

**IMPROVING THE WRITING SKILLS OF GRADE VIII B
STUDENTS OF SMP NEGERI 3 DEPOK YOGYAKARTA
THROUGH MIND MAPPING**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a Sarjana
Pendidikan Degree of English Education



By

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2014

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**IMPROVING THE WRITING SKILLS OF GRADE VIII B
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A THESIS



Yogyakarta, October 2014

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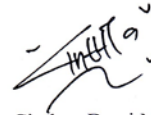
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, October 2014

Penulis



Cinthya Dewi Matahari

DEDICATIONS

I dedicate this thesis to:

my beloved mother and father

Singgih Daryatmo & Sri Susilastuti

MOTTOS

“The seeking of knowledge is obligatory for every Muslim”

The Prophet Muhammad (S.A.W.)

**“Many of life's failures are people who did not realize how close they
were to success when they gave up.”**

Thomas A. Edison

**“Without pain, there would be no suffering, without suffering we
would never learn from our mistakes. To make it right, pain and
suffering is the key to all windows, without it, there is no way of life.”**

Angelina Jolie

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I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect, and therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

Yogyakarta, October 2014

Cinthya Dewi Matahari

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is used by most of people around the world to communicate with each other. It is very important to learn English at the young age. In Indonesia, English is one of the main lessons that are taught in schools. There are four major skills in English: listening, speaking, reading, and writing.

Writing is one of the most essential skills because it is a productive skill. It is considered as an important skill because writing can be a measurement of the students' English competence. Teachers can use and integrate it with the other skills as a language practice in the classroom. Besides, the students will be familiar with thinking in a critical way which can help them to have good mastery of the four major skills. By writing, students can express their ideas and also communicate them in written language.

Writing lesson in junior high school is focused on developing the students' competence in written language. The students are expected to be able to use English and communicate with it in daily life. In fact, most of the students' writing skills are relatively low. The main problems are usually many of them often have difficulties in expressing their ideas in writing. This is similar with what happened in SMP N 3 Depok. The students were expected to have good writing skills, but most of them had difficulties in expressing their ideas into a piece of writing. Many students often confused about what they were going to

write. I hoped mind mapping can help them in generating ideas in a logical and ordered way so that their writing competence can be improved.

B. Identification of the Problems

There were five factors that influence students' writing skills. Those factors came from the students, the teacher, learning media, teaching and learning activities, and learning techniques.

1. The Problems Related to the Students

There were many problems faced by the students in learning writing. Most of the students had difficulties in expressing their ideas into written language since they had limited background knowledge and also vocabulary. The difficulty in generating ideas also led them into confusion in organizing their ideas. They tended to write disorganized paragraphs when they did not know what they were going to write. The next problem was the influence of their mother tongue. In this case, they were writing in English but having Indonesian structure.

2. The Problems Related to the Teachers

The teachers and how they teach the students also became one of the problems here. Writing was considered as one of the most difficult skills in English. Therefore, the teachers' personality also influenced the students' attitudes toward the teaching and learning process.

3. The Problems Related to the Learning Media

The use of the learning media in the teaching and learning process probably could be the greatest thing to attract the students' interests to the topics. It could make the students more active to participate in the activities in the classroom. Besides, the use of media could also motivate the students so that they can pay more attention to do the tasks. In the teaching writing activities, the teacher usually used LCD as a learning media in the classroom, but it did not seem enough to make all students active and interested on the tasks. The teacher should be creative to use various media to make the teaching and learning process more interesting for the students. It was better if the teacher uses other learning media such as games to make the activities more interesting.

4. The Problems Related to the Teaching and Learning Activities

Classroom activities also influenced the students' writing skills. The students might be bored with the same activities in the classroom. It could make them to be demotivated, so they might not be serious in doing the tasks.

The activities in learning writing in class VIII B lacked variation. The teacher usually asked the students to do tasks in the LKS. It was better if the teacher give various activities using the learning media to make the students attracted to the activities in the classroom. The use of learning media could be a way out to avoid repetition in the classroom activities. The teacher could add variations in the classroom activities by developing the use of learning media. Besides, when they were required to make a piece of writing, sometimes they

could not get the ideas automatically. They needed some activities that can encourage and help them to write, such as group work.

5. The Problem Related to Techniques

Actually the techniques that were used by the teacher are good, but for teaching writing it was better to use a technique that can give stimulus for the students to generate their ideas easily. Mind mapping was an appropriate technique to solve this problem. This technique offers simplicity for the teacher and also the students.

Mind mapping could help the students visualize their ideas so that they would be easy to generate their ideas. It could make the students easy to determine the topic that they were going to write and also choose the sub topics that they want to develop. Besides, they would easily find and understand the link between the main topic and sub topics that they want to explore more. It also could encourage them to be creative because it is allowed them to use colors and pictures in the process. In addition, it was also very useful in recalling the students' memory about the topic.

C. Limitation of the Problems

In line with the identification of the problems, there were some problems that I found in the process of teaching and learning. Those problems had different impacts to the students' writing skills. However, in this research the English

teacher and I tried to clarify the problems that influenced the students' writing skills by considering the importance level of those problems.

From the five factors above, we thought that one of the most important aspects was the use of technique. The right technique would be very helpful for the teacher to make the students understand the right way to learn writing. Besides, the students would pay more attention to the topic because they may find it interesting. A good result in writing could be achieved when the students have a good motivation in learning the skill and also know the right steps in generating their ideas.

Hence, in this action research I tried to improve students' writing skills using mind mapping as the learning technique. This study focused on how mind mapping as the learning technique improve the writing skills of the second grade students in class B of SMP N 3 Depok.

D. Formulation of the Problems

In line with limitation of the problem above, the problem of this research was formulated as follows: "How can mind mapping be implemented to improve the writing skills of the eighth grade students in class B of SMP N 3 Depok Yogyakarta in the academic year of 2014/2015?"

E. The Objective of the Study

Based on the problem formulated above, the objective of the research was to improve writing skills of the eighth grade students in class B of SMP N 3 Depok Yogyakarta in the academic year of 2014/2015 through mind mapping.

F. The Significance of the Study

In the end of this study, I hoped that this study would give a significant contribution for English teacher, school, or the readers in learning English better than before. For teachers especially, this study hopefully could give a new alternative about how to teach writing in interesting way. Based on the formulation of the formulation above, the objective of this research were:

1. For the students, it would be an effort to improve their writing skills and also their learning motivation. The implementation of using mind mapping as learning technique in teaching writing is expected to be the best way to improve and develop their writing skills.
2. For English teachers, it would be a good opportunity to improve the quality of English teaching and learning process. It would be better if the implementation of using mind mapping as learning technique is continuously used.
3. For English Department of State University of Yogyakarta, it can be used as a research reference for other researchers who have similar topic or purpose.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents literature review, relevant studies, and also conceptual framework. Literature review discusses the theories related to the topic. In the relevant studies, the researcher presents about the studies that are relevant to this research. In the conceptual framework, the researcher discusses the link between theories and study of the research.

A. Literature Review

1. Writing

a. The Nature of Writing

Spratt *et al.* (2005) states that writing is one of the productive skills in English. It involves producing language rather than received it. Writing aimed in conveying messages to other people by making signs on a page. The writers need to be able to form letters, words, and also connect those together to make words, sentences, or series of sentences to deliver those messages appropriately.

According to McDonald (2002) writing is usefully described as a continuous process of putting thoughts into words and words into paper. Many things happen at different stages of this process. In addition, Sokolik in Nunan (2005) defines writing as a combination of process and product. The process here indicates the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

From those definitions above, it can be concluded that writing is a productive skill that involves generating and also organizing ideas. It consists of different stages in the process. Besides, it required the writer to make signs in a page and also know all the conventions in order to communicate the messages properly.

b. Types of Written Language

Brown (2001) states that there are several types of written language. Every type represents a genre of written language and also has certain rules or conventions for its manifestation that enable the readers to identify a genre and to look for within the text. The types of written language are listed as follows:

- 1) non-fiction: reports, editorials, essays and articles, reference (dictionaries, encyclopedias)
- 2) fiction: novels, short stories, jokes, drama, poetry
- 3) letters: personal, business
- 4) greeting cards
- 5) diaries, journals
- 6) memos (e.g. interoffice memos)
- 7) message (e.g. phone messages)
- 8) announcements
- 9) newspaper "journalese"
- 10) academic writing : short answer test responses, reports, essays and papers, theses and books

- 11) forms, applications
- 12) questionnaires
- 13) directions
- 14) labels
- 15) signs
- 16) recipes
- 17) bills (and other financial statements)
- 18) maps
- 19) manuals
- 20) menus
- 21) schedules (e.g. transportation information)
- 22) advertisements: commercial, personal ("want ads")
- 23) invitations
- 24) directories (e.g. telephone , yellow pages)
- 25) comic strips, cartoons

He also adds that when a person knows the differences between each type of the written language, it is easy to distinguish one genre to the other genres and also know the purpose of reading it. Unfortunately, the students may not know some of those types. They may find difficulties in differentiating them. The role of the teachers here is to enlighten the students on features of these genres and to help them to develop strategies for extracting necessary meaning of them.

c. Micro and Macro Skills of Writing

Brown (2004: 220-221) describes micro and macro skills of writing:

Micro skills

- 1) Produce graphemes and orthographic patterns of English
- 2) Produce writing at an efficient rate of speed to suit the purpose
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, exemplifications.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of written text.
- 6) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. The Process of Writing

Graves in Johnson (2008:179) describes five stages of writing process:

1) Prewriting

The goal of this step is to generate ideas. The activities in this stage include listing, brain storming, outlining, silent thinking, conversation with a neighbor, or power writing.

2) Drafting

Drafting is the writers' first effort to capture ideas on paper. The draft should contain a rambling and disconnected accumulation of ideas. The draft will be taken into the next step if the writers think that it is valuable enough.

3) Revising

This stage is crucial in writing process. It is about reshaping a piece of writing. Here, the writers can add or take some parts of the text if necessary. This process can be done many times until the writers think that all parts of the draft are complete.

4) Editing

This step is when the writers examine and correct grammar, spelling, and punctuations errors. Many writers assume that this step be included in step 1, 2, or 3. If writers are worrying about mechanics at the previous stages, they will not be able to generate ideas smoothly.

5) Publishing and Sharing

After the writers finished the fourth step, it is time to share the piece of writing with an audience. It makes the writing process becomes real. In the classroom, the teacher can ask the students as the writers to put together class books, collect their writings, publish them in school or class newspapers, or display short samples of writing in the hall or out in the community. Besides, the teacher can also ask them to read their work out loud in groups to make the writing experiences become even more powerful.

2. Teaching Writing

a. Approaches in Teaching Writing

Harmer (2007:325) states that there are several approaches that can be used for the students to practice writing. Those approaches can be very helpful for the teachers to decide where they want their students to do the activities, what will be the focus of the activities, which genre they want the students to study, and how they encouraged the students to do creative writing.

1. Process and product

The teachers can focus the writing activities on the product or the process. When they focus on the product, the teachers give the priority to the aims of the tasks and also the product. However, many teachers these days more focus on the process of the writing than the product. They pay more attention to the various stages that any piece of writing goes through. The teachers spend time with the students on pre-writing phases, editing, re-drafting and producing the final draft.

Those stages are essential for the students especially when they are writing in a foreign language.

