CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the skills required by students to achieve learning, especially in English. This is because writing is a productive ability that allows individuals to convey their thoughts and perspectives through written documents. Tarigan (1985:5) defines that writing is a productive skill for delivering ideas indirectly, and its essence is distinct from the direct expression found in speaking. Furthermore, Nunan (2003:35) argues that writing encompasses both physical and mental components. In writing, students communicate with their own ideas and they should be mastered to express and elaborating their ideas without the involvement an interlocutor, but also keep the accuracy of each sentences and the words in the text to make the readers understand of the message in the written text (Ningsih, Husein, and Dewi, 2018). Physically, writing involves conveying words or ideas through a medium, while mentally, it involves generating ideas, contemplating their expression, and arranging them into coherent statements or paragraphs. Writing is a fundamental skill that everyone, especially students, should possess. Natsir, Bahagia, and Dewi (2021) state the ability to write is an important life skill, both in education and society. This is because each student's writing skills cannot be acquired naturally but must be trained and honed. It is essential for students to learn how to communicate ideas

and draw conclusions. Writing necessitates students to learn how to organize information logically and categorize what needs to be written.

The goal of writing is to convey ideas, thoughts, and opinions to others in a written form using clear, coherent, and standard language. Writing exercises among students typically involve using a lesson book, following the teacher's instructions from the whiteboard, and adhering to the teacher's guidelines. All learning processes are grounded in writing skills, making writing one of the most crucial skills that students must acquire for learning. Through consistent writing practice, students can become more proficient in repetitive writing tasks, thereby their comprehension abilities become better. The effectiveness of students in learning English is primarily gauged by their productive skills, especially their writing abilities (in Kingston, Shanmugam, Selvaraj, Anand, and Bharanitharan, 2002).

Writing is considered as the indicator towards the students' success in learning English. In learning English there are four language skills that are assessed, one of which is writing. Learning English cannot be separated from writing activities. The teacher usually writes the words on the whiteboard, allowing students to transcribe them into their notebooks. There are times, after explaining the material, the teacher asks students to write essays related to the material they have studied. For this reason, students need to be capable of writing by adhering the writing indicators. The writing indicators include: 1) clarity of letters, 2) accuracy in the use of spelling, 3) accuracy in the use of words in sentences, 4) integration between sentences, 5) neatness, 6) suitability to the

object (Gunawan, Nuryan, and Heryanto, 2019: 285). Therefore, it's essential for students to focus on these writing indicators to ensure correct writing. It's crucial to understand that the purpose of writing is to convey ideas and information to readers, enabling them to grasp the essence of the writing and comprehend the subject matter being discussed. For that reason, these writing indicators will guide students in following to structured writing rules.

Students are expected to demonstrate proficient writing skills across various genres text in writing . They should be able to develop well-structured writing with clear statements, supported by relevant evidence and logical reasoning. Additionally, students are expected to exhibit command over language, such as grammar, punctuation, and vocabulary usage, to communicate their ideas effectively. They should also demonstrate the ability to revise and edit their writing for clarity, coherence, and style. To be able to write something good, students must do a lot of practices. It is done to get them used to write anything in well-ordered steps (Rayana, Husein and Saragih, 2019).

Although writing is an ability based academic which is important, however it found that many students who have not yet mastered writing skills. In reality there are still many students who have difficulties in writing, especially for recount text. Students often exhibit varying levels of proficiency in writing recount texts. While some students may demonstrate a strong grasp of chronological organization, utilizing language, and structure, others may struggle with maintaining coherence, using appropriate verb tenses consistently, or incorporating vivid details to engage the reader. Additionally, students may face

challenges in writing to more structured recount texts, requiring ongoing support, and feedback from teachers to develop their skills and confidence in this genre.

Based on an interview conducted with an English teacher at the Junior High School of Panca Budi Medan, there are several obstacles that students face when writing, as shown below :

R : Well, ma'am, one of the learning materials for grade 8 students is recount text. Is the type of material recount text will be studying about personal story, maam?

T : Yes, of course.

R : Are students going to write their own recount text based on their experience in the past maam?

T : Yes, of course. They will do it, how can they do recount without any experience.

R : According to maam, will the students have any obstacles in their writing about recount text? If so, what the obstacles might students face in writing recount text?

T : Because it is the foreign language, of course they have the difficulties, such as the grammatical and vocabulary.

Based on the interview above, it was found that the obstacles students faced when writing recounts are generally caused by two things, the first is grammatical. Richard and Renandya (2002:145) assert that grammar is too important to be ignored, and without a good knowledge of grammar, learners' language development will be severely constrained. The second factor is vocabulary. Farooq (in Yulianawti, 2018) point out that lack of vocabulary makes what learners write become uninteresting and boring. The lack of vocabulary that students have make writing too simple and even the use of words is just repetition. This makes the quality of students' writing low. Grammatical and vocabulary

errors can occur because students write recounts using English, which is not the language they use every day and one type of foreign language.

Many students still lack the ability to write well, follow the rules and appear to only be ready to complete the assignment. This makes ideas between ideas incoherent and unsystematic. Students are unable to conceptualize ideas and sentences that will be written in the media. Factors that influence writing can be solved with practicing in the right strategy. The interviews conducted also discussed the strategies used by teachers when teaching students to write recount texts. The strategy in question is as follows.

