

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is a language that is widely used for daily communication in many countries and it is known as an international language. As an international language, English plays an important role in many aspects of human life. English can be used in a variety of economic, social, cultural, and educational contexts. In Indonesia, English becomes a subject that is studied at school because it is included in the curriculum. Most of the students learn English starting from elementary school, some even since they are in kindergarten.

Mastering English is critical in today's era, especially in the field of education. Aside from being an international language, English is also very important for the student to master because it is one of the subjects that must be met as a graduation standard. Moreover, writing become one of the most important skills in learning English because through writing, people can share their experiences, explain their opinions, and suggest or persuade the reader to write. In addition, Harmer (2007: 275) states that writing is a productive skill that should be mastered. People can communicate their purpose and information to others by mastering the writing skill. Good writing can help readers understand the writer's purpose and the information they provide. Therefore, before we begin writing, we must identify what the writer should have something relevant to express.

On the other hand, learning English is not an easy thing because there are four skills that must be mastered, such as reading, listening, speaking, and writing. However, writing become the most difficult skill to learn because writing has a tight

rule. Westwood (2008:56) states that written language is likely the most difficult skill to master since it requires the effective synchronization of numerous cognitive, linguistic, and psychomotor processes. In writing, we need to consider many aspects, such as the idea, word choice, organization, paragraphs, grammar, and punctuation. The writer must develop their ideas into coherent sentences with good organization, such as constructing the words into phrases and then making it into complete sentences which contain the ideas that arranged in a logical order.

When the writer wants to create a good text, it means that they are ready to do the complex process. Writing is also known has a complex process because to create a complete text, the writer should pass several steps. Harmer (2004:4) states that there are four main elements in the writing process, such as planning, drafting, editing, and final version. In the planning stage, the writers will think about what they are going to write. Then, in the drafting stage, the writers create their first version of the writing. Next, is the editing stage where the writers see what they have written to find out whether it is clear enough or not and fix the mistakes in their writing. After the writers edited the draft and considered it to be necessary then it can call as a final version.

In reality, writing in English is very difficult because English is considered a foreign language in Indonesia. Moreover, in the educational context, it is difficult for the students to master this writing skill since they are EFL learners where English is not their native language. Richard and Renandya (2002:303) state that “writing is the most difficult skill for learners to master”. They find it difficult to put their idea and words into a good text. Alisha, Safitri & Santoso (2019:21) find that the students have difficulty when they ask to write down their ideas, thoughts,

and experiences in English. Those are the common problems that arise when EFL students asked to write.

There are some factors that make the students have a low writing skill. The factors can be from the teacher and the student themselves. The teacher may not provide an appropriate teaching technique and does not give clear instruction to the students. Here, the teacher's role is also very important in terms of students' achievement. Then, the students often lack ideas in writing, have fewer vocabulary and grammar errors. Those factors really impact students' writing skills.

Nowadays, many students feel unmotivated to create a written text because they find difficulties during the writing process. Based on the interview with the English teacher of SMA Negeri 5 Denpasar, the students had difficulties in writing recount text. They had difficulty expressing their idea into written form. Moreover, the students were difficult to arrange their sentences into a complete text and they often did grammar errors and had less vocabulary. As a result, the recount text that they made was still not well organized.

In addition, the teacher needs to choose the best teaching techniques. Teaching technique also plays an important role in teaching English especially in teaching EFL students. The teacher needs to identify the characteristics and weaknesses of the student in order to choose the best teaching technique. The teacher has an important task in the learning process, if the teacher is skillful and can deliver the material in a good way, then the learning process will go well. Therefore, the teacher should choose an appropriate teaching technique.

Mastering writing skill is really important for the students in SMA Negeri 5 Denpasar in academic year 2022/2023. There, the teacher did not share the scoring

rubric which will be used to assess them, so the students did not know what are the specific criteria that they should fulfill to get a good score in writing a recount text. The teacher only gave instruction to the students to write a recount text which had a complete generic structure and the right language features. When created a recount text, the students only had a few insights about the specific criteria that they should fulfill to get a good score in writing a recount text. Therefore, gave a clear instruction and shared the scoring criteria to the students was a really important thing for the students.

