CHAPTER I

INTRODUCTION

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

A. Background of the Study

Writing is considered as essential skill among the other English skills. Writing is also categorized as a productive skill because this skill produces language which contains meaning. According to (Dalman, 2016), writing is the process of conveying thoughts, wishful, feelings, in meaningful text . Writing skill is still contemplated as a difficult skill to learn more than the other English skills.

Renandya (2013) said that writing is the most difficult skill to learn for second language learners. The difficulty is not only in compiling, managing or generating ideas, but also translating these ideas into readable text. Before the writer start to write, they need to gather so much information through listening, reading many literatures, discussing, and observing. Writing is complex due to the needs to cover grammatical devices, writing mechanics, sentence structures, and rhetorical devices. In addition, writing also needs creative thinking by interpreting imagination into a long text so that writers need to be creative.

Writing is a form of indirect communication where the writer brings their idea or information through text. To acquire this skill, students need to get enough writing practice. This practice stimulates students' writing skills and expresses thoughts in a good reading. Expressing ideas in written form is not easy for most

people. Raimes (1983), stated that writing has many functions including communicating to readers, expressing an idea or thought without direct social pressure of face-to-face communication, exploring a subject, documenting experiences, and experiencing or getting to know particular conventions of written expression. Therefore, writing gives us a function that is very useful in life by allowing writers to communicate and express an idea with their readers through their writing products.

Teaching writing is a process where a teacher assists a student in altering information or imagination into a written product that can be comprehendible to other people. Writing is taught as a process of discovery, meaning that it makes revision the foremost focus of the course, and that the teacher intervenes in the process, providing feedback in ways other than after-the-fact (Zamel, 1982). The writing process can be delineated as; having students write for two or three minutes on-the-spot at the start of class to prime the discussion or hold their attention. In the middle of class to intervene on the topic, to grapple with difficult issues or problems, or to keep students' attention. At the end of class, provide the students an opportunity to think about what they learned, sealing it in their memory.

The students usually facing problems while writing. The problems come from several reasons such as lack of vocabulary mastery, grammatical errors, and mainly they do not know where to start to write. Therefore, the lack of practice may be the cause of students' lack of ability in writing. Difficulties in expressing ideas and using appropriate aspects of writing are not the only problems students

experience. During the learning process, there are always some students who are not motivated to engage in activities.

Despite its difficulties, there are several ways to introduce foreign language writing to students such as concept map. The concepts are words or ideas that represent events, objects, or even emotions and feelings (Croasdell et al., 2003). Concept maps illustrate an individual's comprehension of a subject by organizing ideas and their connections in a hierarchical structure, with broader concepts positioned at the top of the map and concepts of similar specificity grouped together (Novak & Cañas, 2007).

Concept map is a combination of images, colors, and visual-spatial arrangements that are proven to significantly improve information retention. This technique makes students not only listen to their teacher but also make them active. Concept maps provide a useful medium for sharing such information in a concise and accessible form, making knowledge models based on concept maps (Novak & Cañas, 2007). Concept maps are used to generate, visualize, organize, and classify ideas, and as a helper in study, organization, problem solving, decision making, and writing. Due to its fact above, the writer thinks that using concept map encourages students' curiosity and creativity in learning.

In the English as subject of lesson there are some genres of text that learnt by the students namely recount, narrative, news item, exposition, procedural and descriptive. In this study, the researcher will be focused on recount text because the story that they tried to write has been done in the past. Recount text is a text that focused on retelling past events. Siahaan (2008) mentioned that recount text is a

message that may be in the form of stories, series of information, and opinions. Anderson (2003) stated that the aim of recount text is to give the readers information or an idea of an event in the past. Sukma (2015) defined recount text as a type of text in written form that retells past events or experiences. The aim is to inform or entertain the audience. The events narrated are events that are real or actually happened. Even though recount text talks about self-experience in the past, but reality shows that the students' skill in writing recount text in English is still not as expected.

In this study, the researcher used VIII-B class of SMP Islam Sultan Agung Plosoklaten as the subject of the study. Based on preliminary study, the eighth-grade students of SMP Islam Sultan Agung Plosoklaten still facing those problems especially how to start to write especially recount text. From the background explanation above, the researchers interested and focusing the research on the analyzing the use of concept map in students' writing skill especially recounts text. The researcher intends to conduct classroom action research entitled "The Use of Concept Map to Improve the Eighth Grade Students' Recount Text Writing Ability."

B. Research Problem

Based on the background of the study above, the researcher formulates the research problems as follow:

"How can concept map technique improve students' writing ability in recount text at the eighth grade of SMP Islam Sultan Agung Plosoklaten."

C. Research Objective

The research objective of this study is to find out how concept map improves the eighth-grade students' writing ability in recount text at SMP Islam Sultan Agung Plosoklaten.

D. The Significance of the Study

The results of this study are expected to provide information and inspire teachers about the use of concept maps to improve students' writing skill, especially in writing recount text. Also, researcher hope that:

1. Theoretical Significance

The study findings are relevant to English education research in the future. The study gives beneficial information about the use of concept map to improve students' writing ability in writing recount text, especially to everyone that involved in the teaching process.

2. Practical Significance

a. Teachers

The researcher hopes that the teachers can use the result of this study as an alternative technique in teaching writing any genre, especially recount text

b. Students

This research expected to help students solve their problem in writing and become reference in improving their skill by using concept map.

E. Scope and Limitation of the Study

This research conducted in eighth grade of SMP Islam Sultan Agung Plosoklaten. This study focuses on teaching recount texts using

concept map techniques to improve students' writing skills. The limitations of this study are based on the student's writing product and type of the text. In other words, this research concentrates on the recount genre.

F. The Definition of Key Terms

To avoid misunderstanding and ambiguity, the researcher provides the following terms:

1. Writing Ability

Writing ability can be defined as the skill to express ideas, thoughts, and feelings trough written symbol to make readers understand the ideas that conveyed.

2. Teaching Writing

Teaching writing is the process of transferring knowledge of writing from teacher to students.

3. Concept Map

Concept map is a technique or graphical tools for organizing and representing knowledge that made by placing words in a box or oval and using line or arrows to link it to other words to show it relationship between the boxes or subject

4. Recount Text

Recount text is a text that focuses on retelling past events. Recount text is a type of text that retelling past stories. This text consisted of orientation, events, and re-orientation.