2. Genre

Harmer (2007) states that genre represents the norms of different kinds of writing. This means when the writers make a piece of writing, they should follow the norms in order to write the right kind of writing. By looking on the structure of certain writing, people will know what kind of writing that is. They will understand and also can differentiate kinds of writing that are written by the writers. In this case, the teachers have to expose the students to a certain type of text that they are going to write. In order to make the students to have better understanding about it, the teacher can provide several models of the certain text for the students. This way can be very helpful for the teachers to explain the characteristics of the text like the structure and the language that are used in text to the students.

3. Creative Writing

Graffield-Vile in Harmer (2007) defines creative writing as a journey of self-discovery that promotes effective learning. Creative writing demands the students to do some imaginative tasks, such as writing poetry, stories and plays. The students are required to work harder to do those kinds of writing. They have to be able to describe their own experiences into a piece of writing with correct and appropriate language. However, it can be difficult for the students to find the right words to express their ideas. The teachers have to find the right way to

encourage the students to write such as building the writing habit or providing the tasks that are motivating and interesting for them.

4. Writing as a Cooperative Activity

In a classroom, the teachers and students can get many advantages from cooperative writing activity. Boughey in Harmer (2007) states that the cooperative activity can give opportunities for the teachers to give more detailed and constructive feedback for the students because they will only deal with several of groups of the students instead of many individual students. In addition, it will be easier for the students to generate the ideas since there is more than one person working on a text.

5. Building the writing habit

Not all the students are confident enough to express their ideas into written language. Some of them may feel unconfident with their ability to write. The teachers can help those students by forming the writing habit so that they will be familiar and also interested with this kind of activities. Harmer (2007) points out several ways that can be used by the teachers to build this habit. First, they can provide some enjoyable and interesting tasks for students and also give enough information to them to do the tasks. Next, the teacher also has to be able to give students ideas to complete the tasks. For example, the teachers can promote instant writing by dictating half a sentence which students have to complete. Patterns and schemes also can be used to help the students build their own version in writing certain genre of writing. Moreover, picture and games also very useful

in this stage. The teachers can use them to give stimulation in writing-habit activities.

b. Types of Writing Performance

Brown (2001: 343) proposes five categories of classroom writing performances:

1) Imitative

This stage is the basic level in which students still learn the conventions of the orthographic code. Here, some forms of dictation will be used by the teachers so the students will only have to write down English letters, words or sentences that they hear. The teachers can read a short paragraph several times at normal speed and gives some times to the students to write what they hear. The teachers can repeat reading the text once to give the students opportunity to check their works. The scores of the students' works will be determined by rubrics

2) Intensive (controlled)

In this stage students have to do grammar exercises and present correct grammatical features to complete the tasks. This type of writing usually does not allow much creativity from the writers. There are some types of writing in this stage. In the controlled writing, the tasks usually require the students to change the verbs in a paragraph into correct ones. The other type is dicto-comp. Here the students are asked to rewrite a paragraph that is read by the teachers several times to the best of their recollection of the reading. The teachers can also give some cues for them in the form of key words from the paragraph.

3) Self writing

In self-writing, the students are free to express their idea into their own words. The activities in this stage include note-taking, diary or journal writing. Those activities usually aimed for the purpose of later recall or expression of feelings and thoughts.

4) Display writing

One of the most important academic skills that have to be mastered by the students is display writing. There are some types of activities in display writing such as short answer exercises, essay examinations, and also research reports.

5) Real Writing

In the real writing, the students' activities are aimed at the genuine communication of messages to an audience in need of those messages. There is actually a strong connection between real writing and display writing. Brown (2001) states that there are three subcategories that illustrate the combination of these two types of writing: academic, vocational/technical, and personal. In the academic category, the students are given the opportunity to extend genuine information to each other. The students may have some activities like exchange useful information, group problem-solving tasks, and peer-editing work. Vocational/technical category involves real letters writing, genuine directions, and also actual forms. Those activities belong to a variety of real writing and can be given by the teachers for the students to see the progression in their occupation.

Furthermore, informal writing such as writing diaries, letters, post cards, notes, and personal messages can take place in personal category. Those kinds of writing carry out especially in the context of an interactive classroom.

c. The Role of Teacher

The teachers have important role in teaching and learning process of the students in all aspect including in writing. Harmer (2007:330) describes roles of the teachers as follows:

1) Motivator

The teachers have main roles in teaching writing. They have to be able to motivate their students by creating the right conditions for generating ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

2) Resource

The teachers should be able to prepare all the information and also language that are needed by the students in learning writing. They have to inform their students that they are available and well prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.

3) Feedback provider

In writing, giving feedback is one of the crucial aspects that should be given by the teachers in attentively way. They have to respond to the content of what their students have written positively and encouragingly. When giving correction, the teachers should choose what and how much to focus on, based on what

students need at this particular stage of their studies and on the tasks they have undertaken.

d. Teaching Writing in Junior High School

Harmer (1998) proposes some reasons for teaching writing to students of English as a foreign language include reinforcement, language development, language style, and writing as a skill in its own right.

Reinforcement means that in order to memorize and reinforce the new language, students have to do writing using the new language they have learnt. It is because most of the students learn greatly from seeing the language that is written down. In language development, it seems that the actual process of writing helps the students to learn as they go along. The students have to go through the mental activity as all part of the ongoing learning experience to construct proper written texts.

In terms of learning style, writing is very useful for those students who produce language in a slower way. It can be a quiet reflective activity instead of rush face-to-face communication. In addition, the most important reason for teaching writing is that it is a basic language. It is important for the students to know the rules and conventions in writing.

Teaching English in junior high school in Indonesia is aimed at developing the students' competence in spoken and also written form (SKKD, 2006). The students are expected to be able to use English and communicate with it in daily life. Based on the basic competence of writing in the school-based curriculum, the

students are expected to be able to use written language variation accurately, fluently, and acceptable in daily life.

The materials used in teaching writing are based on the Standard of Competence and Basic Competence of English learning at SMP and MTs grade VIII (2006) as follows:

Table 1.The Standard of Competence and Basic Competence

Standard of Competence	Basic Competence	Micro skills
To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.	To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount.	<ul style="list-style-type: none"> - Produce graphemes and orthographic patterns of English. - Produce an acceptable core of words and use appropriate word order patterns. - Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules. - Use cohesive devices in written discourse.

The evaluation of the students' writings is served through a scoring rubric by Jacobs *et al.* in Weigle (2002). This scoring rubric specified five aspects of writing. The description of each category presented as follows:

Table 2. Scoring Rubric

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: Knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks of detail
	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor : Does not show knowledge of subject – non-substantive – not pertinent – not enough to evaluate
ORGANIZATION	20-18	Excellent to Very good: Fluent expression – idea clearly stated/supported – well-organized – logical sequencing – cohesive
	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register

(continued)

(continued)

Aspect of Writing	The range of the score	Level
VOCABULARY	17-14	Good to Average : Adequate range – occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning confused or obscured
	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very poor: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured

	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

3. Mind-Mapping

a. The Nature of Mind Mapping

According to Buzan (1993:59) mind map is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. Mind map can be used to enrich human performance on the learning and thinking. When using Mind Map, the learning and thinking process on the human brain will run better and faster. The users of mind map can add some creativity to make the use of this technique more effective and also interesting by adding color, pictures, codes and dimension. Besides, it will help the process of the data storage of the brain by ordering the data and also multiplies the capacity of memory.

Buzan (1993) proposes four essential characteristics of Mind Map:

- 1) The subject of attention is crystallized in a central image.
- 2) The main themes of the subject radiate from the central image as branches.
- 3) Branches comprise a key image or key word printed on an association line.

Topics of lesser importance are also represented as branches attached to higher level branches.

- 4) The branches form a connected nodal structure.

b. The Advantages and Disadvantages of Mind Mapping

Buzan (1993) describes the advantages of mind mapping over linear note making:

- 1) Time saved by noting only relevant words.
- 2) Time saved by reading only relevant words.
- 3) Time saved reviewing the Mind Map note.
- 4) Time saved by not having to search for key words among unnecessary verbiage.
- 5) Concentrated on real issues enhanced.
- 6) Essential key words made more easily seen.
- 7) Improving creativity and recall by drawing essential key words in time and space.
- 8) Clear and appropriate associations made between the key words.
- 9) The brain finds it easier to accept and remember visually stimulating multi-coloured, multi-dimensional mind maps, rather than monotonous boring linear notes.
- 10) While mind mapping, one is constantly on the edge of new discoveries and new realizations. This encourages a continuous and potential endless flow though.
- 11) The mind map works in harmony with the brain's natural desire for completion or wholeness.
- 12) By constantly utilizing all its cortical skills, the brain becomes increasingly alert and receptive.

Buzan (1993) also lists some benefits of mind maps for presentations and writing tasks:

- 1) They eliminate the stress and unhappiness caused by disorganization, fear of failure and 'writers' block'
- 2) They free your associative 'grappling hooks' to take in new information and ideas, thus enhancing creativity and originality.
- 3) They enormously reduce the time needed for preparation, structuring and completion of presentation or writing task.
- 4) They put you in continuous control of the analytical and creative process.
- 5) They result in a more focused, organized and integrated presentation, essay, project or report.

Hofland (2007) states there are some disadvantages of mind mapping. Firstly, mind mapping is not commonly used in schools. Many students will find it unfamiliar. They may find it little bit awkward when they try to make their first mind maps. Next, mind mapping can also be quite time-consuming. There are some rules that the students have to follow in drawing mind maps. It can cause students to spend much time to make it. However, this problem usually occurs only in the beginning. The more they use the technique, the easier it becomes. Students will be used to this technique if they practice to use it regularly.

The other advantage is that mind mapping requires students to use images, symbols, and colors. This could make it difficult to get some students to use mind mapping technique (Hofland, 2007). Students may feel uncomfortable as they need to use colored pencils or crayons. In addition, not all students are good at

drawing and coloring. Some students may find it burdensome when making mind maps.

c. The Steps of Making Mind Map

Buzan (2003: 10) explains the steps of creating a mind map as follows:

- 1) Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.
- 2) Draw a picture in the middle of the page that sums up your main subject. The picture represents your main topic.
- 3) Draw some thick curved, connected lines coming away from the picture in the middle of the page, one for each of main ideas you have about your subject. The central branches represent your main sub topic.
- 4) Name each of these and if you want draw a little picture of each. Words are underlined throughout a mind map. The words represent key words and the underlining indicates their importance.
- 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 details.

d. Teaching Writing Using Mind Mapping

The major problem that the students find in writing is difficulty in developing their ideas. They usually come up with ideas but confused how to expand them in a good arrangement. Buzan (1993) states that mind mapping can

be an effective way to help students in developing and organizing their ideas before they began to write something.

According to Hofland (2007) a mind-map can activate the students' thinking ability and creativity. The special features in mind maps can be a great way to get the imagination of the students. She also says that mind mapping can save time because it helps the students to plan about what they are going to write.

Moreover, McGriff in Al-Naqbi (2011) sees mind map as a powerful tool to help students overcome problems with the organization of their ideas and thoughts. He also adds that it is an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts, and principles in lectures, readings, or other instructional materials.

Buzan (1993) explains four danger areas that may be faced by any mind mapper and how to solve those problems as follows:

1. Mind maps that aren't really mind maps

Some mind maps can have random and monotonous structures although they may look like the *right* mind maps. We can see it as the ideas of them are reduced and each idea becomes disassociated from the others. Those kinds of mind maps can be confusing for the students themselves. It is usually caused by the students who do not fully understand the rules of mind map. Here, the teachers should explain the rules and also the steps of making mind map clearly. They have to make sure that their students understand their explanation so that they can make the right mind maps.

