

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. The Background of the Study

Writing is considered as the most difficult language skill to learn for a language learner. Most teachers, however, believe that it can be taught. In addition, the matters how writing should be taught have turned out to be a focus interest. Writing is the important one of four skills which has been mastered by the students. Writing is a very important component in English language because it plays an important role in a human communication. Writing is an account of how people think.

Writing communicates patently human sensibilities. It means that our mind is drawn with a symbol in a piece of paper, it is part of skills. Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgement. In which it needs draft before, then we can arrange to be a good sentences to make a good paragraph of our story.

When students want make a good writing, such as in recount text. They are expected to be able to write sentences of recount text correctly. Recount text is one of story genre, the purpose is to reconstruct past experienced by retelling events and incidents of the order in which they have occurred. Meanwhile, Sudirman (2010:18) defines Recount text as follows: "Recount text is a text that tells us about what had happened in series of events in sequence." The social function of recount text is to retell events for the aims of informing or entertaining. The schematic structure of recount text include orientation, events, reorientation and the language features focus on individual participants, past tense, sequence of events and action clauses (Hartono, 2005:7).

There are some difficulties that students find in recount text such plan the sequels of events, make reorientation, and concluding. It is also happened in the MTsN Tanjunganom. Based on the small interview with students of MTsN Tanjunganom the writer found that the practice of writing in the teaching learning process is rarely to be done, it is caused English teacher of MTsN Tanjunganom does not emphasize on the writing practiced. After observing the real situation for a week in the classroom teacher only emphasizes the way to answer the questions, so students' writing ability is not good enough. There the technique which is usually used by English teacher is three phases technique and the media is realia. In MTsN Tanjunganom, there is no new technique or method to teach writing ability for the students.

The other fact is the minimum value (KKM) which teacher expects the students' writing ability is 75 but some students in all grades cannot reach those score. This score has not reached the KKM of the school's expectation yet. Because of that reasons, the writer would like to do her research in this school. In this research, the writer only concerns in the eighth grade students of MTsN Tanjunganom. That is caused the lowest score is in eight grade students and the teacher feel difficult when she teaches the eighth grade students. The teacher feels her students cannot be concentrated with the subject especially in English. When teacher teaches them, they play or talk with their friend and do not pay attention on their teacher.

Based on the pre-observation in MTsN Tanjunganom above, the writer concludes that the characteristic of the eighth grade of MTsN Tanjunganom students like playing, it can be seen when teacher are teaching in front of class students are busy to play with their friends. Actually, students can be attracted in teaching learning process if the teacher brings the good media. But in fact, realia as the media which is usually used by teacher cannot attract them in the teaching learning process, the students feel bored to study.

One of the efforts that can be used is giving visualization images and other graphic tools so it can give more understanding are mind map. Mind map is quotation methods that have developed by Tony Buzan and according to a research about brain-working system. It used visual reminder and design of natural sensory that related with ideas. This map can build original ideas and reach the conscience become easily.

Some students meet some difficulties when the teacher asked them to write in English. So, a learning process should be able to use mind map quotation technique as one of learning styles that can be practicing to the students. Mind mapping usage in learning progress recommended that can increase the achievement and students creativity. Here, mind map has function to help students more attractive and more interesting to get writing lesson.

By this method we can increase and it's more efficient in class planning, lesson plan and soon. So we can be more effective and having efficient time to do more exploration in teaching learning activities.

The writer is interested in conducting research dealing with writing recount text by using a method that is mind mapping. The use of mind mapping is expected to improve in writing skill in recount text. So, the research is entitled **“USING MIND MAPPING IN IMPROVING STUDENTS' WRITING SKILL IN RECOUNT TEXT OF EIGHT GRADERS OF MTsN TANJUNGANOM- NGANJUK.”**

B. Statement of the Problems

The problem that will be discussed in this study is “How can *mind mapping* improve the students writing skill of Eight Graders of MTsN Tanjunganom in recount text?”.

C. The Objective of the Study

The objective of this study is to know how of mind mapping can improve students writing skill of Eight Graders of MTsN Tanjunganom in writing recount text.

