

CHAPTER I

INTRODUCTION

This introduction addresses the research background, provides the research problem, articulates the research objectives, and underscores the key term definition of the research, formulating the research hypothesis, and the significance of the study.

A. Background Of the Research

Writing is a crucial linguistic competency that students must master, allowing them to transmit information and interact with others through written means. Langan (2011) states that good writing functions as a reasoning tool, enabling people to structure and express their thoughts effectively. As writers compose text, they not only create sentences but also develop and hone sophisticated ideas. Hyland (2003) remarks that writing involves analytical thinking, urging writers to deliberate on how to deliver their content to different audiences. With skill in this domain, individuals can communicate their ideas, opinions, and emotions rationally and systematically, enabling accurate and organized dialogue. In addition, writing reflects and bolsters one's language abilities in individual and group settings. Thus, it is viewed as an essential skill for foreign language students, encouraging disciplined, methodical, and critical thinking.

To fulfill students' writing advancement requirements, the *Kurikulum Merdeka* establishes writing as a pivotal aspect of English education in junior high school. This curriculum emphasizes writing as a key medium for self-expression, interpersonal dialogue, and developing analytical capabilities. As such, writing teaching strategies are formulated to inspire students' creative and communicative potential. Beyond just the outcome, the curriculum endorses a process-driven approach involving steps like idea brainstorming, structuring, initial drafting, feedback revision, and final polishing. Teachers

here play guiding roles, fostering flexible learning environments for individualized instruction, where students can choose topics, styles, and methods matching their tastes and skills. Assessment blends ongoing and final evaluations, stressing cognitive processes, writing techniques, and students' introspective roles in their growth.

At *MTsN 2 Kota Kediri*, the Kurikulum Merdeka underpins all teaching and learning activities. English classes start in the first year, with two sessions per week, each running for 60 minutes. According to the Ministry of Education, Culture, Research, and Technology (2022), by the close of Phase D, students should be able to share their thoughts and experiences in simple, logically organized paragraphs with appropriate vocabulary and correct grammar. To achieve this, recount texts are incorporated into the curriculum, especially in the first semester of eighth grade, to strengthen students' writing skills. A recount text recounts past events or personal stories (Astrid, 2010) and seeks to inform or entertain the reader. Through recount writing tasks, students are motivated to describe their experiences clearly and in a logical sequence. The minimum competency threshold (KKM) for recount writing is set at 75, requiring students to reach or exceed this score to meet standards.

Nonetheless, preliminary assessments at *MTsN 2 Kota Kediri* reveal that numerous students face substantial hurdles in crafting proficient recount texts. They often find it challenging to build cohesive paragraphs and arrange their thoughts in a rational order, hindering their ability to reach the passing benchmark. Key issues encompass inadequate planning capabilities, minimal familiarity with structuring ideas, and limited opportunities for drafting practice. Moreover, sporadic writing exercises and the absence of regular, helpful input further obstruct their growth. These difficulties highlight the necessity for a more thorough writing pedagogy that delivers focused, systematic support and continuous guidance to assist students in improving their writing outcomes.

To address these problems, teachers should adopt innovative and inspiring methods that enhance both the effectiveness and enjoyment of learning. One promising technique is mind mapping, a visual method for organizing and grouping ideas around a main topic. As explained by Buzan (2006), mind mapping involves sketching branching diagrams from a central keyword, using colors, images, short phrases, and key terms to strengthen idea connections. It is widely regarded as a creative and effective planning tool that assists students in clustering related concepts, thereby improving comprehension and retention (Buzan, 2004). Furthermore, mind mapping helps expand ideas, sparks creativity, increases learning productivity, and promotes self-directed study. In application, students often use plain paper and colored pens to link ideas visually, encouraging conversation, logical thinking, and summarizing main points. Hence, mind mapping proves to be a beneficial approach for improving students' writing skills, particularly in writing recount texts.

Existing studies demonstrate the efficacy of mind mapping in bolstering students' writing capabilities, although the emphases and applications differ among investigations. For instance, Efriani (2022) discovered that mind mapping elevated narrative writing proficiency among tenth-grade vocational students. Conversely, the current research targets eighth-grade learners at *MTsN 2 Kota Kediri* and emphasizes recount texts in line with the junior high school syllabus. Likewise, Rahman and Hasan (2024) indicated that mind mapping augmented procedural writing abilities in tenth graders, and Zahra (2024) showed that brace mind mapping refined descriptive writing at the junior high level. Yet, unlike these works, this investigation centers on recount text composition. Moreover, Mayusandra (2023) examined digital mind mapping via the Mindomo application for instructing descriptive texts, while the present study employs a conventional (non-digital) method, owing to the school's regulations against electronic devices in classrooms. Lastly,

Shdaifat Al, et.al (2019) investigated E-mind mapping to advance vocabulary among seventh graders, observing notable improvements in accuracy. Though both utilized quasi-experimental frameworks, their scopes varied: prior research concentrated on vocabulary building with digital aids, whereas this study assesses recount writing enhancement through traditional mind mapping at the *Madrasah Tsanawiyah* stage.

