

## CHAPTER I

### INTRODUCTION

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

#### **A. Background of the Study**

Teaching and learning writing activity needs some skills for student to be master. Writing skill cannot be acquired without study and practice in every day, because writing is the most difficulties skill in language, and student should generate and organize their ideas to solve the difficulties that they face. Writing sometimes becomes the most complicated skill in English. In doing this skill, students have to have some masteries like vocabulary, grammar, and also a competence to combine all those kinds of masteries into a written text. This last consideration makes students get difficulties in writing. There are some difficulties in writing that students and teacher should know. They are including of spelling, punctuation, word choices match the word and so on<sup>1</sup>. So student should plan and organize what the topic, word choice, language they use and also match the one sentence to the other which should have a good relation.

Writing is a skill that most students do not want to do, because they think that it is difficult to have writing. There are many elements of writing that needed in doing a writing test. The students have to know the vocabulary they have to

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<sup>1</sup><http://wikipedia.com/writing>

use. They also need to know how they can arrange the words into a good sentence. Besides those, the students have to combine the idea and topic they take well. They should make good punctuation. They are thinking about the way they can unite their ideas. They have to make those paragraphs coherence and so on.

Recount text is a kind of writing genre which must be learn by the second graders of junior high school. Recount text is used to retell events for the purpose of informing or entertaining. Through recount text, the student can talk about their experience which is the longer trip and the best experience that they had ever.

So far, the time of teaching learning of recount text writing in the second year student of Junior High School (MTs AL-Wahhab Bago Kradenan) is low. When I asked the teacher about the students' assignment writing recount, the teacher said that the students could not put their experience into a paragraph. Actually they have many experiences in their mind, but they feel confused to make it into hand writing. In this school, the education is low, because this school is located on village, and in this village education is not as important as in city. Concerning the problems that the students faced when they tried to express their ideas into written form, a teacher should choose an appropriate technique in teaching recount text writing. One of the techniques which can be applied in teaching recount text writing is by making concept mapping before writing into a paragraph.

Previous study related to concept method have been conducted by Karimah. The findings from this research is the use of concept sentence method to improve writing skill of the students of MAN Prambon Nganjuk. This method is

use to make the students get new method to make recount text. It also make students can easy to organize the sentences.<sup>2</sup>

Concept mapping have been used for over 25 years in research and classroom practice to reveal and assess the structure and complexity of knowledge held by students in the sciences and other disciplines. In teaching writing especially recount text, concept map can construct the teaching class. There are procedures to construct it. It is adapted from Novak and Gowin. Firstly, the teacher announces the topic of the lesson. Because of the writer conduct recount text as a lesson, so the topic is experience in holiday as a sample. The teacher can use drawing image, photos and picture. Secondly, the learners or students are asked to think ideas, words, and example as with the topic. So, students relate the sub concept into other concept that they can brainstorme in the previous step into categories.<sup>3</sup>

Al-Shaer in his article tell that his study investigated the impact of concept mapping as a pre writing strategy on Palestinian EFL students' ability to generate better argumentative essays. The results showed that the experimental group of Palestinian EFL university students had significantly higher post-test scores than the control group. The data obtained from the present study is that the students of

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<sup>2</sup> Yatimatul Karimah "The Use of Concept Sentence Method to Improve Writing Skill of the Students of MAN Prambon Nganjuk" (Skripsi Sarjana, State Collage for Islamic Studies (STAIN) Kediri, 2014),Pg 2

<sup>3</sup> Luu Trong Tuan and Le Thi Bich Thuan, *The Linkages Between Concept Map and Language Learning*, (Ho Chi Minh City:Studies in Literature and Language, 2011), p.136

the experimental group were successful in generating new ideas and relationships, and their writing reflected better ability to think for themselves.<sup>4</sup>

The purpose of concept mapping before making paragraph is to develop the student's writing ability in recount text. It gives the opportunity for the students to develop their own idea freely by imagine and make some brainstorming in their mind<sup>5</sup>. The researcher believes that by making concept mapping they can imagine and improve their sentence before writing in paragraph. While they are making concept what they will write, they will express the idea in form of writing easily. By concept mapping their paragraph will be better organized.