2. The idea that phrases are more meaningful

Using phrases in mind maps makes the students difficult to revise the interpretation of the main idea. The phrases express a fixed concept which is not open to any other possibility. The teachers have to remind their students to use words instead of phrases because the use of single words in mind maps enables the students to see internal and external environment more clearly and clearly. It is especially helpful for problem-solving and creative thinking because it opens their minds to all the options.

3. The idea that a 'messy' mind map is no good

Sometimes, students create a "messy"-looking mind maps because of certain situations. Although their mind maps may lack clarity and beauty, it does not mean that their mind maps are bad or meaningless. Buzan (2006) states that the students can fix it by adding arrows, symbols, highlighting and images to modify their mind maps into more constructive forms. He also adds that the students also can re-draw their mind maps according the basic rules to make the information easier to be recalled in the future.

4. A negative emotional reaction to any mind map

The students may feel disappointed or depressed by the standard of their mind maps. The teachers should remind them that it is only a first draft which can be revised before it becomes a "final" mind map.

B. Relevant Studies

There are some studies related to the use of mind mapping to improve writing skills. The first is the study conducted by Shamma Al-Naqbi. Al-Naqbi (2011) conducted the research in a government high school located in the United Arab Emirates (UAE). The target population was the female students of Grade XI, English as a Foreign Language (EFL) learners aged between sixteen and seventeen years. The finding of the study was improvement in the students' final writing outcomes. The result showed that the students were able to plan their ideas effectively using the mind mapping technique so that they produced well organized reports. The students were able to create between the ideas on their maps and their writing. The mind mapping technique can help in developing students' cognition skills and aid in information recovery in an assessment situation.

The other research was conducted by Lismawati. The subject of the study was eight grade students at SMP N 2 Depok in Yogyakarta. This study aimed at improving the students' writing ability. Lismawati (2013) states that mind mapping was effective to improve the students' writing ability. By mind mapping, the students made considerable improvement in their writings. They also showed positive response toward the teaching and learning process. The students were more active in joining the lesson and also in doing the tasks. Mind maps gave them chances to use their imagination and also to be creative. Besides, mind mapping was also useful to encourage and motivate the students in learning writing.

C. Conceptual Framework

English consists of four skills i.e., listening, speaking, reading, and writing. Writing is one of the productive skills. It means that writing is not an easy skill to be learned. Many students of English have difficulties in learning writing. The major problem is difficulty in developing ideas when making a piece of writing. As a consequence, it also causes problem in organizing their ideas too. When the students have difficulties in generating ideas, they tend to feel confused in deciding the supporting ideas from the main idea. It makes the supporting ideas not consecutive and unorganized with the main topic.

There are many techniques that can be used to solve this kind of problems. One of the most effective techniques that the teachers can use is mind-mapping. Hillar (2012) says that mind mapping is a great tool to organize the thought processes of the students when writing. Mind maps also can be used as a great cognitive tool to arrange and organize information when studying or presenting students with a new topic. Those benefits can be the best way to solve the students' problems in writing.

After analyzing the problems of the students, the researcher decided to use mind mapping as a technique to improve their writing skills. Mind maps have some aspects that can be very useful in teaching writing. Besides, mind maps also offer different atmosphere for the students in generating ideas so that they can be motivated and also make them thinking creatively. The researcher conducted the research in SMP N 3 Depok, Yogyakarta. This research aimed at improving the

students' writing skills of grade eight in class B in the academic year of 2014/2015.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was aimed at improving the students' writing skills of eighth grade students in class B in SMP N 3 Depok through mind mapping. Therefore, this research was classified as action research in which the focus of this research is on improving certain situations of the English teaching and learning process.

According to Burns (2010) action research is research which involves taking a self-reflective, critical and system approach to explore teaching contexts. Action research aimed at identifying certain problems or issues in the teaching learning process more deeply and solving them. It involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence. (Mcniff, 2006)

I worked together with the English teacher and the collaborator to collect the data related with the weaknesses and the obstacles of the English teaching and learning process especially writing skills. After collecting the data, the other things to do were identifying the problems, planning and implementing the actions, and evaluating and reflecting the actions.

B. Setting of the Research

1. Place of the Research

This research was conducted in SMP N 3 Depok, Yogyakarta. It is located in Sopalan, Maguwoharjo, Sleman, Yogyakarta. There are three English teachers there and it has 12 classes; there are four classes for each grade. There are about 32 students in every class.

There were a library, a computer laboratory, a concealing room, headmistress' office, a teachers' office, a health centre, a mosque, a basket and football field, some toilets and some parking areas. However, there were not enough facilities in learning English because they just had some learning media, such as LCD, but it was limited used. Besides, there was no language laboratory there.

2. Time of the Research

This research was conducted at SMP N 3 Depok Yogyakarta in the first semester of the academic year 2014/2015. It started from August up to September based on the academic calendar and class schedule.

C. Subject of the Research

The target of this study was the students of SMP N 3 Depok in grade VIII in class B in the academic year of 2014/2015. They were students in the first semester of their study. This research also involved the headmaster, the collaborator, the English teacher and the class teacher of class VIII B in SMP N 3 Depok, Sleman, Yogyakarta. The collaborators and I worked together in this study. I implemented the action while the English teacher and the collaborator observed and noted the students' reaction and condition in the classroom.

D. The Data and Data Collection

1. Types of Data

The data collected in both qualitative and quantitative methods. The qualitative data collected through interview, observation and documentation while the quantitative data was the results of the students' writing tests.

2. Data Collection Techniques

The data of the research were qualitative and quantitative. The qualitative data were obtained through observation, interview, and documentation of the teaching and learning process of writing in the classroom including the techniques used by the teacher, the learning media, and the classroom writing activities. This data were collected from some techniques. Those techniques were described as follows:

a. Observation

Observations were conducted to know important information related to the teaching and learning process, the students' writing skills, the students' involvement during the lesson, the students' understanding of the given materials, the methods and techniques used by the teacher, and the media used to support the teaching. The results of the observations were in the form of field notes. It was used to record activities and situations during the research.

b. Interviews

This technique was used to get information related to the English teaching and learning process from the students and the teacher. The teacher and the students were interviewed in order to collect complete data of the problems. From the interviews, I gained information about the techniques, activities, the materials, the facilities and the media in the teaching and learning process, the students' perceptions and difficulties in writing and learning English. Besides, the interviews also revealed the students' opinion about the actions, the improvement of their writing skills, their difficulties during the actions, the collaborator's opinion about the actions, the condition of the class, and the students' involvement during the lesson.

c. Documentations

The documentations were photographs of the teaching and learning process. Meanwhile, the quantitative data were gained by conducting pre-test, progress test and post-test to measure the improvement of students' writing skills.

3. Data Collection Instruments

I acted as the teacher when implemented the actions while the collaborator and the English teacher played a role as the observer. The data were collected by using observation checklist, interview guidelines, and a writing scoring rubric.

a. Observation sheet

The observation sheet was used to observe the students. It contained the data related to the students' behaviors during the implementation of the actions.

b. Interview Guidelines

The interview guidelines that contain some questions related to the data were examined. It was used when interviewing the teacher and the students. The answers of the questions were in the form of interview transcripts. At the end, the information in the interview transcripts was used to make conclusions whether the mind mapping technique could improve the students' writing skills or not.

c. Writing Scoring Rubric

Rubric of the students' writing performance was used to examine the students' writing skills in the pre-test and post-test. It was aimed at measuring the improvement of the students' writing skills. The rubric contains five important elements namely content, organization, vocabulary, language use and mechanics.

4. The Data Analysis Technique

The data were in the form of field notes, interview transcripts, and students' writing scores. To analyze the data, the qualitative and quantitative descriptive analysis was used. The qualitative data were analyzed using stages suggested by Burns (1999) i.e., assembling the data, coding the data, comparing the data, building interpretation and reporting the outcomes.

The quantitative data obtained from writing performances were analyzed by using quantitative descriptive analysis. The quantitative data were presented in the form of tables and mean scores.

E. Steps of the Research Study

According to Kemmis and Mc Taggart in Burns (2010), action research involves four broad phases in a cycle of research, i.e.:

1. Reconnaissance

In this stage, important information was discovered related to the students' writing skills before the implementation of the actions. After observed and interviewed the teacher, the students, and I identified the problems and obstacles found in teaching and learning writing. Some problems were eliminated to obtain the most feasible problems to solve.

2. Planning

This phase is about the identification of the problem and also plan development of action. After conducting observations and interviews in reconnaissance stage, some strategic plans were made to choose feasible actions

to overcome the existing problems. In planning the actions, I worked together with the English teacher. The action plan was using mind mapping as teaching technique and it was aimed at improving the students' writing skills.

3. Action and Observation

In this stage, the action plans in the planning stage were implemented. I began to solve the problems in the field. The actions were implemented in two cycles. There were three meeting in each cycle. The effects of the action and the context actions are observed and documented systematically. After that, the data gained in the implementation of the actions were analyzed.

4. Reflection

This stage is about evaluating and describing the effects of the actions. It aimed at making sense of what happened and understanding the problems that had been explored. The reflection was conducted after the implementation of each cycle. In addition, the students and the teacher were also interviewed to support the reflection.

F. Validity and Reliability of Data

To fulfill the validity of the data, Burns (1999:161-166) proposed five types of validity. Each type is presented in the following discussion.

1. *Democratic validity*, it refers to the extent to which the research is truly collaborative. It was acquired through interviewing the English teacher and the students to find out their thought and opinions about the action or activities during the implementation of mind mapping in the writing process.

2. *Outcome validity*, it refers to notion of actions leading to outcomes that are “successful” within the research context. In this research, the processes were related to the improvement of students’ writing skills through the use of mind mapping.
3. *Process validity*, which raises questions about process of conducting the research. To get the process validity, the data was collected through observation. In this research, the process was done in two cycles. Each cycle consisted of planning, actions, and observation and reflection steps. The process involved some different data sources and followed by some evidences that show the believable process.
4. *Catalytic validity*, that refers to the extent to which I allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers’ and learner’ understanding of their role and the actions taken as a result of these changes, or by monitoring other participant’ perceptions of problems in the research setting.
5. *Dialogue validity* that refers to the process collaborative enquiry or reflective dialogue with “critical friends” or other practitioners.

In order to get the trustworthiness of the data and avoid subjectivity in the data analysis, Burns (1999: 163) suggest four-triangulation techniques:

- a) Time triangulation, the data are collected at one point in time or over a period of time to get sense of what are involved in the processes of the changes. This research was done in two months.

- b) Space triangulation, the data are collected across different subgroups of people, to avoid the limitations of studies being conducted within one group.
- c) Investigator triangulation, more than one observer is involved in the same research setting to avoid researcher being biased and to provide checks on the reliability of the observations. In this research, I worked together with English teacher and collaborator.
- d) Theoretical triangulation, the data are analyzed from more than one perspectives to get trustworthiness. I would use the triangulation techniques in which I would gather from several points of view from students and the English teacher. The reliability of the data would be gained by giving genuine data, such as the field notes, interviewing transcripts and other records.

G. Indicator of Success

The indicator of success of this research was based on the writing scoring rubric by Jacobs *et al.* in Weigle (2002). This scoring rubric specified five major categories and a description of four different levels in each category as follows:

Table 4: Writing Scoring Rubric by Jacobs *et al.* in Weigle (2002).

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: Knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks of detail
	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
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	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register

(continued)

(continued)

Aspect of Writing	The range of the score	Level
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	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning confused or obscured
	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very poor: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation,

MECHANICS		capitalization, paragraphing, but meaning not obscured
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion which refer to the efforts to improve students' writing skills through the use of mind mapping. These are presented in three headings: reconnaissance, the implementation of the actions and discussions, and the result of pretest and post test of students' writings.