This study, titled “The Effect of Mind Mapping in Teaching Writing Skill in Recount Text for Eighth-Grade Students at *MTsN 2 Kota Kediri*,” addresses a specific gap in the literature: the application of paper-based mind mapping to recount writing in a *madrasah* context has not yet been investigated. By evaluating its impact on students’ recount text quality, the research seeks to offer evidence-based suggestions for more dynamic and successful writing lessons, ultimately supporting wider initiatives to raise English writing standards across *Madrasah Tsanawiyah* institutions.

B. Research Question

Based on the background of the study above, the research question of this study as follow “Is mind mapping technique effective in teaching writing skill in recount text for the eight students at *MTsN 2 Kota Kediri*?”

C. Research Objective

Based on the background of the study, the research objective is “To investigate the effect of mind mapping technique in teaching writing skill in recount text for eight students at *MTsN 2 Kota Kediri*”

D. Research Hypothesis

The researcher believes that mind mapping is an effective technique to improve recounttext writing skills, supported by several theories, previous research discussions, and

several earlier explanatory frameworks. Therefore, the researcher formulates the hypothesis for this study as follows:

1. H null: There is no significant difference in writing skill between students taught using mind mapping and those taught using outlining in recount text for the eight students at *MTsN 2 Kota Kediri*
2. H a: There is a significant difference in writing skill between students taught using mind mapping and those taught using outlining in recount text for the eight students at *MTsN 2 Kota Kediri*

E. Scope and Limitations

The present research explores the effects of employing mind mapping on the writing competencies of eighth-grade students at *Madrasah Tsanawiyah Negeri 2 Kota Kediri*, with a particular emphasis on their ability to write recount texts. It aims to assess improvements in students' writing from pre-implementation to post-implementation of the technique, concentrating on their skills in idea organization, text structuring, and creating cohesive recount pieces. The study limits its examination to recount text writing performance, disregarding other language skills such as speaking, listening, and reading. Moreover, the sample is confined to eighth graders in the first semester, and the research does not control for external influences that might impact the findings, including prior writing experience or variations in teaching methods across instructors.

F. Significance of the Research

If implemented well, this research will broaden our insight into the mind mapping method in educational settings and show its usefulness in guiding students to improve their

recount text writing skills. Additionally, the investigator hopes that upcoming scholars, teachers, and learners will benefit from this study.

1. For students

This initiative seeks to improve students' recount writing abilities, strengthen their self-confidence, and promote greater involvement by employing mind-mapping strategies. Through learning to structure their ideas visually, students may experience the writing process as more enjoyable and approachable.

2. For the teachers

This study offers teachers valuable insights into effective pedagogical approaches by encouraging the incorporation of mind mapping into the curriculum. Such integration can enhance teaching practices, strengthen professional development initiatives, and ultimately contribute to improved student learning outcomes.

3. For further researchers

This study serves as a foundational investigation into the role of mind mapping in writing education, providing researchers with a solid basis for further inquiry. It paves the way for subsequent studies examining the efficacy of visual learning strategies across diverse educational settings and age groups.

G. Definition of Key Terms

1. Writing skills

Writing skill is the ability to convey thoughts, ideas, emotions, and information through written language in a clear, structured, and meaningful way. It involves organizing content logically, using appropriate vocabulary, grammar, spelling, and punctuation, and adapting the writing style to suit the purpose and audience.

2. Recount text

A recount text is a type of text used to retell events that have occurred in the past. These events could be personal experiences, such as weekend activities or vacations, or stories about heroic figures or specific places. The main purpose of a recount text is to provide information or entertainment to the reader. To make it easier to understand, a recount text is organized chronologically and does not include personal opinions. This type of text can be found in various forms, such as news reports, television interviews, speeches, letters, or diaries.

3. Mind mapping

Mind mapping is a visual method used to organize information and ideas in a structured way. This method involves creating a branching diagram that starts from a central topic, with relevant ideas or information mapped radially around it. This technique helps individuals plan, develop, and arrange their thoughts systematically and clearly.

4. Outline

An outline serves as a planning aid that enables writers to arrange their ideas methodically prior to writing. By employing an outline, writers can logically order primary ideas and supporting elements, yielding more structured and focused compositions. Usually, it contains an orientation, supplying background details such as who participated, what transpired, where, and when; a chronological event sequence; and an optional re-orientation, offering a reflection or final comment.