

CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is a skill to formulate and communicate idea or information through language medium (Mark, 2001: 54). It is the encoding of a message, thoughts and ideas of some kind into language. So in a way, writing represents our thoughts and ideas.

Writing is the important skill that is taught in junior High School, because it can show that the students master English. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their mind (Hammer, 2007: 31). Writing is also important in life because it is a way of communication. It enables us to express our ideas and thoughts. It is also entertaining to write and to read written work.

However, writing is a difficult skill because in writing the students must generate and organize their ideas. Writing is the complex skill which students should master. That is why writing is particular challenge for students. The basic competence of writing ability is that the students is able to express their ideas into a text by combining letters and using particular linguistics aspects which consist of word, spelling, sentence structure, punctuation, etc.

Based on the interview with English teacher and the observation in VIII B Grade Students of SMP IT Harapan Ummat Purbalingga, the researcher

found some problems faced by students when they were given a task to write recount text. The problems were: 1) they had difficulties in exploring ideas. They could only write three to five sentences; 2) they did not understand the language feature of recount text. They did not produce complete and orderly ideas, and language feature in their writing, 3) they did not sufficient vocabularies, so that they often used incorrect words , 4) they could not produce grammatically correct sentences, 5) they had difficulties in using mechanics (punctuation and spelling) in writing, 6) they still needed a long time when they wrote a recount text.

By looking at the problems which were faced by the students, it was decided to use strategy to improve students writing ability in recount text in VIII B grade students of SMP IT Harapan Ummat Purbalingga, the writer and the English teacher discussed about student's problem in writing recount text. One of many ways to solve these problems is through concept map as a technique of teaching writing recount text, because concept map is the great route maps for memory, with which students can memorize the topic in learning by constructing concept map. It can be called brainstorming phase. It was allowing learner to compile the facts and thoughts in such a way of working the brain naturally involved from the beginning. That means it will be easier to remember information to be retold about something that happened, and it is more reliable than using traditional writing techniques (Buzan 2005: 5). According to Buzan (2005: 4) "concept mapping is a way to write creatively and effectively and it will map the thought". And Buzan

(2007: 4) as cited in Prihatin (2008: 3) stated that “concept mapping is good way to get new idea and an easy way to get information from brain”.

From the previous description, the writer is interested in applying a classroom action research (CAR) under the title ”Using Concept Map to Improve Students’ Writing Ability in Teaching Recount Text (A Classroom Action Research on Grade VIIIB Students of SMP IT Harapan Ummat Purbalingga in Academic Year 2015/2016).”

B. Reason For Choosing the Topic

There are some reasons of choosing the topic:

1. Based on the observation, writing is important to show whether the students can express their feeling into letters. Writing is a complex process that allows writers to explore their ideas and thought.
2. In the class VIII students faced many problems in writing. They are confused about how to start writing because they are lack of vocabulary, so the students writing is skill limited of information or idea. Beside that they are still confused in organizing, using grammar and still need long time in writing recount text. Based on those problems, they need a solution to solve their problems in writing especially writing recount text. The writer will consider that using concept map as a technique in teaching writing recount text has an impact toward students writing ability.

C. Problem of the Research

Based on the background of the research and the reason for choosing the topic, the problem of this research is stated by a question “Is Concept map able to improve students’ ability in writing recount text on Grade VIII B Students of SMP IT Harapan Ummat Purbalingga?”

D. Aim of the Research

The aim of the research is to find out whether or not using Concept map is able to improve students’ writing ability in writing recount text on grade VIII B students of SMP IT Harapan Ummat Purbalingga.

E. Clarification of the Terms

The title of this research is “Using concept map to improve students’ writing ability in teaching recount text (A Classroom Action Research on Grade VIII B Students of SMP IT Harapan Ummat Purbalingga in Academic Year 2015/2016).” So to make the research clear, it is wanted to clarify the key terms as follows:

1. Improve

Elmore in Wulandari (2008: 1) states that the way students improve their learning is the increase of students’ active learning level (engagement) of the content they are learning. Here, improving means an intended activity to make the students’ ability in writing recount text better than before.

2. Writing

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002). Writing is a skill to formulate and communicate idea or information in form of text which is done by writer to the reader.

3. Recount Text

According to Anderson and Anderson (2002:3), recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience (or both).

4. Concept mapping

Buzan (2005: 4) states that concept map is a way to write creatively and effectively and it will map the thought.

F. Contribution of the Research

The result of research is expected to be able to give some benefits for some side as follows:

1. For students, concept map may motivate and stimulate students to improve their interest on recount text when they will find the difficulties in learning it by using interesting method.
2. For teacher, the result of the research will be hopefully usual for English teacher of Junior High School in teaching recount texts as a new

method. Concept map can help teacher in providing active learning, creative, effective, and fun for students according to learning style. Moreover it can increase awareness of teacher on students' learning difficulties and efforts to overcome and improve teacher performance to improve professionalism.

3. For writer and reader, concept map method will give some experiences or knowledge to do an interesting observation and it can be a reference to the next researcher.

