

CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

In teaching and learning English, there are four skills in English language teaching that students are required to master, one of them is writing. Writing is one of the important language skills because writing is included as a compulsory English subject for students by the Indonesian government. Writing is also one of communication tools; is means in which students use the language to express ideas, thoughts and feelings. As one of the language skills, writing is the most difficult skill because it is productive skill which has a complex process. Writing is not only about the sentence pattern and vocabulary, but students demanded to have ability in organizing ideas into the target language. According to Urquhart and McIver, writing is about expressing knowledge and the students have to express their knowledge as thoughtfully and clearly as they can (Urquhart and McIver, 2005)

Writing process is supported by complicated rules, for examples students have to know vocabularies and tenses, choosing appropriate vocabularies to arrange words into good sentences and to develop it into paragraph. Furthermore, students have to use a compatible tense to express an event in certain time. Writing skills is a skill that students do not prefer. Yunus mentioned that writing skill is the most minor favourite skill in the English language as they classified it as complicating, demanding and wasting time (Yunus et al, 2019). Moreover, to create a good writing and to build students' ability is not easy. Yulianti listed the lack of vocabulary, lack of understanding of the grammar rules and the lack of confidence as the factors that cause writing difficulties (Yulianti, 2018). Pablo and Lasaten observed that the most evident problems in writing are the lack of ideas, usage of wrong words, poor sentence structures and absence of connectives (Pablo and Lasaten 2018). Habibi also said that choice of words, organisation of ideas or sequencing and grammatical errors are the most prominent problems in learning writing among tertiary learners (Habibi et al, 2017).

When the students write a text, they have to know the social function, generic structure, and language feature of each text. On the other side, many students get confused to write that text. Some students are lack of vocabulary to arrange sentence and organize ideas. They do not know how the story will tell about, and some students always got stuck then spent too much time thinking because they did not have ideas.

Recount text is one of the texts that Junior High School second year students must learn. According to the School-Based Curriculum, recount text is one of the texts that students must be able to achieve in addition to advertisement and narrative text. In this case, the researcher employs recount text to pique students' interest in writing class because recount text is a text that retells past events or experiences. Writing recount text means learners can develop writing skills of the types of text/genre in the form of the recount.

Based on observation and the result of interview before execution of this action research in August 2022 at SMP Negeri 5 Bojonegoro, most of the eighth grade students had not achieved the minimum completeness criteria (KKM) in writing recount text. The researcher also found several reasons why students had difficulty writing recount text, such as: the students confuse to start, they embarrassed because their English is not correct, they not having an understanding of what is being discussed, their vocabulary is very poor, and the students have low motivation and are not interested in doing the task. That is because the students have some difficulties in get their own ideas. Besides having difficulties in expressing of ideas, they also get difficult to organize them logically.

The researcher believed that an appropriate strategy may help the teacher in learning and improving the students' writing achievement. There are many effective strategies that can be used in learning writing. One way to solve the common problems above the researcher tries to apply a strategy of teaching language, this is mind mapping technique. Mind maps are generally used as a pre-writing strategy for generating and expanding ideas when writing an essay. There are two kinds of mind mapping; they are hand-made mind maps and software mind maps or digital mind mapping. Digital mind mapping is a diagram based on software that has

function as a way to organize ideas. Digital mind mapping strategy can make students easily to remember things which they want to be written.

In this research, the researcher used Mobile Assisted Language Learning (MALL) because many activities can be done through mobile device include learning activity. MALL is the most appropriate approach using mobile phones to learn languages, particularly for students learning English with various aspects such as learning grammar, vocabulary, speaking and writing in English. A study conducted by (Baleghizadeh, 2021) showed that MALL as medium learning effectively help students gain their English skills. Beside, the students need applications for language instruction in the classroom or even outside the class. Therefore, the researcher used digital mind mapping to help the students in writing.

Digital mind mapping has some types of application, the researcher chose Nice Mind Map. Nice Mind Map is one of free application of digital mind mapping that which has size of 10 MB. This type is simple that is easy to use for teachers and students. In addition, although a light version and a limited, Nice Mind Map already has standard features that are very adequate for use in mapping concepts.