A. Reconnaissance

There were several things that researcher did before conducting the research. The first one was conducting an observation related to English teaching and learning process, especially in writing skills of class VIII B SMP Negeri 3 Depok Yogyakarta. The second was identifying the problems that occurred in the teaching and learning process. The next step was interviewing the English teacher and students of class VIII B. Then, some problems were selected to be overcome. The last step was determining the actions to overcome those problems.

1. Identification of the Field Problems

In this stage, several steps were done to identify the problems of the research in the field. In order to collect detailed information about teaching and learning process of class VIII B in SMP N 3 Depok, first, an observation was conducted concerning the English teaching and learning process. Next, the English teacher and some students were interviewed. Lastly, a pre-test was also conducted to know more about the students' writing skills.

The problems in the teaching and learning process of writing were identified based on the observation done on May 14th, 2014. The field note below was served as the crucial data before implementing some actions in class VIII B SMP Negeri 3 Depok Yogyakarta to improve the students' writing skills.

No	: FN.03
Day, Date	: Wednesday, May 14th, 2014
Time	: 09.25 WIB
Place	: Class VII B
Activity	: Preliminary Observation
Respondent, R	: Researcher
Ss	: Students
ET	: English Teacher

P came to SMP N 3 Depok to observe the teaching and learning activities in class VII B. The class started at 09.25 a.m. Et introduced R to all the students before started the class. R sat on the back seat and observed the teaching and learning activities. ET started the class with greeting checking the students' attendance. All the 32 Ss came to the class at that day. ET asked them some opening questions and reminded them of the material in the previous meeting, such as "Did you study last night?", "Do you still remember what we discussed in the last meeting?" **Some students tried to answer the questions with limited English mastery.**

ET the asked the students about the homework from LKS that she gave in the last meeting. She pointed some students to write their answers in the write board. From what they wrote, **it could be seen that there were some mistakes in spelling and grammar.** ET and Ss then discussed the right answers together. After that, ET asked them to open the next page of the LKS and asked them several questions to build their knowledge about the material. Some students responded the questions with simple answers, but **only a few students who seemed to be very active.**

Next, ET asked them to do the tasks on the LKS. During the teaching and learning process, some students discussed with their friends. Besides, **there were only a few students who brought dictionaries to the classroom.**

After the students finished the tasks, they discussed the right answers with ET. **ET explained some vocabularies that the students still confused with.**

Before the class ended, ET concluded what they had learned at that day. She also asked the students to do the homework and study at home. Finally, ET ended the lesson.

After conducting the observation, the English teacher and also some students of class VII B were interviewed to get some information and also

suggestions about the teaching and learning process of writing to support the identification of the problems.

During the interview with the English teacher, she said that the students found it difficult to write because they had difficulty in generating ideas. They also lacked vocabulary and also grammar mastery.

R : *“Iya, Bu. Jadi dari hasil interview, mereka sebagian besar siswa merasa kesulitan saat writing dan speaking. Untuk writing, biasanya mereka berusaha mengubah kalimat dari Bahasa Indonesia ke Bahasa Inggris secara langsung padahal rulesnya berbeda. Kebanyakan siswa juga kesulitan menuangkan dan mengembangkan ide-ide saat menulis. Selain itu, masih banyak kosa kata yang tidak mereka ketahui. Jadi mereka selalu bingung mau menulis apa. Sedangkan untuk speaking, mereka terkadang kurang berani dan gugup karena harus berbicara di depan kelas. Jadi, setelah saya pikir, sepertinya skill yang dianggap para siswa paling susah adalah writing. Bagaimana menurut Ibu?”* (Yes, Ma'am, from the result of the interview, the students chose writing and speaking as the most difficult skills. For writing, the students tended to translate the sentences directly from Indonesian to English which had different rules. Most of them also had difficulties in generating and developing their ideas on writing. Besides, there were still many vocabularies that they don't know. Whereas, in speaking sometimes they felt nervous because they had to speak in front of the classroom. So, I think the most difficult skill for them is writing. Is it true, Ma'am?)

ET : *“Iya, mbak. Memang kesulitan mereka terbesar mereka adalah mengembangkan ide dan grammar. Selain itu, mereka juga masih kurang di vocabulary. Writing memang butuh banyak latihan dan di expose berbagai macam teks.”* (Yes, it is true. Most of them had difficulties in generating ideas and grammar. They also lacked vocabulary mastery. Writing indeed required many exercises and also different kind of texts exposures.)

Interview transcript 9

The teacher also said that she never use mind mapping in the teaching and learning process before due to the limited time, etc.

- R : *“Iya, Bu. Rencananya saya akan menggunakan mind map sebagai teknik untuk meningkatkan kemampuan writing siswa, tidak apa-apa kan, Bu?”* (Yes, Ma’am. I’m planning to apply mind mapping as teaching technique to improve students’ writing ability. Is it okay, Ma’am?)
- ET : *“Iya, tidak apa-apa mbak. Kalau menggunakan mind mapping anak-anak akan terbantu untuk mengembangkan ide. Selain itu juga untuk variasi agar anak-anak lebih tertarik karena mereka bisa menggambar mind mapnya sendiri-sendiri. Saya juga belum pernah menggunakan itu dalam kegiatan pembelajaran karena terbatasnya banyak hal seperti waktu, dll”* (Yes, it is okay. Mind mapping can help them to developing their ideas. Besides, it can be variation to attract the students since they will be able to draw their own mind maps. I never use it on the teaching and learning process because of limited time, etc.)

Interview transcript 9

- R : *“Beberapa siswa sebenarnya sudah lumayan bisa menulis. Tapi ya kebanyakan dari mereka sudah berpikir dulu kalau Bahasa Inggris susah sehingga mereka kurang semangat saat akan menulis. Lalu menurut Ibu bagaimana kemampuan writing kelas VII B ini, Bu?”* (Some students actually had quite good writing skill. However, most of them thought that English was difficult so that they had low motivation in learning writing. So, what do you think about the students’ writing skills in class VII B?)
- ET : *“Ya seperti yang mbak lihat hanya beberapa siswa yang aktif dan berani maju ke depan untuk menulis jawaban mereka. Yang lainnya biasanya takut maju karena takut salah. Kebanyakan siswa masih sering menulis tanpa memperhatikan rules yang benar.”* (As you had seen before, there were only several students who were active and brave to write their answers in front of the class. The rest usually were too afraid of making mistakes. Most of them still paid less attention to writing rules.)

Interview transcript 9

The students also stated that the most difficult skill to learn was writing. Most of them were lacked vocabulary mastery so they were often confused about what they were going to write.

-
- R : "*Susah gimana?*" (What part is difficult in writing?)
 S2 : "*Kalau suruh nulis itu bingung mau nulis apa...hehee.*" (I'm confused and I don't know what I'm going to write.)
 R : "*Bingungnya karena apa kira-kira?*" (What makes you confused?)
 S2 : "*Ya itu....kata-katanya gitu, Miss.*" (The vocabulary, Miss.)

Interview transcript 4

- R : "*Kira-kira lebih sulit mana writing atau speaking?*" (Which one is the most difficult skill for you, writing or speaking?)
 S1 : "*Writing, Miss, soalnya kalau nulis itu biasanya trus dikumpulin kan padahal nulisnya biasanya cuma bisa dikit. Bingung mau nulis apa.*" (For me, it is writing, because the teacher usually asks us to submit our writings whereas I can only write a few sentences. I'm confused about what I'm going to write.)

Interview transcript 3

The other problems faced by the students were difficulties in generating and developing ideas. They also found it difficult to write since they had low grammar mastery. They usually translated sentences in Indonesian to English which have different rules.

-
- R : "*Terus apa lagi?*" (What else?)
 S10 : "*Bingung ngubah Bahasa Indonesia ke Bahasa Inggris, Miss.*" (I'm confused about how to change sentences from Indonesian into English.)
 S7 : "*Iya, Miss! Kita sering kebalik-balik kalau nulis kalimat*" (Yes, Miss. We often wrote sentences in wrong order.)

Interview transcript 8

Besides, the activities in the teaching and learning process of writing lacked variation. The teacher mostly only asked the students to do the exercises based on the LKS.

ET then asked the students about the homework from LKS that she gave in the last meeting. She pointed some students to write their answers in the write board.

Field Note 03

In addition, a pre-test was also conducted before implementing the actions. It provided the valid data of the students' writing abilities. The collaborator and I became the raters to score the students' writings in this stage. The table below presents the students' means score in each aspect of writing.

Table 5: The Pre-test Mean Score of Each Writing Aspect

	C	O	V	LU	M	Total
Mean	17	11.9	12.1	12.6	2.6	56.2

C : Content O: Organization V : Vocabulary

LU: Language Use M: Mechanics

From the table above, it can be seen that the students' scores in content aspect was 17 out of 30. It means that the content of their writings was still fair to poor. Their writings in the pre-test had unorganized and inadequate development of the topic. Some of the students seemed to be lacked knowledge of the subject. They wrote several non pertinent sentences in one paragraph. Although the time

given was sufficient, it seemed that the students still had difficulty in generating and developing their ideas.

Organization of their writings was still in fair to poor level since they only scored 11.9 out of 20. Most of the students had disconnected ideas in their writings. They also barely had supporting details in each paragraph. Their results showed that they still lacked logical sequencing and development.

The vocabulary mastery of the students was in fair to poor level. Based on the result of their writings, they only scored 12.1 out of 20. It showed that they still had limited range of vocabulary. They often made frequent errors of word choice that lead to unclear usage meaning.

In the terms of language use, the students score 12.6 out of 20. It showed that they were still in fair to poor level. They still had major problems in simple/complex constructions. They also often made frequent errors of tense, word order/function, pronouns, articles and prepositions. Those made their writings often had confusing meanings.

Based on the result of the students' writings, they only scored 2.6 in the mechanics aspect. The score showed that the students' mastery of mechanics aspect was quite low. They still had frequent errors of spelling, punctuation and capitalization. For example, they wrote "populer" instead of "popular". They often wrote capital letter in the wrong place and forgot to write it for certain types of the words, such as "sambisari temple."

The results of the pre-test showed that the students still lack in almost every aspect of writing. There were still many frequent errors in their writings. The

students often misspelled words and did not use the right tense. In addition, they also had problems with capitalization.