Based on the findings above, there were some problems which affected the learning process of the tenth grade students of SMA Negeri 5 Denpasar in academic year 2022/2023. In this research, the researcher tried to improve students' writing skill in learning English. In learning, the students needed something different to made them interested. It could be a teaching technique, media, or something else that could help them improve their writing skill. Therefore, to solve those problems, the researcher used an appropriate teaching technique.

Here, the mind mapping technique considered as a suitable technique to solve those problems. Mind mapping is an efficient way for creating ideas through association. Buzan (2006:23) says that mind mapping help students to learn, organize, and store as much information as the students want, and categorize it which makes them easy to access whatever they desire. Here, a mind map is created by writing down the key concept and then brainstorming related ideas that radiate out from the center. By focusing on the key ideas and looking at the connection between them, the students can map the knowledge that can help the students get a better understanding. Moreover, a long list of information can be transformed into

a colorful, well-organized, and memorable diagram using a mind mapping technique. Therefore, mind mapping is an amazing memory route-maps that allow the students to organize ideas and thoughts structurally.

There are many advantages by using mind mapping technique in teaching writing to students. Buzan (2006:5) mentions that mind mapping can help students to plan, communicate, be more creative, save time, solve the problem, concentrate, organize and clarify thoughts, remember better, study faster and more efficiently, and see the 'whole picture'. In addition, Michael Michalko in Buzan (2006:5) states that mind mapping activates your whole brain, clears your mind of mental clutter, allows you to focus on the subject, helps demonstrate connections between isolated pieces of information, gives a clear picture of both the details and the big picture, allows you to group and regroup concepts, encouraging comparisons between them, and require you to concentrate on your subject which helps get the information about it, and transferred from your short-term memory to your long-term memory. Moreover, applying mind mapping technique in pre-writing activity is very simple and easy. Buzan (2004:12) states that the students only need a blank unlined paper, colored pens and pencils, their brain, and their imagination to create their own mind map. Therefore, applying mind mapping technique in teaching writing is a suitable technique because it is easy to apply, cheap, and helps the students organize their ideas.

Based on the background of the study, the researcher tried to conduct mind mapping technique in teaching writing. The researcher considers that the use of mind mapping technique in teaching writing can help the students to create a good recount text, since the implementation of mind mapping technique can help students

to learn, organize, and store as much information as the students want, and to categorize it that make them easy to access whatever they desire. By using mind mapping technique, the students can plan, communicate, more creative, save time, solve the problem, concentrate, organize and clarify thoughts. besides that, the implementation of mind mapping technique is really easy and simple. As a result, by looking from the observation above, the researcher was highly interested and motivated to do research on “The Use of Mind Mapping Technique to Improve Writing Skill of The Tenth Grade Students of SMA Negeri 5 Denpasar in Academic Year 2022/2023”.

## **1.2 Research Problem**

Based on the background of the research, the students seemed that they were unmotivated to create a written text because they find difficulties during the writing process which affect their writing skill. This problem must be solved by applying a teaching technique. Moreover, this technique must be a suitable technique that can help the students solve their problems in writing especially in writing recount text. Based on this condition, the researcher tries to solve this problem by applying a suitable technique in teaching writing which is mind mapping technique. Therefore, the research problem can be formulated as follows: can writing skill of the tenth grade students of SMA Negeri 5 Denpasar in academic year 2022/2023 be improved through mind mapping technique?

## **1.3 Objective of the Study**

Based on the research problem above, the present study is conducted to answer the research problem. The main objective of the study is to find out whether

or not writing skill of the tenth grade students of SMA Negeri 5 Denpasar in academic year 2022/2023 can be improve through mind mapping technique.