Based on the above understanding, the researcher hopes that the use of Nice Mind Map toward the students' writing recount text can increase students' activity and learning outcomes in accordance with the Minimum completeness criteria (KKM). Because digital mind mapping can help students to associate ideas, think creatively and organize the part of the text before starting to write. Tee explained that mind maps help students think, integrate new information and develop a conceptual schema (Tee et al, 2014). It facilitates learning by enhancing creativity and makes learning easier. This can be supported by Borkar that the mind map technique can be used for information retention and optimising brain power (Borkar, 2011).

Regarding the situation above, the researcher wants to conduct a research entitle **“The Effectiveness of Using Nice Mind Map toward the Students’ Writing Recount Text”**.

1.2 The Identification of the Problem

Based on the background explained, here are the problems listed:

1. The students are confused to start writing.
2. The students embarrassed because their English is not correct.
3. The students are not having an understanding of what is being discussed.
4. The students have low motivation and are not interested in doing the task. That is because the students have some difficulties in get their own ideas.
5. Some students do not know how the story will tell about.
6. Some students always got stuck then spent too much time thinking because they did not have ideas.
7. Students were not very interested in learning writing and getting a little understanding of the materials.

1.3 Limitation of the Study

Based on the background above, the writer focused on the role of Nice Mind Map to get empirical evidence about effectiveness of Mind Mapping Technique toward students' writing recount text.

1.4 The Research Problem

Based on the limitation of the study above, the researcher formulated the research problem as follows:

1. Is there any significant effect of using Nice Mind Map compared than conventional method on students' writing recount text at SMP Negeri 5 Bojonegoro?
2. Is Nice Mind Map more effective than conventional methods in students' writing recount text at SMP Negeri 5 Bojonegoro?

1.5 The Objective of the Problem

The objective of the research is to know the answer of the problem as mention above as follows:

1. To find significant effect of using Nice Mind Map compared than conventional method on students' writing recount text at SMP Negeri 5 Bojonegoro.
2. To find out whether using Nice Mind Map is more effective than conventional methods in students' writing recount text at SMP Negeri 5 Bojonegoro.

1.6 The Significance of the Study

Theoretically, the researcher hopes that the result of the research can inform about the students' writing mastery. The researcher will know the students' understanding about how to write recount text easily. The researcher hopes that the research of the using of mind-mapping strategy in teaching and learning writing skill (recount) will be beneficial for teacher and students.

Practically, the significances of this study are as follows:

1. For the English students
They can use this strategy to get ideas before writing something especially in writing recount text. The students can think more systematically to get an idea, arranging sentence and writing a recount text.
2. For the English teachers
It can be used to improve their competence in teaching English especially in teaching writing skill. This research can support the teacher to develop to students' writing skill. Teacher will be easy to teach recount text and get the simple way to teach it.
3. For the other researcher
The result of this research can be used as reference to do further research in the same subject in various topics in the different context.

1.7 Definition of Key Terms

1. Writing
Writing is one of the skills in English that expects learners to produce a text by using English. In order to be able to write effectively and

creatively, it aids in the development of their critical and imaginative thinking skills. In writing activity, involves students' thoughts and feeling. On their paper, they are allowed to write whatever they want as long as they keep paying attention to the rules and structures in writing. Hence, writing is often regarded as a complex skill. However, it doesn't imply that the learners cannot complete it because it is quite difficult. Everything including writing, needs a process of learning. The learners simply need a lot of practice to produce an excellent composition.

2. Recount Text

The recount text is one kind of text in English that is taught in eighth grade. The recount text type retells an experience or an event that happened in the past. The purpose of a recount is to inform, entertain, and/or evaluate. It can focus on a specific section of an event or retell the entire story. Because this text occurred in the past so the tenses that are used is simple past.

3. Mind Map

A mind map is a graphical way to represent ideas and concepts. It is visual thinking tool that helps structuring information, helps to better analyze, comprehend, and generate new ideas.

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