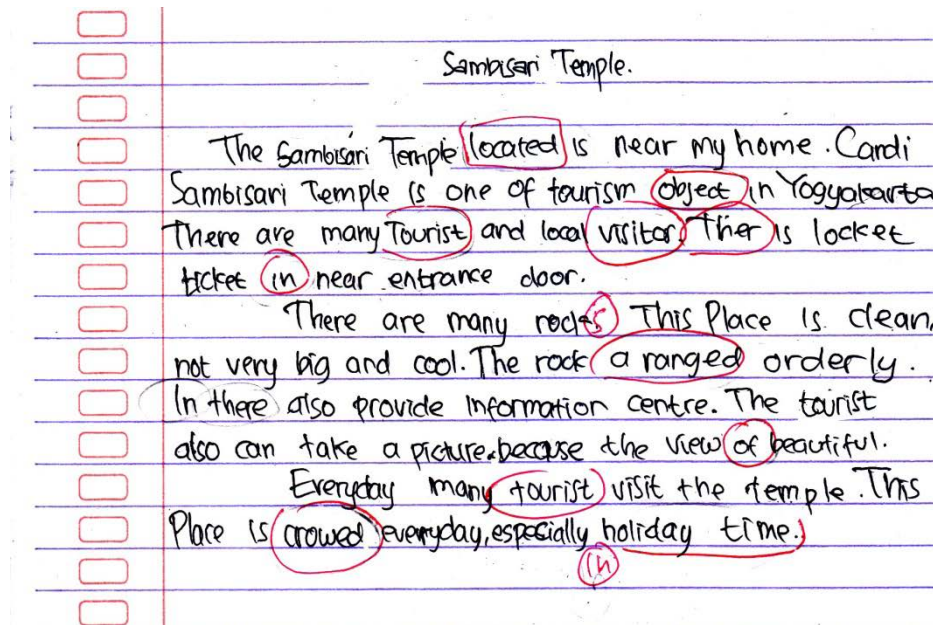


Figure 1: The result of a student's writing in the pre-test

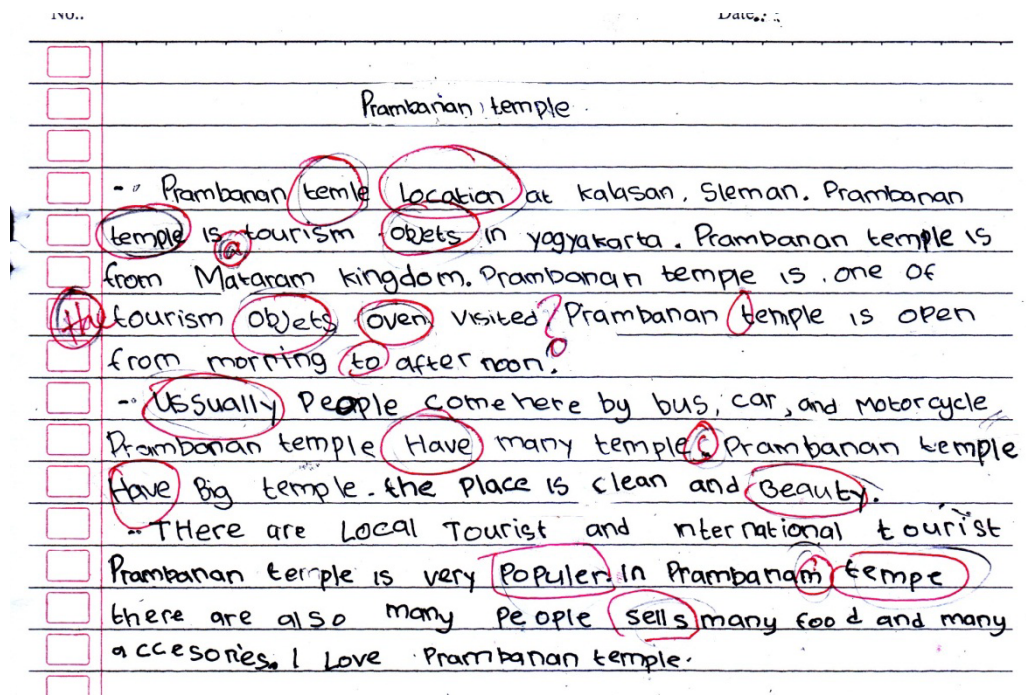


Figure 2: The result of a student's writing in the pre-test

From the result of the observation, interviews and pre-test, there were some problems found in the teaching and learning process. The field problems occurred in the teaching and learning process can be seen in the table below:

Table 6: The Field Problems in the English Teaching and Learning Process at VIIIB Class of SMP Negeri 3 Depok Yogyakarta

No	Field problem	Code
1.	The students had difficulties in generating and developing their ideas	S
2.	The students lacked vocabulary mastery.	S
3.	The teaching and learning process lacked learning media	Md
4.	The students had low grammar mastery	S
5.	The activities in teaching and learning writing lacked variations.	TT
6.	The students often made frequent errors in capitalization and spelling.	S
7.	The students had low motivation in learning writing.	S
8.	The topics were not interesting enough.	Mt
9.	The time allocation is limited.	TT
10.	The students tended to copy their friends' works.	S

S: Students Md: Media TT: Teaching Technique Mt: Materials

From the table above, it can be seen that the problems happening in the English teaching and learning process in class VIIIB were related to the students, media, teaching technique, and materials.

2. Selecting the Field Problems to Solve

There were several problems found in the teaching and learning process of writing in class VIII B. First, the students had difficulties in generating and developing ideas. It can be seen from their writings in the pre-test. The other

problems found in the pre-test were that the students had low grammar and vocabulary mastery. They also made some frequent errors in the mechanics aspect.

Besides, the activities in teaching and learning writing lacked variations. The topics were also not interesting enough to attract their attention. It caused the students to have low motivation in learning writing. The students also tended to copy their friends' works in the teaching and learning process.

However, due to limited time, knowledge, and also importance it was impossible to cover all the problems. As stated in chapter 1, I only focused on improving the students' writing skills through the use of mind mapping. Therefore, the English teacher and I tried to clarify the problems based on the urgency level. The list of the most urgent problems to solve was made based on the observation and interviews that had been done before. Those problems are formulated as follows:

Table 7: The Most Urgent Problems to Solve in the English Teaching and Learning Process at VIII B Class of SMP Negeri 3 Depok Sleman Yogyakarta

No.	Field Problems	Code
1.	The students had difficulties in generating and developing their ideas	S
2.	The students lacked vocabulary mastery.	S
3.	The students had low grammar mastery	S
4.	The students often made frequent errors in capitalization and spelling.	S
5.	The activities in teaching and learning writing lacked variations.	TT
6.	The students had low motivation in learning writing.	S

S: Students TT: Teaching Technique

After deciding the field problems to solve, the collaborator and I discussed and analyzed the possible causes of the field problems. This step was necessary to determine the appropriate actions that would be implemented to solve the problems.

Table 8: Field Problems to Solve and the Possible Causes in the English Teaching and Learning Process at VIII B of SMP Negeri 3 Depok Yogyakarta

No.	Field Problems	Possible Causes
1.	The students had difficulties in generating and developing their ideas.	The students had difficulties in visualizing their ideas and also had limited background knowledge of the topics.
2.	The students lacked vocabulary mastery.	They lacked vocabulary exposures.
3.	The students had low grammar mastery.	The students were rarely given grammar exercises.
4.	The students often made frequent errors in capitalization and spelling.	The students were rarely given feedback on their works.
5.	The activities in teaching and learning writing lacked variations.	The teacher rarely added variations in teaching writing. The activities mostly focused on doing the tasks on LKS.
6.	The students had low motivation in learning writing.	The activities in the teaching and learning process were monotonous.

S: Students TT: Teaching Technique

3. Determining Actions to Solve the Feasible Problems

Based on the field problems and the possible causes discussed before, the English teacher, the collaborator and I selected some actions to cover the problems. First, mind mapping would be applied in the teaching and learning process. The special features in mind map could be a good way to stimulate the

students' mind so that they would be easier to generate and develop their ideas. It would also help the students overcome problems in organizing ideas.

In addition, some supportive actions would also be applied to support the main actions. They were giving feedback on students' works including capitalization, spelling, vocabulary and grammar, and providing grammar and vocabulary exercises to help them improve their writing ability. The relation between the solvable problems and the actions that would be implemented can be seen as follows.

Table 9: The Feasible Problems to Solve and the Solutions

No.	Field Problems to Solve	Solutions
1.	The students had difficulties in generating and developing their ideas.	Using mind mapping as a teaching technique
2.	The students lacked vocabulary mastery.	-Providing vocabulary exercises -Using mind mapping as a teaching technique -Giving feedback on the students' works
3.	The students had low grammar mastery.	-Providing grammar exercises -Giving feedback on the students' works
4.	The students often made frequent errors in capitalization and spelling.	Giving feedback on the students' works
5.	The activities in teaching and learning writing lacked variations.	-Using mind mapping as a teaching technique -Providing various tasks on the teaching and learning process
6.	The students had low motivation in learning writing.	-Using mind mapping as a teaching technique -Allowing the students to have a group work -Providing various tasks on the teaching and learning process

Before implementing the actions, the collaborators and I made several preparations and plans to make the actions successful.

a. Developing the Research Instruments

Observation checklists, interview guidelines, writing tests and writing scoring rubric were prepared. The observation would be conducted during the implementation of the actions and reflection. The interviews would be held during the planning stage, the implementation of the actions, and the reflection stage. Those steps were crucial to get information about the problems dealt by the research participants. I also could get suggestions regarding the implementation of the actions and the reflections.

In addition, the writing tests would be conducted to measure the students' writing improvements. The writing scoring rubric would be used to assess the students' writing skills in the pre-test, progress test, post-test.

b. Selecting the materials

The materials used in the teaching and learning process were based on the Basic Competency and Standard Competency of the junior high school students grade VIII in the curriculum. The English teacher and I discussed and selected the materials together. The materials would be used to practice their writing skills. The topic that would be given was descriptive text.

c. Deciding the Teaching and Learning Activities

The mind mapping technique in the teaching and learning process would be combined with the other activities that aimed at improving the students' writing

skills, such as providing grammar and vocabulary exercises, giving feedback to the students, allowing them to work in groups, etc.

d. Making Course Grid and Lesson Plans

Course grid and lesson plans were designed in collaboration with the English teacher and were revised based on the expert's judgment. They were made to design the materials and the activities.

B. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

Considering the problems to solve mentioned before, some efforts were planned to overcome the problems. The efforts focused on the improving the students' writing skill through mind mapping. The actions plans of the first cycle that would be implemented are presented as follows:

Table10: The Actions and the Expected Improvements to Achieve

No.	Actions	Expected Improvements to Achieve
1.	Using mind mapping as a teaching technique	<ul style="list-style-type: none"> -The students would be easier in generating and developing their ideas. -The students' vocabulary mastery would be improved. -The activities in teaching and learning writing would be varied and more interesting. -The students were highly motivated in learning writing.
2.	Providing vocabulary exercises	The students' vocabulary mastery would be improved.

(continued)

(continued)

No.	Actions	Expected Improvements to Achieve
3.	Providing grammar exercises	The students would be more aware of grammar rules and had adequate grammar mastery.
4.	Giving feedback on the students' works	-The students' vocabulary mastery would be improved. -The students would be more aware of grammar rules and had adequate grammar mastery. -The students' mastery of capitalization and spelling would be improved.
5.	Providing various tasks on the teaching and learning process	-The activities in teaching and learning writing would be varied and more interesting. -The students were highly motivated in learning writing.
6.	Allowing the students to have a group work	The students were highly motivated in learning writing.

The implemented actions focused on improving the students' writing skills through the use of mind mapping. Based on the results of discussion with the English teacher, I acted as the classroom teacher during the implementation. Meanwhile, the action plans which performed in the first cycle were:

1) Using Mind Mapping as a Teaching Technique

As mentioned before, mind mapping was used as the teaching technique to improve the students' writing skills. The mind map as a product of mind mapping helped the students in generating and developing their ideas. It could help them to visualize the topics, so they could express and organize their ideas more easily before they start to write.

By applying mind map, the thinking process of the students would run better and faster. In addition, new vocabulary could be introduced by using mind map. It could help the students enrich their vocabulary mastery.

2) Providing Grammar Exercises.

Grammar exercises would be given for the students to improve their grammar mastery. As mentioned before, the students still had inadequate grammar mastery. They also often made frequent errors of tense. By giving them grammar exercises, the students were expected to be more aware of grammar rules and had sufficient grammar mastery.

3) Giving Feedback on the Students' Works.