#### **1.4 Limitation of the Study**

In relation to the objective of the study, this study focused on the use of mind mapping technique to improve writing skill of the tenth grade students of SMA Negeri 5 Denpasar in academic year 2022/2023. The mind mapping technique applied in the pre-writing activity to help the students to develop and organize their ideas into written text. Furthermore, in the present study, SMA Negeri 5 Denpasar applied K13 curriculum. Therefore, the lesson plan and the learning material based on the curriculum and syllabus of the tenth grade students of SMA Negeri 5 Denpasar. Besides that, the present study focused on constructing simple recount text about famous people by paying attention to the language features in writing recount text with a correct and complete generic structure such as orientation, events, and re-orientation. It should consist of three paragraphs and each paragraph consisted of 6 – 12 sentences.

#### **1.5 Significance of the Study**

The present study is about the use of mind mapping technique to improve writing skill of the tenth grade students of SMA Negeri 5 Denpasar in academic year 2022/2023. The present study is expected to obtain meaningful and significant research findings. The significant research findings are expected to be both theoretical and practical significance as follows:

Theoretically, the findings of the study are expected to provide information for English teachers that will teach writing skill using mind mapping technique. Moreover, the findings of the study are expected can enrich students' knowledge

about practicing writing using mind mapping techniques. Moreover, the result of this study is expected to support other researchers who will conduct similar research. The findings are expected can give any references or information for future research. Therefore, theoretically, the result of the study is expected to be useful for teachers, students, and other researchers.

Practically, the result of this study is also expected to be useful for teachers, students, and other researchers. For the teacher, this technique is expected to help the teacher in providing suitable technique in teaching writing, especially in writing recount text. Moreover, the findings of the study are expected to be useful for the students in improving their writing skill using mind mapping technique. Furthermore, it is expected to help the students in practicing their writing especially in writing recount text also help them to develop their idea and arrange the sentences into a good text. For the researcher, it is also expected can be references or empirical review to make a better study for future research. Therefore, the other researchers can learn more about mind mapping technique to improve writing skill.

### **1.6 Definition of Key Terms**

The title of the present study is “The Use of Mind Mapping Technique to Improve Writing Skill of The Tenth Grade Students of SMA Negeri 5 Denpasar in Academic Year 2022/2023”. Here the researcher provided two optional definitions of key terms used which include writing skill and mind mapping technique. It is really important to define in order to give a better understanding and to avoid misinterpretation about the term used in this research. Therefore, it is necessary for the researcher to define them as follows:

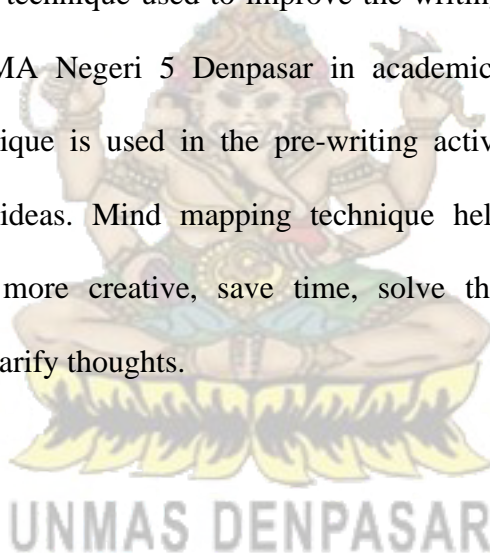


## 1. Writing Skill

Writing skill is operationally defined as the skill of the tenth grade students of SMA Negeri 5 Denpasar in academic year 2022/2023 in writing recount text which the topic is about famous people. The recount text should provide the language features with a correct and complete generic structure, such as orientation, events, and reorientation. Moreover, it should consist of three paragraphs, and each paragraph consists of 6 – 12 sentences.

## 2. Mind Mapping Technique

Mind mapping technique used to improve the writing skill of the tenth grade students of SMA Negeri 5 Denpasar in academic year 2022/2023. Mind mapping technique is used in the pre-writing activity to help the students develop their ideas. Mind mapping technique help the students to plan, communicate, more creative, save time, solve the problem, concentrate, organize and clarify thoughts.



## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

Theoretical review is a set of expert's concept and term that uses and requires in this study. A strong theoretical review directs the research, and help the researcher to analyze, explain, and generalize the findings effectively. As a result, the researcher will be focusing on the theories which are relevant to this present study. The present study will be based on this following theoretical background which are discussed as follows:

##### 2.1.1 Writing Skill

Mastering English is critical in today's era, especially in the field of education. In learning English there are four skills that must be mastered, such as reading, listening, writing, and speaking. Moreover, writing become one of the most important skills in learning English because through writing, people can share their experiences, explain their opinions, and suggest or persuade the reader to write. In addition, Harmer (2007:275) states that writing is a productive skill that should be mastered. People can communicate their purpose and information to others by mastering the writing skill. A good writing can help readers understand the writer's purpose and the information they provide.

On the other hand, writing become the most difficult skill to learn because writing has a tight rule. Richard and Renandya (2002:303) state that "writing is the most difficult skill for learners to master". Moreover, Westwood (2008:56) says that written language is likely the most difficult skill to master since it requires the effective synchronization of numerous cognitive, linguistic, and psychomotor

processes. In writing, we need to consider many aspects, such as the idea, word choice, organization, paragraphs, grammar, and punctuation. The writer must develop their ideas into coherent sentences with good organization, such as constructing the words into phrases and then make it into complete sentences which contain the ideas that arranged in a logical order.

Writing is also known has a complex process because to create a complete text, the writer should pass several steps. Harmer (2004:4) mentions that there are four main elements in the writing process, such as planning, drafting, editing, and final version. In the planning stage, the writers will think about what they are going to write. Then, in the drafting stage, the writers create their first version of the writing. Next, is the editing stage where the writers see what they have written to find out whether it is clear enough or not and fix the mistakes in their writing. After the writers edited the draft and considered it to be necessary then it can call as a final version.

As a result, writing skill helps the writer to share or transfer the information accurately. Moreover, MacArthur, Graham & Fitzgerald (2016:1) explain that writing allows you to collect, store, and transfer information in great detail and accuracy. Therefore, it is not surprising that writing skills are essential in our life. We can acquire the information that we desire through writing, then turn it into a good writing, also share the writing with others so it might give benefit to the readers. Moreover, MacArthur, Graham & Fitzgerald (2016:1) say that writing is an important tool for expressing oneself. People express their feelings, discover who they are, avoid loneliness, and record their experiences on the whole life

through writing. It also has psychological effects because writing can reduce depression and boost our immune system.

Based on Hyland (2003:9), writing is a tool for transmitting personal meanings. Writing emphasized the individual's ability to build their own ideas on a topic. Writing is also considered as a result of self-personality, which is guided by writing about topics of significant interest to writers. Furthermore, Randaccio (2013:7) states that writing is regarded as a social activity that may take place only inside and for a specific context and audience. In addition, Randaccio (2013:14) mentions that there are six steps involved in the production of a piece of written text, it includes: choosing a topic, gathering ideas, organizing ideas, writing, reviewing structure and content, revising structure and content, making final corrections. All of those steps should be passed properly. Therefore, writing can be said has a complex step.

According to MacArthur, Graham & Fitzgerald (2016:17), writing is a social tool used to communicate between individuals. It is taught and produced in social contexts, builds social relationships, provides shared meanings, and achieves social action. Writing is influenced by and contributes to the social circumstance in which it emerges, and it reflects the features of the cultures in which it participates and the histories that it brings forward. In addition, Harmer (2007:112) states that writing is used as an idea or practice tool to assist students in practicing and working with the language they have previously learned, and writing as a process to obtain product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. Moreover, Harmer (2004:4) explains that there are four main elements in the writing process that should not be missed, such as planning,

drafting, editing, and final version. During the planning process, the writer figures out what they will write. The writers try to decide what they are going to say before they start to write something. Moreover, in this stage, the writer must consider three major issues. The first is examine their aim to write. They cannot simply just write what they want to write since it will influence others. Second, the writer needs to consider for whom they are writing. Third, they need to consider the content structure of their writing. In the drafting process, the writers create their first version of the writing. Then, in the editing process, the writers revise the draft that has been made. During reading the draft they may find any mistakes in their writing in terms of spelling, grammar, punctuation, or some information that is still unclear or confusing. Therefore, it is necessary to do this process before going to the next step. The last process is the final version, where the writers are ready to share or publish their writing to the audience. To sum up, in this present study the writer used the writing skill theory from Harmer.

