

I. Hypothesis .....	39
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>40</b>
A. Identification of Research Variable.....	40
B. Place and Time of the Research .....	40
C. Procedure of the Research .....	42
D. Population and Sample.....	44
E. Research Instruments.....	46
F. Data Collection Techniques .....	47
G. Data Analysis Techniques .....	48
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>51</b>
A. Research Findings .....	51
B. Data Analysis Results.....	51
C. Hypothesis Testing .....	57
D. Discussion .....	69
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>70</b>
A. Conclusion.....	70
B. Implication.....	72
C. Suggestion .....	73
<b>BIBLIOGRAPHY .....</b>	<b>75</b>
<b>APPENDICES .....</b>	<b>79</b>

## CHAPTER I

### INTRODUCTION

This chapter presents background of the research, scope of the research, research problem, objective of the research, significance, and definition of key terms.

#### **A. Background Of The Study**

In writing recount texts, students develop their ability to express personal experiences using specific structures and linguistic features. Recount text is a genre that emphasizes the chronological order of events, typically drawn from real-life experiences. Teaching this genre plays a crucial role in developing students' writing skills in a systematic and guided manner. Through this process, students are encouraged to reflect on their personal experiences as authentic sources of writing ideas. Recent studies show that the use of *mind mapping* techniques can significantly improve students' writing abilities, especially in the recount genre (Rahmawati et al., 2020).

Based on the researcher's initial observation, students often face difficulties such as confusion in getting started, low self-confidence due to limited vocabulary and English proficiency, and challenges in logically organizing their ideas. These problems highlight the need for a more visual and structured learning approach. Therefore, the researcher implemented the *mind mapping* technique as an intervention strategy to overcome students' difficulties in writing recount texts.

According to Buzan, as cited in a recent study by Nugroho and Aulia (2021), *mind mapping* is a technique that helps the brain organize and retrieve information visually. This method enables students to design a writing framework that is structured, creative, and engaging. Moreover, *mind mapping* has been proven effective in stimulating divergent thinking and encouraging students' imagination when transforming experiences into written form (Putri et al., 2021).

While Sinulingga (2012) had earlier stated that *mind mapping* can improve students' writing of recount texts, this technique has since been enhanced through the integration of digital technologies. One major challenge students face is ineffective vocabulary note-taking strategies. As Indriyani et al. (2022) explain, linear note-taking is less effective for long-term memory retention because it does not align with how the brain responds to symbols, colors, and visualization.

In the learning process, *mind mapping* involves recording keywords, connecting ideas, and creating visual maps that allow students to link new information with prior knowledge (Fauziah et al., 2019). This process helps students organize their ideas systematically and explore creative solutions in writing. It also reinforces their understanding of the material and facilitates self-assessment before tests.

Writing as a language skill plays an important role in reflective and expressive communication. According to Syamsudin et al. (2020), writing instruction that is engaging and grounded in real-life experiences can increase

student participation and help them express ideas logically. This skill is also closely related to critical thinking and problem-solving abilities.

*Mind mapping* has become an innovative approach to simplifying complex information and organizing ideas more systematically. As Afifah and Pratama (2023) note, *mind mapping* not only enhances memory retention but also motivates students to be more actively involved in the writing process. This method can also accelerate the transfer of ideas from the mind into a complete written form.

In this study, the researcher combined *mind mapping* with visual digital tools such as Canva. Canva, as a visual learning medium, has been proven to increase motivation, engagement, and student comprehension of the material (Anjani et al., 2022). Visualizing ideas through Canva also helps students build better writing structures in an enjoyable way.

During the PLP I (School-Based Teaching Internship) at SMKN 1 Kediri, the researcher observed that students showed high enthusiasm when using applications such as Canva in classroom activities. In PLP II, the researcher continued with research-based learning in two classes of Grade XI Industrial Chemistry. Two approaches were implemented: one class created *mind maps* using Canva, while the other did so manually. Student learning gains were measured using the N-gain test to evaluate the effectiveness of each method.