The students still often made mistakes in many aspects of writings. They often misspelled words and also had problems with capitalization. Giving feedback on the students' writings was crucial to show them which parts of their works that must be corrected. It could help them to learn and notice their mistakes so that they would not repeat it again in the future.

b. Actions and Observations in Cycle I

I worked together with the English teacher and another collaborator in implementing actions. The actions in the first cycle were conducted in three days of class meeting on August 21th, 2014, August 26th, 2014 and August 28th, 2014. The data during Cycle I were collected through observations, interviews and

documentations. The teacher sat at the back observing the teaching and learning process, completing the observation checklist and taking notes about everything happening during the teaching and learning process. The other collaborator also sat at the back of the class observing the teaching and learning process, taking notes and taking photographs. The detailed description is presented below.

1) The First Meeting of Cycle I

The first meeting of Cycle I was done on August 21th, 2014. At this meeting, the activities were focused on explaining the language features and generic structure in descriptive texts. The lesson was started with a greeting, and checking the students' attendance. That day, all the 32 students were present. Next, the students were asked some opening questions, such as “Did you study last night?”, “What did you study last night?” Some students tried to answer the questions with limited English mastery. After that they were asked some questions to build their knowledge about the topic that were going to be presented, such as “Where do you usually go in holidays?” The students said “Home”, “My friend’s house”. I then tried to clarify the question and asked “How about tourism objects?” The students tried to answer the questions by mentioning some tourism objects such as, “Candi Sambisari”, “Museum Affandi”, etc. Then several questions related to the previous questions were asked to the students such as “How does it look like?”, “Is it big?”, “What can you find there?”, “How about the visitors?”

After I listened to and appreciated the students' answers, I gave written texts and worksheets to them. The students were required to read the text first and find the meaning of the verbs and adjectives that could be found in the text. They were allowed to use dictionaries to find the meaning of the words. When the students finished doing the task, the answers were discussed together with them. I asked the students to raise their hands first before they wrote their answers in the white board. After that, I asked "Do you know what kind of text it is?". Some students answered "Descriptive text." Then the definition and the function of descriptive text were explained.

Next, the students were asked to do the Task 3 and Task 4. Task 3 consisted of several questions about implicit and explicit information from the text. The students did not really have difficulties in doing this task. Most of them answered the questions correctly. However, there were still some words that they did not understand at that time. In doing task 4, most of the students were still confused to answer the question "What is the text about?" Most of them answered "Descriptive text." They thought that the question was asking about the type of the text. Then I explained that the question asked about the main idea of the text. The other questions were asking about the main ideas of the paragraphs. The students seemed to understand the rest of the questions. I pointed some students to write down their answers in the white board and then discussed the correct answer together.

The activity continued by explaining the generic structure and language features of the text. I related it with the text and also the task 4 they discussed

before by asking the students which part was the identification and descriptions. The tense used in descriptive text was also explained. I gave some examples by relating it with the sentences found in the text. After the explanation about generic structure and language features, the students were required to complete the blank parts of a text with the words provided. Some questions were asked by these students because they still had difficulties in grammar.

When the students were about to do the last task, the bell rang. Therefore, I asked them to collect their worksheets and continued the last task in the next meeting. Finally, the class ended.

2) The Second Meeting of Cycle 1

The second meeting of cycle 1 was conducted on August 26th, 2014. I started the lesson with a greeting, and checking the students' attendance. At that day, all the 32 students were present. The students were also asked some opening questions to check their readiness, such as “Do you still remember what we have learned in the previous meeting?”, “Do you still remember what descriptive text is?”, “What tense used in descriptive text?” Most of them still remembered it clearly. I explained a little about tense used in descriptive text to refresh their minds. The students then continued the last task that was arranging jumbled words into sentences. After they finished it, then the students and I discussed the answers together.

The activity continued by showing a mind map to the students. The mind map was shown through LCD provided in the classroom. They were asked to pay

attention to the mind map and the text from the task in the previous meeting. They seemed to be interested to the mind map. I asked "Do you see any relationship between the text and the mind map?" the students answered "Yes". Then I guided them to relate each part of the mind map and the text. The definition and the purpose of mind mapping were also explained. Next, I showed them the steps of making mind map. Most of the students seemed to understand the steps. I then re-explained the purpose, the language features, and generic structure of the text to remind them.



Figure 3: The students were shown a mind map

After that, the students were required to work in groups of four. Each group had to choose one of the titles provided. They were asked to make a mind map of it and to write a descriptive text based on the mind map they made. I monitored the students by walking around the classroom. Most of the students were more focused on the process of making mind maps. They paid too many details on their

mind maps and it made them needed so much time to make it. The students were asked to share duties with their groups so that they could finish it quickly.

The students asked some questions about the vocabulary while writing the descriptive texts. There were only a few students who brought dictionaries in the classroom. Some of them were also still confused with making sentences. They often wrote sentences such as “so many **seller are sells** many food and accessories”, “Indrayanti beach **have** some facilities”, “the view also **beautifull**”, etc. The students also still had problems with capitalization and spelling. They also often forgot to put full stop at the end of sentences.

After the bell rang, the students’ works were collected. I told them that they would discuss their works together in the next meeting. I reminded them to study and ended the lesson.

3) The Third Meeting of Cycle 1

The third meeting of cycle 1 was conducted on August 28th, 2014. I started the lesson with a greeting, and checking the students' attendance. That day, all the 32 students were present. The students were also asked some opening questions to check their readiness. The lesson was started with discussing their previous writings. First, I said that actually the mind maps made by the students were good but they spent too much time to make mind maps. I then picked some of the students’ works and showed them to the whole class. I gave them feedback of their mind maps and also their writings. I gave corrections and wrote them in the white board. Then the students were asked whether they still have questions or not.

The lesson was continued by giving a piece of paper to each student. They were required to draw a mind map about a tourism object in their area and to write a descriptive text based on it individually. The students were given 15 minutes to draw the mind map. Some of them were able to draw mind map quickly. However, after 15 minutes had passed, there were still some students who had not finished their mind maps. The students were reminded about the time and I told them that they did not need to draw the mind maps perfectly. The most important thing was that they could generate their ideas through mind maps to help them in writing.

I walked around the classroom monitoring the students. I checked the students' works and also helped them when they have difficulties. After the students finished, their works were collected. I then ended the lesson and said goodbye.

c. Reflections

After implementing some actions in Cycle I, the collaborators and I discussed the results to make a reflection on the teaching and learning process of writing using mind mapping. The reflection was based on the observations and interviews conducted during the first cycle. The reflection was used to fulfill the democratic and dialogic validity of the research.

1) Using Mind Mapping as Teaching Technique

Mind mapping was used as teaching technique during the teaching and learning process of writing to help the students generating and developing ideas.

Mind map as a product of mind mapping has special features that were useful in improving writing skill. The students were able to visualize the topics, so they understand what they are going to write. By applying mind mapping, they could improve their vocabulary mastery because it required them to write relevant words throughout the mind maps. The following interview transcripts show students' opinion about the use of mind mapping in the teaching and learning process.

R : "*Menurut kalian belajar pake mind map membantu atau gak?*" (Do you think mind map helps you in learning writing?)

S1: "*Iya membantu, Miss. Kalau pake mind map jadi mudah ngembangin ide.*" (Yes, it was. By using mind map, we were easier to develop our ideas.)

S2 : "*Kita jadi lebih tertarik soalnya ya itu tadi bisa nggambar dan mewarnai juga, Miss. Hehe*" (We also became more interested because we could draw pictures and add colors on it.)

Interview transcript 10

R: "*Jadi kalian merasa terbantu gak sekarang setelah menggunakan mind map?*" (Do you think mind map helps you in learning writing?)

S5 : "*Membantu banget, Miss. Kita bisa punya gambaran gitu tentang apa aja yang mau ditulis.*" (Yes, it was. Now we can get clearer imagination about what we are going to write.)

Interview transcript 11

Although mind map could attract the students in learning writing and help the students to generate and develop their ideas, mind mapping was quite time-consuming. Most of them were more focus on making the mind map than writing the text. They thought that they had to draw it perfectly. The following interview transcripts show the problems.

R : *“Baik, Bu. Menurut Ibu selama kegiatan pembelajaran, apa kelebihan dan kekurangan di cycle 1?”* (What do you think of the implementation of Cycle 1?)

ET : *“Kalau soal mind map itu mereka juga perlu diingatkan bahwa mind map itu untuk membantu mereka menulis sehingga mereka tidak salah fokus. Tadi masih banyak sekali siswa yang lebih sibuk dalam proses membuat mind map daripada menulisnya”* (The students still need to be reminded about the purpose of the mind map. There were still many students who seem to be more focus on drawing the mind map than writing the text.)

Interview transcripts 14

2) Providing Grammar Exercises.

The students had been given grammar exercises during the teaching and learning process. Those exercises helped them in improving their knowledge about the use of tense. Besides, the grammar exercises were served together with the descriptive texts so that it could increase their knowledge about descriptive text. In addition, they also could learn many new vocabularies provided in the text and exercises.

However, there were some problems during the teaching and learning process. First, there were many exercises that the students had to do, so the students needed much time in doing them. Although I had already given them certain time in doing the tasks, there were some students who still could not finished it in the right time. There were also some students sitting on the back who tended to talk with their friends and walk around the class during the teaching and learning process. These problems distracted the time allocation.

3) Giving Feedback on the Students' Works.

Giving feedback on the students' works helped them to notice their own mistakes. They learned to not repeat those mistakes in the future. Actually, I had planned to ask the students to give feedback to their friends' writings during the group work. However, due the limitation of time, I could only discussed some mistakes the students made in their writings and also mind maps in front of the class. I gave corrections and explained them to the students. The students then noted the corrections and tried to remember them so that they would not make the same mistakes again.

There were some improvements on the students' writings after the implementation of Cycle 1. They had made some improvements dealing with the content, organization, vocabulary, language use, and mechanics. However, although the result of their writings was better than the pre-test, many students still faced some problems with some aspects of writing. They had problems with ordering the sentences, for example "in sundak beach wave strong." It should be "Sundak Beach has strong waves." The students also made frequent mistakes in grammar and tense, for example "Yogyakarta **have a** many tourism objects.", "There **are have** a beautiful temple, park, parking lot, etc." They also put to be together with the verb, "they **are** come here with family and friends."

In addition, some students also did not use punctuations mechanics correctly. Some words were also used repeatedly. They sometimes also misspelled words. For organization of the text, the students actually had already put details in their

writings, but some of them still had disorganized ideas. They seemed to be difficult in organizing their ideas in paragraphs.

No.: _____ Date: _____

Krakal Beach

Krakal Beach is amazing in DIY.

Krakal Beach is located in DIY, Gunung Kidul

The Beach has strong and big waves, white sand.

There are many stalls that sell food, seafood drink, fruit. If we want to go there we can go by bus, car, or motor cycle.

If we in the Krakal Beach we can Playing kite, netting, or make sand castle

And the facilities is toilet, parking, shop, eat place, etc. visitor is local, foreign.

I Love Krakal beach.

Figure 4: The result of a student's writing in the progress test

"KIDS FUN"

Kids Fun is one of them tourism objects in Yogyakarta. Loca ted Kids Fun is very far from my house. The place of Kids Fun is very big.

There are have a beatiful place, park, locket, parking area, stalls, swimming pool, and the place of play games.

In holiday, Kids Fun always crowded of visitors. There are many stalls that sell goods and drinks. Usually there is place of picnic. The good are noodle, bread, meatball, fried pota- toes, fried rice and etc. The drink are ice lemon, juice, milk, ice cream, juice, ice tea, young coconut ice, and etc.

Figure 5: The result of a student's writing in the progress test

d. Findings of Cycle I

To support the data validity, the writing assessments were also carried out to measure the improvements of the students' writing skills. I adopted some indicators of the writing performance including content, organization, vocabulary, language use and mechanics. The following table presents the students' mean scores on each aspect of writing during the teaching and learning process or in the progress test.