### **2.1.2 Recount Text**

Recount text is a type of text that retells an event or experience from the past, it can be about personal recount, factual recount, imaginative recount, procedural recount, or literary recount. The goal of this text is to entertain and give information to the readers about the past event or experience that the writer tells on the text. Anderson & Anderson (2003:48) defines recount text as a piece of text that retells past events. In recount text, the writer should retell the sequence of events or experiences that happened in the past. Recounts can be found in a variety of text forms that deal with events and retelling experiences. Dewi (2017:12) mentions that there are five types of recount text. The first is personal recount which retell writer's

experience in order to build relationship between the writer and the readers. The example of personal recount is diary journal. The second is factual recount which has aim to retells previous events in chronological order. It gives factual information to reports the specifics of an incident. For the example is biography and autobiography. The third is imaginative recount which tells about fantasy or adventure story. The fourth is procedural recount, where this recount is recording the steps in an investigation or experiment and providing results or findings. For the example is retelling science experiment and the result. The last one is literary recount, where the aim of this recount is to entertain or amuse the readers because it tells a series of event. For the example is events in novel, plays, and film.

Recount texts begin by telling the reader who was occurred, what happened, where the event happened, and when it happened. The event sequence then described in some sort of order, such as time order. Lancashire Council in Husna & Multazim (2019:55) explains that the generic structure of recount text can be divided into three, such as orientation, event, and re-orientation. In orientation the writer should tell who was involved, what happened, where it happened, and when it happened. The orientation gives insight to the reader about the setting and the context of the text. Therefore, orientation can be said as the background information which help the reader understand the text. In event, writer tells the reader about the story in chronological order. This is the main activity because here the writer will retell all of the events that already happened. The last part is re-orientation, in this part the writers make a closing statement where the writer can write a personal comment or statement.

Moreover, in writing recount text, the writers must also write based on the language features of recount text. Saragih et al. in Husna & Multazim (2019:56) states that a recount text using simple past tense to locate events in relation to experience's time, using nouns and pronouns to identify people or something, using past action verbs to refer to the events, using conjunctions and time connectives to make sequential the event, using adverb and adverbial phrases to indicate places.

### **2.1.3 Mind Mapping Technique**

Mind mapping is a method of connecting significant concepts by using images and lines. According to Buzan (2006:15), mind mapping is the simplest way to put information into and take information out of your brain. It is an easy, creative, and effective method of taking notes. In addition, Buzan (2006:23) says that mind mapping help students to learn, organize, and store as much information as the students want, and categorize it to make them easy to access whatever they desire. Here, a mind map is created by writing down the key concept and then brainstorming related ideas that radiate out from the center. By focusing on the key ideas and looking at the connection between them, the students can map the knowledge that can help the students get better understanding. Moreover, a long list of information can be transformed into a colorful, well-organized, and memorable diagram using a mind mapping technique. Therefore, mind mapping is an amazing memory route-maps that allow the students to organize ideas and thoughts structurally.

However, mind mapping technique is different with the others mapping technique because mind mapping has own characteristic. For the example, mind map is different with concept mapping. According to Davies (2010:4), the format

of concept mapping is more structured and less pictorial. Moreover, concept mapping is more precision and formal than a mind map. On the other hand, a mind map is really different because it using images and colorful lines to connecting significant concepts. Buzan (2018:20) states that a mind map containing a central image, main themes radiating from the central image, branches with key images and keywords, and branches forming a connected branch structure. Therefore, it can be said picture and colorful lines are important parts in mind mapping technique.



