

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is very important language in the world. It uses in conveying knowledge in some aspects as education, science, history, culture, politic and economic. There are four skills in teaching English, that are : reading, listening, speaking, and writing. If students want to master English, they need to comprehend the four skills because it relates each others. For example, if the students want to write, they should start from other skill activity, which is reading, as writing and reading are two skills that relate one another. However, writing skill becomes the first priority because this skill consists of complex activity. A writer should know how to express their ideas and how to build their message in their writing.

Writing is an activity to write something idea or opinion by using pencil, pen, stone or others in paper media. Writing means, someone express their ideas and feeling in written form of language which need communication competence of a writer. When students write something, it means that they need to think about message that they want to convey to readers.

Based on KTSP 2006 (School Based Curriculum), teaching writing is done through twelve genres. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation and discussion. Based on writer's experience, recount text is assumed as a new text in Junior High School. Therefore, the writer focuses on

recount text. Recount text is a kind of entertaining text. It appeared difficult for students in writing. Writing recount text may be familiar and easy for students while it is not to the others type of text, they have to distinguish generic structure and language feature among them.

Based on writer's observation at second grade of SMPN 5 SIAK HULU . It is found that they are challenged to express their ideas or feeling because of limitation of vocabulary. It can be caused by their lack of vocabulary, grammar, spelling, punctuation and capitalization, which makes it difficult for them to write a recount text in a good way. Then, the students found difficulties how to develop their ideas in writing recount text. It means that students could write one sentence but they discontinue their writing due missing ideas and could not help themselves to develop ideas, so the students could not produce recount text properly and the students find difficult to organize generic structure of recount text (orientation, events and reorientation). Based on the understanding of the recount text above, the writer wants to help the students to write a recount text correctly simply by using the strategy. One of the strategy that the writer use is a mind mapping strategy.

Mind Mapping is an analytical process that involves creatively integrating a combination of visual, color, codes, words, and connectors. Mind mapping can be used as a method to take note, to study before an exam, to brainstorming, or make connector between ideas. It can be extended with little effort to be an alternative way of using it. Thus, Mind mapping can help students to control their subject when they write something. Students can develop their

idea by looking the mind mapping that can give information to make their memory increase. Mind Mapping is a useful technique that helps you learn more effectively, improve the way that you record information, and supports and enhances creative problem solving (Alamsyah, 2009). Using mind maps also helps teachers vary their teaching methods which may be more likely to reach diverse learners (Nesbit & Adesope, 2006).

Based on the explanation above, the researcher is interesting in conducting a research of concept mind mapping strategy toward students writing ability entitled: "**THE EFFECT OF MIND MAPPING STRATEGY TOWARD WRITING ABILITY IN RECOUNT TEXT OF THE SECOND YEAR STUDENTS AT SMPN 5 SIAK HULU**".

1.2 Setting of the Problem

There are some of the problems which faced by the students as follows:

Firstly, the problems can be identified that students find difficult to organize generic structure of recount text (orientation, events and reorientation) .This problem appears because the students do not have technique in writing. It is proved when teacher gives the task students to write recount text.

Secondly, the students found difficulties how to develop their ideas in writing recount text. It means that students could write one sentence but they discontinue their writing due missing ideas and could at help themselves to develop ideas, so the students could not produce recount text properly. Thirdly, it can be caused by their lack of vocabulary, grammar, spelling, punctuation and capitalization, which makes it difficult for them to write a recount text in a good

way. Fourthly, it can be caused by the teacher's way of teaching which is monotonous and make them boring with the lesson.

The lastly, the problem is the students have low motivation and are not interested in doing task since the writing activities, so they are resistant to complete task from teacher about writing in English text.

1.3 Limitation of the Problem

Since the problem is wide, this research limits the coverage focuses. As mind mapping helps students to construct idea, further analysis of mind mapping application was on task completion, systematic writing and text coherency.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the problems of this research can be formulated as following question;

Is there any significant effect of using mind mapping toward student's writing ability in writing recount text?

1.5 Objective of the Research

The objective of the research;

To know whether any significant effect of using mind mapping toward student's writing ability in writing recount text.

1.6 Needs of the Research

This research has some valuable contribution as follows :

1. For the teacher

To helps the teacher in developing teaching and learning process with mind mapping strategy on writing.

2. For the students

To helps students especially the students of SMPN 5 siak hulu to solve their problem in writing.

3. For the researcher

As one of intended to fulfill one of the requirements for the awards sarjana degree and as experience to be a teacher.

1.7 Definition of the Key Terms

To make clear the statement in the title, there are 3 terms considered in need for clarification:

1. Mind Mapping is an analytical process that involves creatively integrating a combination of visual, color, codes, words, and connectors. Mind mapping can be used as a method to take note, to study before an exam, to brainstorming, or make connector between ideas. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Tony Buzan, 2010).

2. Recount text is a text, which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. The generic of structure of recount text includes Orientation, Events and Reorientation.

3. Writing is one of the important skills in teaching English. It has always occupied place in most English language course. In their book "*TEACHING*

WRITING in the content areas” (Urquhart and McIver , 2005:2) writing is a process of exploration that offers benefits to students and content area teachers alike.



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