Table 11: The Students' Mean Score of Each Writing Aspect in Cycle 1

	C	O	V	LU	M	Total
Mean	20.6	14.2	14.3	16.2	3.7	69

C: Content O: Organization V: Vocabulary

LU: Language Use M: Mechanics

After reflecting on the implemented actions and scoring the students' writing performance, the collaborator and I concluded the findings of Cycle I. There were some successful and unsuccessful actions during the implementations in this cycle.

1) Successful actions

- a) The goals of using mind mapping as teaching technique to help the students in generating and developing ideas in writing were successfully achieved.
- b) The students had already known how to put detail information in their writings.
- c) The students' vocabulary mastery had increased.
- d) The activities in teaching and learning writing were more varied.

e) The students were more interested and motivated in learning writing.

2) Unsuccessful actions.

a) The students spent too much time in making mind maps.

b) Some of the students still had inadequate grammar mastery.

c) The students still often made frequent errors in capitalization and spelling.

d) Some students still misspelled words.

e) Some of the students were still confused in organizing their ideas.

The following table shows the findings of cycle I and the recommendations for Cycle II.

Table 12: The Conclusions of the Actions in Cycle I

No.	Actions in Cycle I	Reflection in Cycle I	Recommendations for Cycle II
1.	Using mind mapping as a teaching technique	In the process of making mind map, the students spent too much time and seemed to pay more attention on it than their writings.	The students would be given more distinct instruction and also limited time in making the mind map.
2.	Providing vocabulary exercises	The vocabulary exercises given to the students helped them in mastering new vocabulary.	This action should be continued in the next cycle.

(continued)

(continued)

No.	Actions in Cycle I	Reflection in Cycle I	Recommendations for Cycle II
3.	Providing grammar exercises	The grammar exercises had helped the students in increasing their grammar mastery. However, too many exercises were quite time-consuming.	The number of the grammar exercises should be decreased.
4.	Giving feedback on the students' works	Due to the limitation of time, the feedback given to the students were not optimal.	The management of time should be improved, so the teacher could give feedback to the students properly.
5.	Providing various tasks on the teaching and learning process	The students seemed to be more interested in learning writing with various tasks provided.	This action should be continued in the next cycle.
6.	Allowing the students to have a group work	The students had more interest and motivation in joining the lesson.	This action should be continued in the next cycle.

2. Report of Cycle II

a. Planning

According to the reflection conducted in the first cycle, the collaborator and I found that some problems still existed and needed to solve in this cycle. These problems were presented in this following table.

Table13: The Existing Problems in Cycle I

No.	Problems	Descriptions
1.	The students' grammar and vocabulary mastery	Some students still had problems in using correct grammar and word choice
2.	The students' organization of text mastery	Some of the students were still confused in organizing their ideas in paragraphs.

After interviewing and discussing with the English teacher, the collaborator and I decided to keep implementing mind mapping in the Cycle 2. Mind mapping still would be used to improve the students' writing skills. The students would be more focused on the writing process to increase their writing skills. Besides, some new actions that offered new tasks and activities also would be implemented to make the teaching and learning process of writing more interesting. The descriptions of some improved actions were presented as follows.

1) Using Mind Mapping as a Teaching Technique

The use of mind mapping as teaching technique would still be used to improve the students' writing skills in this cycle. As stated before, the students showed some significant improvements in generating and developing ideas after implemented mind mapping in learning writing. Their results also showed some improvements in their vocabulary mastery and organization of the text, although there were still some of them who had problems with it.

However, in the previous cycle I found that the students were more focused in drawing the mind maps, than in writing the texts. They made their mind maps perfectly, so that sometimes they forgot about the function of the mind map itself.

It made the process of mind mapping waste too much time. In this cycle, I planned to give more distinct instruction and also limitation of time to the students in making mind map. The students would be asked to draw simpler mind map in order to save the time.

2) Providing Grammar Exercises

The grammar exercises had helped the students in increasing their grammar mastery. Those exercises were served together with texts so that the students could also increase their knowledge about the language features, vocabulary, and also generic structure in descriptive texts. However, there were too many exercises given to the students in the previous cycle. The students could not do the tasks quickly although they were already informed about the limitation of the time. It was somewhat time-consuming because more appropriate time was needed in discussing the tasks to the students. Therefore, the number of tasks in the next cycle would be decreased. I planned to give them more varied tasks but in fewer number.

3) Giving Feedback on the Students' Works

As stated in the reflection of cycle I, the feedback given to the students were not optimal. The students spent too much time in drawing the mind maps and writing text so that there was no much time left to give feedback on their works. In the next cycle, I would try to give better feedback on the students' works. I planned to ask the students to give feedback on their friends' works. I hoped that

this way would be effective to make them more conscious about the mistakes they made.

4) Showing a Slide Show as a Guidance

As suggested by the English teacher, in the next cycle a slide show would be shown to the students before the activities of drawing mind map and writing text. The slide show would be used as guidance for them during the joint construction of the field. The slide show would consist of several pictures about certain topic. I would ask some questions regarding the pictures on the slide show to make the students get better understanding to the topic. This activity would also be useful to give them some new vocabularies and expressions to convey their ideas.

b. Actions and Observations

In this cycle, I still acted as the teacher, while the English teacher and the collaborator as the observer. The actions in Cycle 2 were conducted in three days of class meeting on September 2th, 2014, September 4th, 2014 and September 9th, 2014. Each meeting was described below.

1) The First Meeting in Cycle II

The first meeting of Cycle I was conducted on September 2th, 2014. The lesson was started with a greeting, and checking the students' presence. The students were also asked some opening questions to check their readiness and remind them about previous lessons.

I then gave the worksheets to the students. First, the students were asked to do the first task. It required them to fill the blanks with suitable words provided in the table. The students were allowed to open their dictionaries to do this task. The second task was about ordering jumble sentences into a good order. There were only a few students who still had difficulty in doing the task 2. After the students and I discussed the correct answers together, I guided them to identify the generic structure of the text. After that, the students had to answer some questions based on the text. The last task required the students to work in pairs. They had to choose the correct verbs to complete the blanks. This task aimed at making the students more aware of grammar use.

The lesson continued by discussing some mistakes that the students still made in their previous writings. I wrote the sentences on the white board and guided the students to analyze the mistakes. Most of their mistakes were about the language use. There were also a few mistakes the students made in their mind maps. The students actually had already understood the steps of making mind map, but a few students still made some mistakes in putting the key words in the branches. For example, the key words in main branches did not match the additional branches. I then showed them the correct way to put the key words on the mind map.

At the end of the lesson, they were asked if they had any questions and something that they did not understand. There was no question from the students at that time. I also reminded them to bring pencil colors in the next meeting. Then, the lesson was ended.

2) The Second Meeting of Cycle II

The second meeting of Cycle II was conducted on September 4th, 2014. The lesson was started with a greeting, and checking the students' presence. The students were also asked some opening questions to check their readiness and remind them about previous lessons.

As planned in the planning stage, in this cycle a slide show would be used as guidance for the students. The slide show was about "Malioboro". Before showing the slide show, the students were informed that at that day they would work in groups. Then the students were asked to make a group of four. Considering the time and the effectiveness, they were only allowed to make groups with their friends who sat in front of them. The students were informed that they should make a note about difficult words related to the slide show. During the activities of watching the slide show, the students were asked some questions concerning the topic such as, "Do you know where it is?" "Have you ever gone there?" "What transportations can you use to go there?" The students looked very enthusiastic and tried to answer those questions orally. Then the students were asked to write important things like vocabulary and difficult words of the topic.

The lesson continued by asking the students to make a mind map about the topic in the slide show with their groups. The students then had to write a descriptive text based on the mind map. I distributed papers for each group and informed them that from that day, they should make simpler mind map. They did not need to make it perfectly by adding many pictures and colors. The students

were told that the mind map was supposed to help them in writing text so they had to remember the function of the mind map itself. The students were also given limited time in drawing the mind map and also writing the text. I informed them that they had to finish their works on time because their works should be collected.

During the activities, I walked around the classroom to check the students' works. There were only some of them who bring the dictionaries. Some of the students were also asking some questions when they faced difficulties in writing the texts. However, the students were more quiet and serious. They seemed to be easier in writing the text since they already had clear image and also vocabulary of the topic from the slide show shown before. They also could draw the mind maps faster than before.

When all the students had finished writing the texts, they were asked to exchange their works with the other groups. The students were asked to check the language use, mechanics, vocabulary, content and organization in the other groups' writings. I also asked them to check whether the mind maps and the texts match or not. However, the students were still difficult in giving corrections towards their friends' works. They were still confused and asking for help. I then helped them by writing some common mistakes of the students in the white board and explained them.

Finally, the time was up. The students' works were collected although there were some of the students who had not finished revising their friends' works. The students were asked whether they had any questions or not. The students had no question at that time. Then, the students were also asked to study at home and

reminded to bring pencil colors again in the next meeting. Finally, the lesson ended.



Figure 6: The students work in groups

3) The Third Meeting of Cycle II

The third meeting of Cycle I was conducted on September 9th, 2014. The lesson was started with a greeting, and checking the students' presence. The students were also asked some opening questions to check their readiness and remind them about previous lessons. In the previous meeting, they were asked to make mind maps and write texts in situation given. They also showed significant improvements in writing the text and drawing the mind map. Therefore, in this meeting, the students were asked to make a mind map and write a text about one of their favorite tourism objects. They might have the same topic they wrote before.

First, the students were informed that they had to work individually at that day. Papers were distributed to each student. The students had more time to finish

their works in this meeting. I gave them time to draw the mind maps until the first hour of the lesson end and the next hour to write the texts.

The students were able to draw mind map and write the text faster as expected. I monitored them by walking around the class as usual to check the students' works and help them if they find difficulties. When the bell rang, all the students had already finished their works. Then, the students' works were collected. Before ended the lesson, I thanked the students for the participation so far. I then said goodbye and walked out the class.

c. Reflection

After implementing some actions in Cycle II, the collaborators and I discussed the results to evaluate the implementation of the actions. The reflection was used to fulfill the democratic and dialogic validity of the research.

1) Using Mind Mapping as a Teaching Technique

From the result of the students' writing, I concluded that mind mapping as a teaching technique was proven to be able to improve the students' writing skills. The students showed significant improvements in all aspects of writing. They were easier to generate and develop their ideas. They produced more organized and logical texts. The content of the topic in their writings were also more relevant. Besides, they also used more appropriate words, correct tense, punctuation, and capitalization. The use of mind mapping in the teaching and learning process was also useful and fun. The students were more motivated in

learning writing and joining the lesson. The following interview transcript served as a proof.

-
- R : “*Jadi kalian merasa terbantu atau tidak dengan mind mapnya?*” (So, do you think that mind map helped you in writing?)
- S10 : “*Iya, soalnya ada kerangkanya, Miss. Jadi ya kita lebih gampang nulis sekarang.*” (Yes, the mind map was used as a framework, so we were easier to write.)
- S9 : “*Iya, lebih jelas sekarang, Miss. Kan nulisnya berdasarkan mind mapnya.*” (Yes, it was clearer because we wrote the text based on the mind map.)

Interview Transcript 18

- R : “*Terus belajar writing pake mind map gimana rasanya?*” (How do you feel about using mind map in learning wrting?)
- S3 : “*Asik mbak. Bisa nggambar-nggambar gitu. Hehe*” (It was fun because we were allowed to draw.)
- S1 : “*Jadi gak ngebosenin pelajarannya, Miss.*”(The lessons were more interesting.)