UNMAS DENPASAR

Buzan (2005: 90-91)

The picture above shows that a mind map consists of main topic that associated with several ideas which are drawn in a colorful picture. Buzan (2006:5) states that mind mapping can help students to plan, communicate, more creative, save time, solve the problem, concentrate, organize and clarify thoughts, remember better, study faster and more efficiently, and see the 'whole picture'. In addition, Michael Michalko in Buzan (2006:5) says that mind mapping activates your whole brain, clears your mind of mental clutter, allows you to focus on the subject, helps demonstrate connections between isolated pieces of information, gives a clear



picture of both the details and the big picture, allows you to group and regroup concepts, encouraging comparisons between them, and require you to concentrate on your subject which helps get the information about it, and transferred from your short-term memory to your long-term memory.

In addition, according to Mc Donough, Shaw and Masuhara (2013: 193), mind mapping can use in composing activity where the writer gathering and organizing ideas before starting to write. This technique is really useful during pre-writing activity to organize writer's idea. Mind mapping is a way for taking notes before writing activity. It also means jotting down ideas about the topic and developing them as the mind creates associations. When the method has been developed by the writers, they can be motivated to employ it in future writing activity. In line with that, Mapman (2013: 25) states that a mind map can help to facilitate that cognitive process and facilitate the growth of various ideas. Mind mapping can be used to facilitate several types of brainstorming session. By using mind mapping, the writers not only easily organize ideas but it also helps them to create a well-structured writing.

Furthermore, Hedge (2005: 58) explains that making a mind map is a way for taking notes before writing. In other words, the writer scribbling down ideas about the topic and developing ideas as the mind creates associations. When the method has been applied with the writers, they can be motivated to employ it in future writing activities. The benefit of using mind mapping as an organizational approach, particularly with descriptions, is that all components of a topic can be viewed in connection and proportion to each other. Moreover, the writer can see the possible links between paragraphs or sections of an essay. Besides that, Willis and

Willis (2007: 79) states that mind map has certain advantages, such as supporting students in focusing on relevant material, thinking about what aspects of the topic to discuss or write about, and organizing information coherently. Therefore, it is really possible to create coherent and well-organized writing using this mind mapping technique.

Buzan (2003: 7) states that the brain thinks and remembers in pictures and colors. Using mind mapping keep you focused on the core idea as well as all of the supporting ideas using picture and colors so that your brain easily remember all of the ideas. You would try to memorize the words as a list and store them in your memory that way. You may try this technique since you know that your brain thinks in pictures and colors. Mapman (2013: 24) says that using mind map can help the writers to think logically and thoughtfully. Mind map's structure, with its various pictures and colors appeals to your creative side which does a lot to encourage the writers to engage their entire brain. Then, Buzan (2003: 11) states that the mind map tool kit is very simple because you just need very few tools. To create your mind map, you only need paper, colored pens and your brain.

To create a mind map, the writers need to do several steps. Those steps are very simple and easy to apply. Therefore, anyone can apply this technique. According to Buzan (2003: 10), there are five easy steps that the writers need to do to create a mind map, such as:

2.1.3.1 Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.

2.1.3.2 Draw a picture in the middle of the page that sums up your main subject.

The picture should represent your main topic.

2.1.3.3 Draw some thick curved, connected lines coming away from the picture in the middle of the page, one for each of the main ideas you have about your subject. The central branches represent your main sub-topic.

2.1.3.4 Name each of these ideas and, if you want, draw a little picture of each.

Words are underlined throughout a mind map. This is because they are keywords, and the underlining, as in normal notes, shows their importance.

2.1.3.5 From each of these ideas, you can draw other connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. These additional branches represent the details.

In short, in this present research, the researcher needs a teaching technique to support the teaching-learning process. Choosing a suitable teaching technique is really important to achieve the goal of this study. There are many kinds of teaching techniques that can be used to improve writing skill of the students. Here, in order to improve students' writing skill especially in writing recount text, the researcher will use mind mapping technique. Moreover, the researcher will use mind mapping theory from Buzan in this present research. The researcher considers mind mapping technique is appropriate to use because it will help the students to learn, organize, and store as much information as the students want, and categorize it that make them easier in writing recount text.

