

# CHAPTER I

## INTRODUCTION

### A. Background of research

Writing has an important role in the process of learning foreign language. It facilitates learners to share their knowledge using media. As cited by Hyland (2003) in Maloho (2017), writing is a way of sharing personal meanings and it emphasizes the power of the personality to construct someone's view based on certain topic. In the context of education, writing is one aspect that should be measured in the evaluation of the teaching learning process. According to Harmer (2004), most exams often rely on the students' writing proficiency in order to measure their knowledge.

Compared to speaking, writing is more challenging since writing is a process which requires good thinking. As stated by Rao (2007) in Al-Shaer (2014), some researchers believe that good writing is indicative of good thinking. Prior to get a final product, a writer should get preparation by identifying the issues and finding related ideas as the writing material. The next process is putting all the thought together as the first draft. Editing and evaluating is needed in getting the final product as well. These stress the need for dealing with writing as a process rather than as a product.

Clearly, writing is a demanding process. According to Al-Shaer (2014), writing requires a lot of preparation, brainstorming, planning, drafting, editing, and modifying. The preparation before writing includes laying out goals,

generating ideas, and organizing information. This preparation contributes in getting a clear and coherent writing. However, the biggest problems come from the difficulty of organizing the ideas to write. Bukhari (2016) stated that the major problems faced by the learners are not to organize lexis, mechanics, or the production of the grammatical structure but to organize ideas related to the topic of concern. Al-Shaer (2014) suggested that students need more planning and thus more learning strategies and techniques to overcome difficulties and to organize their ideas in a coherent and unified piece of writing.

Based on the syllabus of senior high school, writing is one skill that should be mastered by the students. One of writing material which is taught in the eleventh grade is exposition text. The standard competence of teaching exposition text is composing written analytical exposition texts related to actual issues by paying attention to social functions, text structures, and linguistic elements, correctly based on the context. Exposition text is a text which consists of an issue supported with arguments of the writers based on their point of view. The writers may agree or disagree about the issue. When the writers express their arguments, whether they agree or disagree, they produce exposition text.

Writing an exposition text is considered as a challenging activity since it consists of many ideas that should be well organized. Consequently, it is necessary to find a strategy that can make organizing ideas easier. One of the strategies that can be used to organize ideas is concept maps.

Concept maps are tools for organizing ideas. They usually have three parts namely concepts, arrows, and linking phrases. Based on Novak and Canas (2015)

concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Concept map is an easy way to achieve very high levels of cognitive performance if the steps of creating the maps is followed completely. On the other hand, constructing concept maps requires repetition and practice to be able to connect one concept to another concept.

In line with the topic discussed above, the writer is interested in knowing the effectiveness of concept maps to organize ideas in writing exposition text in a research entitled “The Effectiveness of Concept Map to Organize Ideas in Writing Exposition Text.”

## **B. The Reason of Choosing the Topic**

There are some reasons why the writer chooses “Concept Maps” as a strategy in teaching writing.

1. Organizing ideas has an important role in writing. A text should be written in unity and coherence by organizing the ideas well. Thus, the reader can easily understand the main points.
2. Concept maps are tool to organize ideas. By constructing concept maps before writing a text, writers can visualize their ideas and organize them clearly.

## **C. The Problem of Research**

Based on the background of the research, the problem of this research is stated by this question “Is Concept Map effective to organize ideas in writing exposition text?”

#### **D. The Aim of the Research**

The aim of this research is to find out the effectiveness of using concept map to organize ideas in writing exposition text.

#### **E. The Clarification of Term**

The title of this research is “*The Effectiveness of Concept Map to Organize Ideas in Writing Exposition Text.*” To make the readers understand better about the term in the title of this research, the following are the clarifications of key terms:

##### **1. Concept Maps**

Concept maps are tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between two concepts. Words on the line specify the relationship between the two concepts. (Novak and Canas, 2015)

##### **2. Organizing Ideas**

According to Oxford Dictionary, Idea is a thought or suggestion as to a possible course of action. Organizing ideas means put all the thought together in good arrangement. Thus, the ideas of certain topic can be explained clearly.

### **3. Writing**

Writing is a disciplined way of producing meaning and an effective method to display one's own thoughts (Clearly and Linn, 1993 in Bukhari 2016). It requires a process which should be trained consistently through regular practice in order to product a good writing.

### **4. Exposition Text**

Based on Anderson (2003), exposition text is a text which aims to argue a point of view or to persuade the audience to do something. It contains of an introductory statement which is strengthened by a series of arguments to convince the audience. The arguments are followed by a conclusion to reinforce the author's point of view.

## **F. The Contributions of Research**

The findings of this are expected to give benefits for the readers both theoretically and practically.

### **1. Theoretically**

The result of this reseach is expected to be a reference in the development of teaching strategy especially in writing. It can also be used as a source of strategy application in teaching writing.

## 2. Practically

The result of this research hopefully brings benefit for teacher and students.

### a. For teacher

The result of this research can provide a strategy to teach writing in the case of helping students organizing their ideas and arrange them into a good text.

### b. For other researcher

The result of this research can be used as a consideration to conduct the other research related with concept maps.