Consequently, a concept map may be used as an aid in helping students structure a well organized paper. This is important to see the variety ways of the students in using concept map and how could it improve students' writing ability especially in recount text. So, the researcher is interested to investigate more about the use of concept map to improve student's writing ability in recount text at the second grader of MTs AL-Wahhab Bago Kradenan.

## **B. Problem of the Study**

Based on the previous background of the study, the researcher problem is formulated as follows: "How can concept mapp improve students' ability in writing recount text?"

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<sup>4</sup> Ibrahim M. R. Al-Shaer, "Employing Concept Mapping as a Pre-writing Stategy to Help EFL Learners Better Generate Argumentative Compositions", *International Journal for Scholarship of Teaching and Learning*, 2 (july, 2014), 19.

<sup>5</sup>[http://en.wikipedia.org/wiki/Concept\\_map](http://en.wikipedia.org/wiki/Concept_map)

### **C. Objective of the Study**

Based on the researcher problem above, the objective of the study is “to improve students’ writing ability in recount text of second grader of MTs AL-Wahhab Bago by using concept mapping.

### **D. Significance of the Study**

The result of this research is expected to be useful for the students and the teacher. The researcher hopes that this method will help the teaching learning process will run well and make student easy in writing recount text. The researcher hopes that this method not only help the teaching learning process, but also this can be useful for some people. They are researcher, students and also teacher.

For the researcher, hopefully will be useful as an input for next researcher and it is very valuable experience to apply the knowledge from the college.

For the student, hopefully can add the student’s knowledge and learning English and give motivation for student to study English and practice it in real life.

For the teacher (school), researcher hopes that this method will be used in their teaching learning to improve the quality of the English education.

#### **E. Scope and Limitation of the Study**

This study attempts to describe the process of teaching learning English at MTs Al-Wahhab Bago Kradenan, the researcher focused on the student to improve students' writing ability in recount text. Moreover, this study is limited to the second graders.

This limitation of problem is very important to avoid misunderstanding, this also help the researcher to focus on specific problem. The topics which are discussed by the students in writing recount text are the best experience that they had ever and long trip.

#### **F. Definition of the Key Terms**

To avoid misunderstanding on the part of readers, it is essential to give clarification about the term used in this study. They are as follows:

1. Writing is an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words.
2. Recount text is one of the text types that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. A recount is a text that contains retelling events that happened in the past. A recount text usually uses the past tense and past continuous tense in its content and its sequence of events told. The generic structure is the orientation, series of events, and re-orientation.

The orientation is a part of recount text that tells the introduction of the interesting event being told. The series of event is the sequence of things that happen from the beginning until the end. Lastly, a re-orientation is the feeling and impression after doing the events.

3. Concept mapping is an activity in which the students are done before writing in paragraph to express their ideas into the written form by making draft to make easy in paragraph. It will make the student easy to write in paragraph and make the sentence coherence in each other. Concept maps assess how well students see the "big picture". They have been used for over 25 years to provide a useful and visually appealing way of illustrating students' conceptual knowledge. There are procedures to construct it. It is adapted from Novak and Gowin. Firstly, the teacher announces the topic of the lesson. Because of the writer conduct recount text as a lesson, so the topic is experience in holiday as a sample. The teacher can use drawing image, photos and picture. Secondly, the learners or students are asked to think ideas, words, and example as with the topic. So students relate the sub concept into other concept that they can brainstorm in the previous step into categories.<sup>6</sup>

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<sup>6</sup> Luu Trong Tuan and Le Thi Bich Thuan, *The Linkages Between Concept Map and Language Learning*. (Ho Chi Minh City: Studies in Literature and Language, 2011), p.136