CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, problem of the research, objective of the research, operational definition of the research, significant of the research, and scope of the research.

1.1 Background of the Research

Writing is one of the four skills which is very important in learning english. It is also as the last of the language skill that is learned by students in their schools. Beside other skills such as reading, speaking and listening, Writing is the most difficult skill to be mastered if we do not have any knowledge about what we desire to write. Besides, it needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. Moreover, the students also have to master some language components in Writing such as Spelling, Grammar, Vocabulary, and Punctuation. Mukminatiem in Kalsum (2005, p.29) stated students have difficulties in writing English because English is not a simple matter in which students are expected not only to demonstrate their competencies in English grammar, but also to use their knowledge in the acceptable English rhetoric or the communicative aspect of English writing.

According to Joko in (Nindy, 2018) who said that, "Recount text is used to retell about an event that has occurred in the past". This means that recount text is written when the writer actually had experienced it in the past and it is really

happened in the past. Meanwhile, based on Asni et al (Asni, Susanti, & Sulistiyo, 2018) stated, "Recount text is a kind of genre that has social function to retell event for informing or entertaining". So that, recount text is to retell the past story with aim of informing or entertaining the readers. Based on research from the initial observations that researchers did at MA Arrislah Jember, it is known that the tenth grade students at MA Arrisalah Jember still have very low abilities in the use of the past tense. This can be seen from the initial tests that have been carried out that students are still confused about using the past tense. Meanwhile, in writing recount text, students are required to use changes in the form of the verb and to be into the past or past form.

According to Buzan (2003, p.135) Mind maps are a graphic networked method of storing organizing and reason why it is important is that a teaching strategy includes what are involved actively in learning, how much the students are responsible for learning and how learning is assessed. According to Buzan (1993, p.59), the mind map is an expression of radiant thinking and is therefore a natural function of the human mind. It is powerful graphic technique which provides a universal key to unlocking the potential of brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance, especially in writing. There are many problems that occur in writing recount text, such as the lack of vocabulary, incorrect diction, grammatical error, the lack of ability to develop content or limited knowledge of the subject and unstructured organization of the text. That causing the students lack of motivation to learn writing. Judging from the problems experienced that

founded in writing recount text, a solution is needed to overcome them. The best solution to this problem is the use of mind mapping in writing recount text. With mind mapping, writing will become easier. Because students can easily arrange writing arrangements and develop ideas in writing.

There were two previous study that researches provided. First, the research was conducted by Ardy Tri Yunianto which entitled "Improving Student's Writing Abilities in Writing a Recount Text by Using Journal Writing of Class VIII A Student's of SMP N 4 Sleman in the Academic Year of 2012/2013". This study aimed to improve students' writing skill in a recount text by using journal writing text of Class VIII A students of SMPN 4 Sleman in the academic year of 2012/2013. There are several factors of similarities and differences from previous studies. The similarity is that both of them use recount text as the text to be studied, while the difference is the use of strategy. In the previous study, journal writing was used as a strategy, while this study used mind mapping as a strategy to be studied.

Second, the research conducted by Kori Raudatul Janah entitled "The Influence of Using Mind Mapping Technique Towards Student's Descriptive Text Writing Ability at the First Semester of the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2016/2017". This study aimed to know whether there is a significant influence of using influence of using mind mapping towards students' recount text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year. There are some similarities and differences from this research with previous research. The

similarity is that both of them use mind mapping as a strategy to be studied, while the difference is the type of text writing that will be studied. The previous study used descriptive text as the text to be studied, while this study used recount text.

This research was conducted at MA Arrisalah Jember, which is located in the Klompangan. The main reason the researcher conducted research at this school was because when the researcher started the research, the researcher make initial observations by asking some questions to students and teachers about what problems they faced when learning English, especially in writing recount text. And for the teacher, the researcher asked what difficulties she faced in teaching recount text to the tenth grade students of MA Arrisalah Jember. The answer is the lack of interest and motivation of students in learning English. So, the researcher suggests using the mind mapping as a strategy in teaching the material. Moreover, MA Arrisalah is located in a rural area, so this research has never been carried out in that school. Barley & Beesley (2007, quoted from du Plessis, 2014) suggested that the failure of learning English in rural schools was influenced by the lack of qualified teachers and resources to support the learning process. Then, the researcher eagers to know how much interest in rural students in learning English, especially using mind mapping srategy. Then, the researcher is inspired to conduct a research entitled "The Effectiveness Of Using Mind Mapping In Writing by students at the tenth grade MA Arrisalah Jember."

1.2 Problem of the Research

The problems to be discussed in this research are formulated as follows:

1. Is there any significant differences between control class and experimental class in writing recount text for students at the tenth grade of MA Arrisalah Jember?

1.3 Objective of the Research

Based on the problem statement above, the objective of the research formulated as follow:

1. To find out whether there is any significant differences between control class and experimental class in writing recount text for students at the tenth grade of MA Arrisalah Jember.

1.4 Operational Definition of the research

The operational definition consists which will be discussed as follows:

1. Recount Text

   Students competence in writing recount text, which is a text that uses the past tense as its characteristic. Students also can explain past events using mind mapping strategies to make it easier to compose and organize sentences.

2. Mind Mapping

   Students can write recount text using mind mapping strategy. A strategy that aims to make it easier for students to formulate ideas for each sentence and create many creative ideas through this strategy. It is a powerful graphic texhnique which provides a universal key to unlocking the potential of the brain.

1.5 Significant of the Term

The researcher demands the significances of the study to be useful for:

1. Theoretically

   According to Buzan (2003, p.135) Mind maps are a graphic networked method of storing organizing and reason why it is important is that a teaching strategy includes what are involved actively in learning, how much the students are responsible for learning and how learning is assessed.

2. Practically

   The results of this study are expected to contribute to students' English learning and improve students' ability in writing, especially in making paragraphs of recount text in tenth grade MA Arrisalah Jember.

1.6 Scope of the Research

This research was made to improve students' ability in writing recount text. In this research, the writer wants to improve students' writing from all aspects. The researcher wants to help students to be able to compose good unity and completeness in their writing. Moreover, in the organization, the researcher wants students to be able to develop the ideas that are in their minds through writing, so that the writing looks more creative and convey the messages in their writing. In addition, the writer wants to convey how to improve student learning in writing recount text, as well as developing ideas in writing and continuity between sentences in a recount text.