In teaching writing, the researcher applied the *Genre-Based Approach* using the *Teaching and Learning Cycle (TLC)*, which consists of four stages:

*Building Knowledge of the Field (BKOF)*, *Modeling of the Text (MoT)*, *Joint Construction of the Text (JCOT)*, and *Independent Construction of the Text (ICOT)* (Yanti & Subekti, 2020; Fitriani, 2023). By integrating Canva into the TLC framework, the learning process became more interactive and meaningful. This approach not only helped students understand text conventions but also enhanced their critical thinking and creativity in expressing ideas through writing. Finally, student assignments were collected via Google Classroom, making the evaluation and feedback process more organized, efficient, and accessible.

## **B. Identification of the Problem**

Based on the Background of the problem, the following problem is to help the students be more creative and more enthusiastic in Learning Recount Text Writing Skills using mind mapping via the Canva application.

## **C. Limitation of the Problem**

So that this can be implemented more effectively and efficiently, there needs to be learning and assessment in assessing the problems that arise as mentioned in problem identification. Researchers were able to understand how students at SMKN 1 Kediri learn by learning to write recount texts through thought ideas and how to do this mapping creatively so that it is not boring for students.

#### **D. Formulation of the Problem**

The formulation of the research problem in this research is as follows:

1. How is the effectiveness at students' Recount Text Write without the Canva Application?
2. Does Mind Mapping through Canva impact SMKN 1 Kediri students in Recount text ?
3. How Students respond after applying the mind mapping model through Canva?

According to the research question above, the purpose of the research is:

1. Teaching recount text writing without Canva was done through manual mind mapping. The results showed that students were able to improve their writing skills, especially in organizing ideas and building a clear text structure. However, this method still had its limitations. Many students found it less engaging, and some struggled to generate ideas creatively without the support of visual media. The lack of interactive tools made the learning process feel more traditional and, for some students, less motivating.
2. Yes, using mind mapping with Canva had a noticeable impact on students' writing. It helped them become more engaged and motivated during the learning process. Canva's visual and user-friendly features made it easier for students to organize their thoughts and present their ideas more clearly. The creative design options also encouraged them to express themselves

more confidently. Overall, the integration of Canva into the writing activity created a more dynamic and effective learning experience.

3. Students responded very positively to the use of Canva in their writing lessons. They felt more excited and enthusiastic because the learning process was more interactive and enjoyable. Canva made it easier for them to structure their writing visually, which helped them understand the flow of a recount text better. Many students also said they felt more confident and inspired to write, as the creative process no longer felt like a chore but rather something they could enjoy.

#### **E. Purpose of the Research**

1. To describe the student's skill in Learning Recount Text Writing Skills without using mind mapping via the Canva application at SMKN 1 Kediri.
2. To describe the student's skill in Learning Recount Text Writing Skills using mind mapping via the Canva application at SMKN 1 Kediri.
3. To describe the result of teaching writing Recount Text using mind mapping via the Canva application at SMKN 1 Kediri.

#### **F. Significance of the Research**

1. For Teachers :

This can be useful for English teachers to find out students' abilities in writing a recount text using mind mapping with the Canva application. This research will provide teachers with a broader understanding of the impact of the

effectiveness of writing recount text using mind mapping with the Canva application with this research.

## 2. For students :

This develops students' creativity in using mind mapping to make it easier to write a recount text using the Canva application.

## **G. Definition of Key Terms :**

### **1. Writing Skills**

According to Syamsudin et al. (2020), writing is a form of meaningful literacy that should be taught actively and creatively. It enables students to communicate their ideas logically and critically. Writing is not only a medium for expressing thoughts but also a tool for developing students' reasoning and reflective skills.

### **2. Recount Text**

As explained by Rahmawati et al., (2020), a recount text is a kind of writing that retells past events or experiences, typically in chronological order. It is used to help students improve their narrative structure and linguistic control, especially in writing about personal experiences.

### **3. Mind Mapping**

According to Nugroho et al., (2021), mind mapping is a visual technique that allows students to organize their thoughts more effectively, helping them create a clearer and more logical writing structure.



#### **4. Canva Application**

Anjani et al., (2022) define Canva as a web-based design tool that facilitates visual-based learning. Canva supports students in expressing their ideas creatively through multimedia and visual formats, especially in writing assignments.