D. The Significance of the Study

The researcher hopes that the result of this study can give valuable contribution to the English teacher, the students and the following researchers.

- a. For the English teacher, the researcher hope that the result of the study will be useful for the teacher so that they can increase their ability to make good teaching especially to improve the students skill of writing.
- b. For the students, this study hopefully can increase and remake their understanding how to write a good recount text correctly by paying more attention on.
- c. For following researchers, this study can be used as a reference to conduct next further research.

E. The Scope and Limitation of the Study

The study focuses on implementing mind mapping method to solve the problems of planning the sequels of events, make reorientation, and concluding in writing recount text. The kind of writing used in this study is recount text. In this study, the researcher takes the term “mind mapping”.

The stages of the writing process – prewriting, drafting, revising, editing, and publishing¹ are applied in this study. *Prewriting* deals with discovering and organizing ideas for a topic of recount text. In this case, mind mapping is used as a brainstorming in the prewriting stage. *Drafting* stage focuses on giving the students chances to produce their first draft. *Revising* stage allows the students rethink and rewrite the first draft, then the form the second draft. In *editing* stage, the students put the piece of writing into its final form. Meanwhile, *publishing* stage provides chances for the students to bring their compositions life by publishing them sharing them orally in front of the class.

Regarding the assessment, this study focuses upon the components of writing such as content, organization, and grammar. Those three aspects are paramount importance to asses since they can establish the quality of the writing. Content is the substance and the essence of writing. It is the heart-beat of any great writing.² To develop the paragraphs students soundly organize the specific facts and ideas, and require grammar for making sentences.³

Meanwhile, since the implementation of the method in this study is centered on improving the eighth graders of class: 2 (VIII-2) students' writing skill at MTsN Tanjunganom - Nganjuk in the second semester of the 2012/2013 academic year, the text type of writing is limited to recount text as provided in the syllabic of KTSP (Kurikulum Tingkat Satuan Pendidikan).

¹G.E. Tompkins. And Hoskisson.K, *Language Arts*, (1995). 125

²U. Onukwugha. *The Four Cardinal Points of Any Good Writing : Expression, Content, Organization & Technical Accuracy*. *EzineArticles.com*. (<http://ezinearticles.com/?The-Four-Cardinal-Points-of-Any-Good-Writing;-2007>) Accessed on 2012,December 29th.

³G.R. Bramer&D.Sedley. *Writing for Readers*. (Columbus : A Bell & Howell Company. 1981)

To support the improvement of students' writing skill, the process describing the students and teachers' activities during the implementation of the strategy is expected.

F. Definition of Key Terms

In order to avoid misunderstanding about the research, here are the definitions of key terms as follow:

a. Mind Mapping

Which is much like brainstorming, but it is more visual and linier, is a powerful method for thinking critically, discovering ideas and exploring a topic beginning with a thought or word to encourage the students to write.⁴ This method is also a preferred way for organizing thought, planning and information, and analyzing information⁵ so that the ideas become more visual and then chain of thought and hierarchical relations can be easily followed and turned into a paper.⁶It is used in some forms of note making and is a common device in planning writing or spoken presentations.

b. Writing

Writing is one of four skills that focusing on written only. Writing also known as sense of our mind that drawing by a symbol in a piece of paper, it is part of skills. In which it needs drafting before, then we can arrange to be a good sentences to make a good paragraph of your story.

⁴D.A.Hayes. *A Sourcebook of Interactive Methods*. (Columbus : A Bell & Howell Company, 1987), 34.

⁵B. Mapp. *What is Mind Mapping?*

⁶V. Smith., E. Beck., S.Quintero., D. Taylor, & R.Rich. *Writing Advice Technique*. (URL:<http://depts.gallaudet.edu/T.2003>) Accessed on 2012,December 04th.

c. Skill

Skill is learned ability to carry out pre-determined results often with the minimum outlay of time, energy or both.⁷

d. Recount Text

Recount text is one of kind of text that has function to amuse the reader of our story. This text is talking about our experienced in past.

⁷(<http://en.wikipedia.org/wiki/skill>.) accessed on 15th February 2013