on class X IPA students at SMA Negeri 7 Konsel. The aim was to gain insights into students' perceptions and experiences with the application of Mind Maps in their academic pursuits.

The choice of SMA Negeri 7 Konsel as the research setting was driven by the school's active implementation of the Mind Map approach. Observing an evident surge in both student engagement and enthusiasm following the adoption of Mind Mapping, the researchers were keen to uncover the reasons behind these positive outcomes. This study, therefore, is uniquely tailored to elucidate the students' viewpoints regarding the integration of Mind Maps as a tool to enhance their writing abilities.

By delving into students' perspectives, the study strives to contribute valuable insights that can guide educators, teachers, and educational institutions in refining their pedagogical practices. The findings of this research hold the potential to shape and inform academic policies, leading to a more effective and fruitful learning process for students in the future. Through this endeavor, the author hopes to offer a meaningful contribution to the

ongoing discourse on innovative teaching methodologies and their impact on student learning outcomes.

1.2 Scope of Study

This study focuses on students' perspectives regarding the implementation of Mind Mapping in writing activities in class X IPA at SMA Negeri 7 Konsel. The researchers emphasize understanding how students react to the utilization of Mind Mapping strategies and whether there is a significant impact on the development of their writing skills. The aim of this research is to analyze the effects of applying Mind Mapping on students' writing abilities and their perceptions of this method within the learning context.

1.3 Research Questions

In an attempt to contribute to the body of knowledge in this study focuses on the following question: "How are students' perception of using Mind Maps to enhance good writing product?"

1.4 Purposes of the Study

Based on the research background, this present study is aiming to investigate students' perceptions regarding the implementation of Mind Maps to enhance their good writing product.

1.5 Significant of the Study

This study is focused on contributing to existing knowledge, and this research is expected to contribute to both educational researchers, teachers, students and leaders of educational institutions regarding the application of the learning process. In particular, this study will provide information about the problems and constraints of students in implementing Mind Mapps, and how the results of applying Mind Mapp from the perspective of this student will be an additional reference for teachers in achieving progress in the learning process.

1. Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following:

EFL Students: In the context of this study, EFL students are defined as individuals who are learning the English language in countries where English is not the primary or native language.

Mind Map: Mind Map is a creative and logical means of note-taking and note-making that literally maps out ideas. In this case, students make a Mind Map that refers to what the teacher directs, it can be points, or writing in the form of trees, and part of the box that students can make as creatively as possible. Meanwhile, Manktelow (2005) Mind Mapping is a useful technique that improves the way you take notes, supports, and enhances your creative problem solving (p.92).

Second Language (L2) Writing: In this study, L2 means other than the mother tongue that is learned or learned in use language learning environment, because the environment is what make students continue to hone their abilities in communication and other language skills. (David Nunan, 2004). Meanwhile, L2 writing means writing learning carried out by non-native speakers/writers of a language as a second language or a foreign language.