#### **2.1.4 Assessment of Writing**

In teaching, assessing students' work is an important thing to do by the teacher. This activity cannot be ignored because from assessing students' work the teacher will know students' improvement and the effectiveness of a teaching technique. The teacher will assess the students' work using a specific scoring scale.

Weigle (2002) states that there are two major factors to consider when assess students' writing, such as creating the rating scale and ensuring that raters utilize the scale accurately and consistently. In addition, Carter and Nunan (2001: 137) state that assessment refers to a range of methods for gathering information on learners' language skill or achievement. Although the terms testing and assessment are frequently used interchangeably. Furthermore, Carter and Nunan (2001: 138) explain that the purpose of assessment is to gather information on learners' language competence and or achievement that can be used by stakeholders in language learning programs for a variety of purposes such as, selection, certification, accountability, diagnosis, instructional decision-making, and motivation.

According to Brown (2004: 4), assessment is a continuous process that covers a much broader range of topics. When a student responds to a question, offers a suggestion, or tries out a new term or structure, the teacher automatically evaluates the student's performance. In addition, Brown (2004: 6) says that assessment has two purposes, such as formative and summative assessment. In line with that, McKay (2006: 140) states that classroom assessment often known as teacher refers to the evaluation performed in the classroom by the teacher. The assessment can be formative or summative depending on the time when the teachers do the assessment. Moreover, Carter and Nunan (2001: 138) say that formative assessment refers to the assessment performed by teachers throughout the learning process with goal of using the result to improve instruction. Summative assessment refers to evaluation at the end of a course, term, or school year for the aim of giving aggregated information on program outcomes to educational authorities. The two

most important requirements for any assessment are that it be valid and reliable, which means that it should score only the skills that it purposes to assess and do so consistently. Moreover, there are three key influences on teachers' assessment procedures in the classroom such as system needs, parental and student expectation, and teacher expertise.

Furthermore, McKay (2006: 174) says that assessment occurs throughout the year for a variety of goals, including diagnosis, evidence collecting for reporting against externally determined criteria. Moreover, the teachers can use a variety of classroom assessment tools. Teachers employ incidental observation while teaching; teachers observe performance as it occurs during the course. Planned observation is typically carried out by teachers who report against externally defined criteria. On the other side, there are other ongoing assessment options including conferences, portfolios, self and peer assessment, and work contracts. Then, the teachers employ projects, assignments, assessment methods, and examinations in the classroom for formative or summative purposes.

McKay (2006: 245) states that the construction of writing assessment may be established by the curriculum and based on the theory from experts. When the teachers assess students' writing it should be based on the curriculum or the theory. If the writing assessment is clear and transparent, the students will be able to create written work that is suited to the purposes. Moreover, the students know how will their writing be assessed and they know how should they create their writing task to fulfill the criteria of the assessment. According to Hyland (2003: 226), writing products can be assessed through applying some method of scoring. There are three

kinds of rating scales that can be used in scoring writing. Those are holistic, analytic, and trait-based scoring.

Here, analytic scoring can be said as a suitable scoring method because it can score students' work in a specific way. Hyland (3003: 229) explains that analytic scoring system asks the teachers to evaluate a text based on a set of criteria that are considered important to create a good writing. Analytic scoring more explicitly identifies the criteria to be evaluated by separating, sometimes weighting specific components, and it is more effective in distinguishing between weaker texts. Moreover, rubrics are commonly used and have different scales for content, organization, grammar, vocabulary and mechanics and these are assigned a numerical value. In addition, this can help the teacher to focus on specific aspects of writing quality, and because it provides more detailed information, it can be used as a diagnostic and teaching tool.

