

**USING CONCEPT MAP TECHNIQUE TO IMPROVE TENTH GRADE
STUDENTS RECOUNT WRITING AT SMA AISYIYAH PALEMBANG**



UNDERGRADUATE THESIS

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problem of the study; (3) objectives of the study; and (4) significance of the study

1.1. BACKGROUND

English is an international language which is very popular and has been studied and used by a lot of people around the world, including Indonesia. Clyne (2008) states that “English is one of languages that has been used internationally so that it is now used almost everywhere in the world” (p. 2). In addition Brumfit (1994) says that “English is a world language because its speakers are widely distributed throughout the world” (p. 3). In addition, Herizal and Arianti (2015) state that “English is very important to be mastered because most people in the world use it to communicate and absorb knowledge, culture and technology” (p. 1). In Indonesia, English is learned and used as foreign language. English subject must be taught to the student from junior high school until higher education, so that they can interact in various aspects by using English. Purwati (2017) Proposed that English is expected to be mastered by the students of primary education since it is becoming a compulsory subject

Writing is an essential skill to be learned. Writing is a skill that integrates knowledge and an action which contains languages, thoughts, experience, feelings, emotions, mechanical actions and different strategies. According to Uusen (2006) “writing is a skill to convey thoughts, ideas, opinions, knowledge in written form” (p. 7). Moreover, Morley (2007) says that “writing is an extreme act of attention and memory; it pleads with your brain cells to make new connections” (p. 8).

Writing is an important skill which should be mastered. According to White and Arndt (2011), “writing is an important experience through which we are able to share ideas, arouse feeling, persuade and convince other people” (p. 2). Moreover, Marzban & Sarjami (2014) state that “having a good mastery in writing plays a pivotal role in achieving success” (p. 293). In addition Marzulina and Saputra (2015) claimed that writing skill is very important skill to be learnt in learning a foreign language which includes the development of an idea, knowledge, and experience.

A good writing or composition should consist of appropriate and varied range of vocabularies. In addition, Harmer (2004) says “a good writing consist of planning, drafting, editing and final version” (p. 44).

However, Writing is a complex skill, according to Lestari and Holandyah (2016) “Writing is another challenging skill since there are many aspects that must be taken into account such as word choice, punctuation, spelling, coherence, and still many others” (p. 46). Furthermore Marzulina and Saputra (2015) explains that Writing is the productive skill in the written mode which is more complicated and seems to be the hardest of the skill, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In brief, writing skill is one of the media to communicate with the others in which through writing the students can convey some information, express their ideas, thoughts, feelings and opinions in writing form.

Recount text is one of the types of texts learned at school. Purwati (2017) argued that Recount text is used to tell an experience in the past, obviously recount text uses past form. Recount text does not use conflict, but it uses series of event as characteristic. Furthermore, Saragih, Silalahi and Pardede (2014) Argued that, recount is written out to inform an event or to entertain people and a text function as for telling an incident in the past" (p. 57). A recount text usually uses the past tense and past continuous tense in its content and its sequence of events told. In addition, Sudarwati and Grace (2014) explains that recount text consists of three types; they are personal recount, factual recount, and imaginative recount. First, the personal recount functions to retell activities that the writer has been personally involved in, Second, the factual recount is the text that tells about recording of the particular incident. The last one is the imaginative recount which means taking on an imaginary role and giving details of events (p. 141).

However, In fact from www.DetikNews.com, Indonesia is left behind from Malaysia and Vietnam in writing. For example those who have the professor title only write a book or journal only 9000 books. This amount is quite low than professor in Malaysia and Vietnam that write about 23.000 books every year. In addition Muslim (2014) states that students nowadays have very little interest in writing which is so important to fulfill the education requirements" (p. 2).

There are some problems that faced by students in learning writing. Alfaky (2015) defines several problems of writing such as: Grammatical problems learners have a number of problems in their attempts to write in the second language. Problems of sentence structure students who have the problem of writing good sentences structures are unable to construct the writing. Mechanical

problems the problems that students face include problems of punctuation, capitalization, spelling, content and organization and problem of word choice. In addition Habibi, Wahyuni, and Husni (2017) state that "the students also have difficulties when they are asked to write about the topic that they do not interested to do" (p. 86). In brief most of student have difficulty in organization the idea of the text.

In relation to these problems, a preliminary study was conducted at SMA Aisyiyah Palembang by interviewing one of the English teachers and some students. A preliminary study was conducted to find out whether the student have problem in writing and the problems, the preliminary study revealed that the students writing ability need to be improved, which was shown by their score on daily tasks and exams (based on the interview with the teacher). Secondly, some students did not clearly understand what the generic structure of recount text is, they were also lack of vocabulary and grammar especially past tense, and students' had no idea how to start writing especially the recount text.

One of the teaching techniques is proposed to improve students ability in writing is Concept Map. It is a technique for generating the ideas between the concept. According to Mansoor (2011), "Concept Map is a graphic representation or picture of one's thoughts, ideas, and attitudes toward a key concept" (p. 1). Concept Map is a good way for students to understand and remember new information. Moreover, Coffey (2003), argues that "the students can describe the concept of the knowledge that is represented by diagrams or drawings" (p. 7). The educational purposes can foster the learning of a good structural knowledge by using the process of Concept Map. According to Gallenstein (2005), "Concept

Map, as currently represented in most textbooks, is an appropriate technique for upper level students who have reading and writing skills”(p. 62).Moreover, this strategy is very appropriate for all ages include young learners.

Related to the previous study, Concept Map technique is assumed to be appropriate for teaching recount writing. Based on the previous was conducted by Fitriyah in 2013 which prove that Concept Map is applicable be used for recount writing. This is important to see the variety of ways the students used concept maps and how it could improve writing ability especially in recount writing

In accordance with the above description, the writer is interested in applying Concept Map technique for the tenth grade students’ of SMA Aisyiyah Palembang in teaching writing ability especially recount text.

1.2. Problems of the Study

Based on the background above, the problems of the study were formulated into the following questions:

Is there any significant improvement on the tenth grade students’ recount writing who are taught by using Concept Maps technique before and after the treatment at SMA Aisyiyah Palembang?

Is there any significant difference on the tenth grade students’ recount writing between those who are taught by using Concept Map technique and those who are not at SMA Aisyiyah Palembang?

1.3. Objectives of the Study

The objectives of research are as follows:

whether or not there is a significant improvement on the tenth grade students' recount writing who are taught by using Concept Map technique before and after the treatment at SMAAisyiyah Palembang?

whether or not there is a significant difference on the tenth grade students' recount writing between those who are taught by using Concept Map technique and those who are not at SMAAisyiyah Palembang?

1.4. Significance of the Study

It is expected this study will be useful for the following parties. For teacher, the strategy can be one of the alternative strategies to be used for teaching recount writing. For students', Concept Map is expected to be able to motivate and stimulate students to improve their interest and ability on writing especially recount writing. For the researcher himself, this study is expected to gain his experience in educational research, especially in experimental research. For other researcher, this study is expected to be used as reference for further studies.