R : Do you have any special strategies for teaching students to write recount text, maam?

T : Yeah, usually I ask them to come to front, present about their experience, whatever they talk, it's okay without thinking about the grammatical first. So, it is to encourage them enough to tell about their experience.

R : How about another strategy maam. Have you ever heard about thinking maps strategy maam?

T : Yeah, of course.

R : Will you use this strategy for student in writing recount text?

T : I ever

R : According to you, does thinking maps strategy give the influence of student in writing recount text maam?

T : Of course, because by using this thinking maps strategy, they will know mapping, right? Because it is mapping, they will easy to memorize it so when they want to write and they want to speak, they can do it easily.

R : Alright, thank you maam

Through the interview above, it was found that the teacher used strategies that she felt was suitable to help students in writing recount text. Numerous strategies can be applied by teacher in writing lessons for students, especially in te aching recount text. Writing strategies are used to support studens in being able to write well. Some strategies emphasize the development of writing ideas, while oth

ers guide students in expressing themselves in writing without worrying about the structure of writing. Incorporating a variety of writing strategies into teaching lessons for students, especially in the context of recount text, is crucial for fostering a supportive and engaging learning environment. By employing strategies that cater to both the development of writing ideas and the expression of these ideas, teacher can ensure that students are well equipped to resolve this type of writing task.

One such strategy that stands out for its comprehensive is the use of thinking maps. Hyerle (2011) defines thinking maps are visual tools that allow students to map out their thoughts, ideas, and the connections between them. This visual representation not only helps students organize their thoughts and ideas but also encourages them to explore different perspectives and understand the subject matter more deeply. This strategy is particularly effective in teaching recount text, as it facilitates a deeper understanding of the story or event being retold, enabling students to convey their thoughts and ideas more effectively.

Thinking maps strategy can be effectively applied to writing because it provides a structured approach to organizing and developing ideas, which is essential in the writing process. Thinking Maps offer visual representations of different thinking processes, providing students with clear and tangible frameworks for structuring their ideas. Thinking maps help students to see the relationships between different elements of their writing, such as main ideas, supporting details, comparisons, and cause-effect relationships.

The introduction of thinking maps to students begins by explaining the meaning and types of thinking maps themselves. Direction from the teacher is needed so that students can understand the explanation of thinking maps. The aim of using thinking maps on this research is students can create recount text using the correct rules. The use of thinking maps strategy by teacher in teaching recount text to students is focused on students' comprehension skill in creating a text based on appropriate rules. By using this strategy, teacher can guide students in the process of telling experiences clearly and coherently. In implementing this strategy, teacher focus on facilitating students' ability to organize and formulate their thinking effectively through this visual strategy. Thinking maps provide students with a structured framework for analyzing and presenting information in recount text. This strategy not only fosters greater understanding but also improves students' skills in creating structured text, identifying important details, and summarizing information coherently.

The implementation of thinking maps fosters critical thinking skill among students. This strategy encourages students to study the recount text more deeply, identifying important events and their relationships. Thinking maps provide direction for students to organize their thoughts coherently in their own recount text. Students are encouraged to choose their own maps based on the patterns from thinking maps, thereby allowing them to express their ideas and thoughts visually. When students can use this strategy, they can convey their mapping skill into the writing process. By organizing their ideas using the framework provided by this strategy, students can produce well-organized recount text.

Therefore, this research will discuss about The Use of Thinking Maps in Teaching Recount Text at Panca Budi Junior High School. Through this research, it is hoped that students will write recount text using the thinking maps strategy. The thinking maps strategy used by students will help them visualize the aspects in writing recount text.

B. The Problems of the Study

Based on the explanation, problem of the study are formulated below:

1. What types of thinking maps are used by teacher in teaching recount text?

2. How does the teacher use thinking maps in teaching recount text?

C. The Objectives of the Study

Based on the research problems above, the objective of the study formulated, as follow:

1. To identify the types of thinking maps used by teacher in teaching recount text.

2. To analyze the use of thinking maps strategy by teacher in teaching recount text.

D. The Scope of the Study

There are four types of texts (genres) in English learning, namely transactional text, interpersonal text, short functional text, and long functional text. Each type of text is studied by students in English learning according to their

grade level. Therefore, in this study, the researcher will focus on the type of long functional text, specifically personal recount text. This research focuses on teaching writing to VIII grade students at Panca Budi Junior High School.

E. The Significance of the Study

Theoretically Significance

The findings of this study are expected to be useful for teachers, enabling them to enhance their understanding and application of Thinking Maps to effectively organize and convey information in the classroom..

Practically Significance

The result of this study will be great benefit to the following:

a. **For Teachers.** Provides a structured strategy to help students organize their thoughts and ideas, making it easier for them to understand and remember the material being taught.

b. **For Students.** Students will know and understand about the use of thinking maps in writing recount text correctly.

c. **For Readers.** The readers will get useful information. Readers can notice that using the thinking maps provided will visualize the mind in conceptualizing something so that it can be applied to more real things. In addition, the explanation of this research can be used as a reference for those who want to conduct further research.