According to Brown (2004: 243), classroom evaluation of learning is best served by analytic scoring, which scores up to six primary parts of writing, allowing learners to home in on weaknesses and capitalize on strengths. In addition, according to Brown (2000: 357), there are six general categories that are often the basis for evaluating students' writing. Those are content, organization, discourse, syntax, vocabulary, and mechanics. Therefore, in creating the writing text, the students must follow those criteria. Before that, the teacher must share those criteria to make the students understand how they will be assessed. In addition, Brown (2000: 358) claims that a key of successful evaluation is to get your students to understand that their grades, scores, and other remarks are various types of feedback that they can learn.

In this future research, the researcher focused on assessing students' writing skill in writing recount text. To score the students, the researcher needed to give a writing test to them. Therefore, the researcher used paragraph construction test to know whether or not the improvement of students' writing skill. The score was given based on the scoring rubric that adapted from Brown in Utami (2014). The scoring rubric consisted of several criteria that must be followed. The criteria of the scoring rubric were content, organization, grammar, vocabulary, and mechanics. Moreover, this scoring rubric was equipped with the aspects that were assessed and provided with performance descriptions for each score, which could help the students easier to evaluate their weaknesses in writing recount text. Furthermore, by using this scoring rubric, the teacher had clear criteria and accurate standard for scoring students' writing, so the scoring is valid and objective. Therefore, from those reasons the researcher used the scoring rubric from Brown in Utami (2014).

## **2.2 Empirical Review**

In empirical review, the researcher gathered information and theories from the past researchers that are relevant with this present study. The purpose of gathering empirical review is to avoid this present study doing unintentional replication of previous study. Moreover, it can help the researcher get better results in the present study. Here, the researcher provided two similar research to support the current study. The previous researches were from Rismawati (2018) and Nadrizal (2021).

The first research was by Rismawati (2018) entitled "Using Mind Mapping Technique to Increase the Students' Writing Skill in descriptive text at The Eighth Grader of SMP Negeri 1 Metro Kibang East Lampung in Academic Year

2017/2018”. This research was classroom action research that has aim to improve students’ writing skills of the eight grade students of SMP Negeri 1 Metro Kibang East Lampung. This study was conducted in two cycles, where in every cycle consisted of four stages. In this research, the mind mapping technique was conducted in a pre-writing activity. The researcher gave one pre-test before treatment, two treatments and two post-tests, the subject of this action research were the eighth graders of SMP Negeri 1 Metro Kibang. This research used 30 students as object of research. The results of this research showed that mind mapping technique could make some improvements in students' writing skill. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students were more active in learning process. The students could write descriptive text correctly.

However, the research still had a weakness. The researcher did not write the criteria in writing a descriptive text, so it was not clear enough for the students. As a result, the students did not write a descriptive text base on the generic structure of descriptive text. Therefore, in this present study, the researcher wrote as clear as possible the criteria in writing a recount text. Moreover, the researcher gave a clear instruction of how to create the recount text. This present study was different from the previous study in terms of the material, place, time, and the subject.

The second study was from Nadrizal (2021) entitled “The Effectiveness of Using Mind Mapping Technique on Students’ Writing Skill in Recount text at MTS Nurul Ma’ Arif Tangkit”. The objective of the study in this research was to find out the effectiveness of using Mind Mapping Technique on students' writing ability of descriptive text. This study used quantitative method. The subject of this research



was 50 the seventh-grade students of MTs Nurul Ma'arif Tangkit in academic year 2019/2020. The instrument of this study was a written test and analytical scoring rubric. Then, the result of this study showed that after using the mind mapping technique, student's writing especially in writing descriptive text was improved.

From the explanation above, it showed that mind mapping technique could improve students' writing skill especially in writing descriptive text. However, the research still had a weakness. Still the same thing with the previous research where the researcher did not explain well step by step how the implementation of the technique would be conducted in the classroom, so it was not clear enough. Therefore, in this present study, the researcher explained step by step how the technique implemented in the classroom. Moreover, the researcher gave a clear instruction and the criteria of how to create the recount text. This present study different from the previous study in terms of the material, place and the subject.

