

CHAPTER I

INTRODUCTION

1.1 Background

Human beings use language to communicate in everyday lives. An expert stated that "...human beings build communications, trust, and relationship through language; this is why people struggle to learn other language in order to deliver intentions and meanings..." (Hauser et al. 2002, pp. 18-19). In reference to this, the *Handbook of Educational Linguistics* stated that language education is a branch of applied linguistics that concerns the process of teaching and learning implemented in the system of language acquisition or the interchangeable process between the two disciplines (Spolsky, 2008, pp. 17). In this vastly rapid globalization era, countries all over the world are aware that imparting language learning for the lingua franca languages such as English, Mandarin, French, etc. as a subject in public schools is important for the country's development internationally (Hult, 2010, p. 2-5). In reference to the previous statement, the most commonly used strategy in language teaching is the language skill teaching strategy. The four basic skills are: listening, speaking, reading, and writing which can be narrowed down as receptive skills (reading and listening) and productive skills (speaking and writing). From the four skills mentioned, writing skill is the most difficult one to master. It is so because the process of writing namely: pre-writing, drafting, revising, proof-reading, takes a lot of effort and considerations before the last product is completed and published (Murray, 2003, p. 1-3).

In language learning, writing takes a very important spot as an academic study. A study case in 2010 argues that writing is extremely important in today's

society because communications is transmitted more through writing and the most binding contracts and agreements are signed in written form (Defazio et al, 2010, pp. 34-47). In reference to that, an expert said that for students; "...it is important that students learn how best to write in a way which will convince the marker that they understand what they are talking about..." (McGuire, Lay, & Peters, 2009, pp. 94). From the two experts, it can be concluded that the importance of writing in language learning is that the society exchange more informations and make contracts in written form (Defazio et al, 2010, pp 34-47), and it is important for people to learn how to write in academic field so that they might be able to have full understanding upon what they write and agreed on (McGuire, Lay, & Peters, 2009, pp. 94).

Indonesia's Ministry of Education oblige the public schools to put English subject as a compulsory subject for students at VII to the XII grade because they concer about the importance in imputing English language as a subject in the national curriculum (K-13) (Utami W., et al., 2017, p. iii). Nonetheless, the K-13 curriculum demanded students' mastery in all four skills of English language specifically writing skill. It was proven by the published books from the government that enhanced text based learning approach that demand teachers to guide students explore various text including short functional; recount, narrative, and descriptive text (Utami W., 2017, p. iii; Tim Penjamin Mutu Pendidikan, 2018, p. 1).

Specifically speaking about writing skill for the X grade level, the pre-requisite competences of the students are the micro-skills for writing which are the idea(s) organization and connection. It is because the two micro-skills is

planned and enhanced in the curriculum for the junior levels: the VII to IX grades (Kurikulum 2013, revisi 2017). To that end, the grade X level students should be able to compose organized and cohesive writing when entering the grade X level materials.

However, what was found in the field was not like the expectation above. An issue in writing skill occurred where the X IIS students of a private high school in Ambon lacked the pre-requisite condition in producing organized and cohesive writings. Even though the students have learned about the basics of descriptive, recount, and narrative texts during their junior high school years, but the scores of their descriptive text formative test showed that they did not meet the indicators of organized ideas, cohesive writing, and producing relevant arguments (Appendix 16). Additionally, the points scored during the formative test were only their ideas organization and subject-verb agreement, but the result showed that only three students met the minimum standard which is 75 (Appendix 16). There were some parts where teacher-as researcher contributed in the occurrence of the issue. From teacher-as researcher reflection, the teaching method of direct instruction that the teacher-as researcher used made the students felt bored during the learning process. Moreover, this particular private high school in Ambon is a Christ-centered educational institution that adopts student oriented learning process. This means, the school facilitates the students to build their own knowledge by themselves; where the teachers' role are to guide them within the right track and foundation of the knowledge.

A gap between the expected performances from the students and the reality in the classroom can be seen from the description above where the students did

not meet the minimum standard of micro-skills for writing. Based on the gap given above, teacher-as researcher held a discussion with teacher mentor and curriculum supervisor in reviewing the students' learning style and supportive environment the school has for writing activities. Then, the teacher-as researcher and mentor teacher proposed a classroom action research entitled "Mind Mapping Technique to Increase 10th Social Students' English Writing Skill on The Topic of Recount Text at A Private Christian School in Ambon". The research aimed to analyze the efficiency of utilizing mind mapping technique to improve X Social students' writing skill. The mind mapping technique relate to writing in terms of the steps and characteristics it offers. A previous experiment found that: "the visual design of mind mapping enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed in the writing activity" (Steele, 2012, pp. 3). This was the reason mind mapping was seen as an appropriate technique to help them increase in their writing skill.

1.2 Research Question

Based on the background presented above, the problems are formulated as below:

- 1) Does the mind mapping technique increase the writing skill of X Social students' writing skill on writing recount texts at a private Christian school in Ambon?
- 2) How does the mind mapping increase the X Social students' writing skill in writing recount texts at a private Christian school in Ambon?

1.3 Research Purposes

According to the problems above, then the purposes of this research are:

- 1) To record the increases in X Social students' writing skill on the topic of recount text through the implementation of mind mapping technique at a private Christian high school in Ambon.
- 2) To analyze the significance of implementing the mind mapping technique in increasing students' writing organization in writing recount texts of the class of AB3 on XYZ Senior Highs School in Ambon

1.4 Explanation of Terms

- 1) **Mind mapping technique** (invented by Tony Buzan) is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics. It is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas. The basic indicators of a mind map are as follows: (1) It starts with a main idea put at the center of a paper, this lets the main idea to have more space for supporting ideas expansion; (2) It utilizes colorful, curve, and nodal structure of branches; (3) The branches are developed until the big idea outline is completed (Buzan & Buzan, 2009, pp. 5-16).
- 2) **Writing Skill:** The book *Principles of Language Teaching and Learning* introduces some of the micro skills that make one a good writer as the writer is able to: (1) produce and use graphemes and orthographic patterns of English

correctly including the script, and punctuation conventions; (2) produce writing in a good management rate of speed to suit the purpose; (3) use cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas; (4) appropriately accomplish the communicative functions of written texts according to form and purposes; (5) convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification (Brown, 2000, pp. 4-14).

3) **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 (Anderson & Anderson, 2003, pp. 49). Its purpose or goal is to entertain or inform about the past activity to the reader or listener. The generic structure of a recount text includes: Orientation, which is the introduction about the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened; Events, which describes series of event that happened in the past. Telling what happened and in what sequence; Reorientation, as an optional segment, consists of closure of events/ending. It states the personal comment of the writer in regard to the whole story (Eggins, 2004, pp. 211)