Interview Transcript 15

The English teacher also revealed in the interview that the students' writing skills had improved. They were able to generate and develop their ideas faster than before. Besides, they also showed improvements in other aspects of writing, such as language use, mechanics and vocabulary mastery.

- R : “*Kalau penggunaan mind mappingnya sebagai teknik pembelajaran bagaimana, Bu? Apakah sudah efektif dan sesuai untuk meningkatkan kemampuan writing siswa?*” (What do you think of the use of mind mind mapping as a teaching technique? Was it effective and appropriate to improve the students’ writing skills?)
- ET : “*Iya, Mbak sudah. Dari mind map kan mereka jadi lebih mudah mengembangkan ide saat menulis. Mereka juga lebih kaya*

vocabularynya. Hanya saja karena waktu yang terbatas jadi jangka waktu mengajarnya pendek. Kalau jangka waktunya lama mungkin akan semakin meningkat dan baik hasilnya.”(Yes, it was. By using mind map, they were easier to develop their ideas in writing. Their vocabulary mastery has improved. If the time allocation were longer, maybe the result would better.)

R : *“Menurut Ibu apakah kemampuan writing siswa sudah meningkat setelah penelitian ini?”*(Do you think that their writing skills have improved?)

ET : *“Iya, Mba, ada peningkatan yang signifikan. Dari organisasi teksnya sudah lebih tertata, pengembangan idenya, spellingnya, generic structurenya dan pengetahuan tentang kosa katanya juga sudah baik. Keseluruhan sudah meningkat kok, Mbak.”*(Yes, there were significant improvements. The texts were well-organized. The developing of the ideas, spelling, generic structure, and their knowledge about word choice and vocabulary were much better. Overall, their skills were improved.)

Interview Transcript 19

In addition, the problem in implementing mind mapping like the time management could also be solved in the Cycle 2. I gave them more distinct instruction and limited time. Fortunately, the students were able to draw the mind maps and write the texts faster and better so the time allocation was appropriate.

2) Providing Grammar Exercises

As mentioned before, the number of exercises in this cycle was decreased. The students were able to do them in appropriate time than before. The grammar exercises were effective to increase the students' grammar mastery. Those exercises also increased their knowledge about descriptive text and vocabulary because they were served together with the texts.

3) Giving Feedback on The Students' Works

The feedback given to the students were not optimal in the previous cycle because the time-management was not appropriate. However, in this cycle, I was able to give more proper feedback by asking them to revise their friends' works although my help was still needed.

By revising their friends' works, the students were more aware to their own common mistakes. They learned how to use appropriate grammar, spelling, mechanics, and vocabulary.

4) Showing a Slide Show as Guidance

The slide show shown to the students was proven to be effective to help them in drawing the mind maps and also writing the texts. The slide show was used as guidance before they draw mind maps and write the text. They were able to get better understanding about the topic from the pictures of the slide show. The questions asked to the students also helped them to get new vocabularies and expressions to convey their ideas. Therefore, the students were able to make mind maps and write the texts faster.

d. Findings of Cycle II

In Cycle II, the English teacher and I implemented some improved actions that were expected to make the teaching and learning process of writing could be more effective and interesting. The change results of the actions during the

teaching and learning process in cycle I and cycle II can be seen in the table below:

Table 14: The Change Results of Actions

No.	Cycle 1	Cycle 2
1.	Mind mapping as a teaching technique was useful for the students in generating and developing their ideas. However, the students spent too much time in drawing the mind maps. They seemed to be more focus to it than to write the text.	The instructions and the limitation of time in drawing mind map was more distinct. Therefore, the students had to do it quickly and not only focus on drawing the mind maps but also on writing the texts.
2.	Grammar exercises helped the students to improve their grammar mastery. However, too many exercises were quite time-consuming as the students needed much time to do it. So, there was no much time left for the other activities.	The number of the exercises was decreased but still in the same quality as before. Therefore, the students could improve their grammar mastery and knowledge about the text appropriately.
3.	The feedback given to the students were not optimal because the time-management was not appropriate.	The feedback given to the students were appropriate. The students were able to revise their friends' works although the researcher's help was still needed. By doing this, the students were more aware to their own common mistakes.
4.	During the group work, the students had to draw a mind map and write a text in situation given. They were still difficult to find appropriate words to express their ideas since they did not have any guidance.	The students were able to draw mind map and write text faster during the group work. The slide show as guidance and the questions asked to them were useful as the students could get better understanding and new vocabulary of the topic.

The collaborator and I concluded the findings of Cycle II after made a reflection on the implemented actions and evaluate the students' writings. There were some improvements during the implementation in this cycle. They were:

- a) The goals of using mind mapping as teaching technique to help the students in generating and developing their ideas were successfully achieved.
- b) The students were able to draw the mind maps and write the text faster and better than before.
- c) The time management in teaching and learning process was improved.
- d) The feedback given to the students were more appropriate.
- e) The students' were able to produce well-organized texts.
- f) The content of the students' writing was more relevant.
- g) The students' grammar mastery has increased.
- h) The students' vocabulary mastery improved.
- i) The students were able to use correct spelling, punctuation, and capitalization.
- j) Students were highly motivated in learning English because the classroom activities were more varied and interesting.

A post-test was also conducted to support the data validity and reliability and to measure the improvements of the students' writing skills. The following table shows the students' mean scores on each aspect of writing, which are content, organization, vocabulary, language use and mechanics after the teaching and learning process in Cycle II.

Table 15: The Post-test Mean Score of Each Writing Aspect

	C	O	V	LU	M	Total
Mean	23.7	15.8	15.9	19.1	4.1	78.6

*C: Content**O: Organization**V: Vocabulary**LU: Language Use**M: Mechanics*

Malioboro.

Malioboro is one of the most popular tourism object in Yogyakarta. Malioboro is located in Mangkubumi Street. It is the south of Tugu railway station. It is a strategic place, because the location near the Sultan Palace, railway station, Vredenburg bastion, and the other public place.

There are so many stores in Malioboro. They are fashion store, shoes store, craft centre, mall, food court, etc. For the travelers they can stay or spend the nights in the hotel, because in Malioboro there are many hotels. We can get Malioboro by horse cart, pedicab, bus, car, motor-cycle taxi, etc. Malioboro is crowded everyday, especially in holiday time. There are so many visitors everyday. They are domestic and foreign tourists. They usually buy souvenirs to give their families or friends.

The best time to visit Malioboro is at evening or night. In the evening the weather is very well. In the night the view is very beautiful along the Malioboro street, because there are many lights.

Figure 7: The result of a student's writing in the post-test

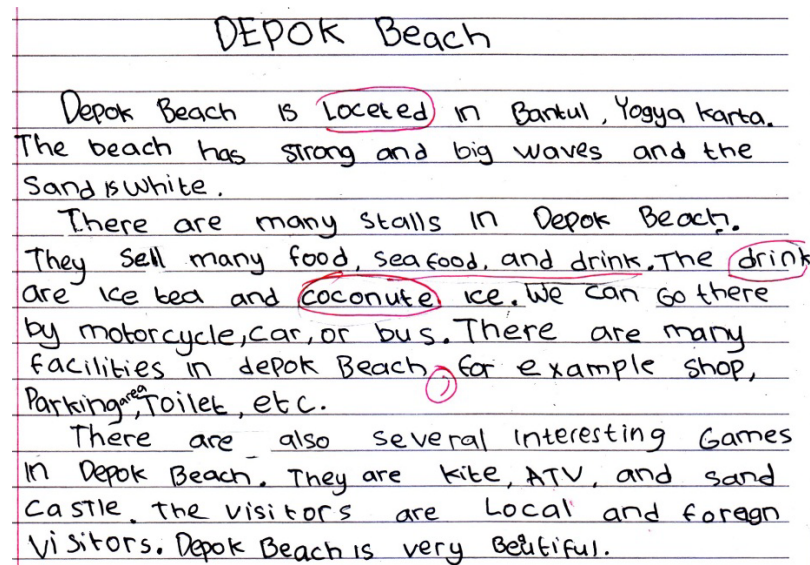


Figure 8: The result of a student's writing in the post-test

C. Discussions

The research aimed at describing how the use of mind mapping could improve the writing skills of class VIII B students of SMP Negeri 3 Depok. There are five different aspects that are evaluated; they were content, organization, vocabulary, language use and mechanics.

The one of main problems with the students' writing skills was difficulties in expressing their ideas. Before the implementation of mind mapping, the students found it hard to generate their ideas into a piece of writing. They were also confused about developing their ideas so that their writings seemed to be confusing and lacks of logical development. Buzan (1993) states that mind mapping can be an effective way to help students in developing and organizing their ideas before they began to write something. The mind map as a product of

mind mapping map can help them to generate and develop their ideas in a logical way.

It is supported by Hofland (2007) that a mind-map can activate the students' thinking ability and creativity. The special features in mind maps can be a great way to get the imagination of the students. Mind mapping can save time because it helps the students to plan about what they are going to write.

As mentioned before, the implementation of mind mapping as teaching technique and the supporting actions, such as providing various grammar and vocabulary exercises, giving feedback on the students' works, allowing them to have a group work, and showing a slide as a guidance were successful in improving the students' writing skills of the class VIII B students of SMP Negeri 3 Depok, Sleman, Yogyakarta in the academic year of 2014/2015.

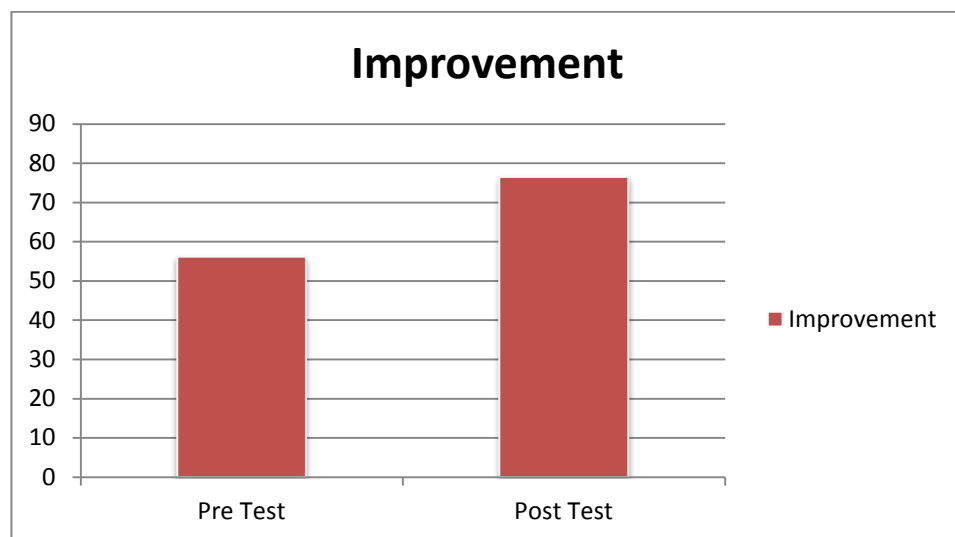
The students' writing skills before the implementation of the actions were evaluated through pre-test on August 19th, 2014. In the pre-test, the students were asked to write a descriptive text about a tourism object in their area individually. The post-test was conducted on September 9th, 2014 after the implementation of the actions. In the post-test, the students had to write a descriptive text about one of their favorite tourism objects individually. The comparison between the pre-test and post-test scores in general can be seen in the table below.

Table 16: The Comparison between the Pre-Test and Post-Test Results

Score	Pre-Test	Post-Test
Mean	56.2	78.6

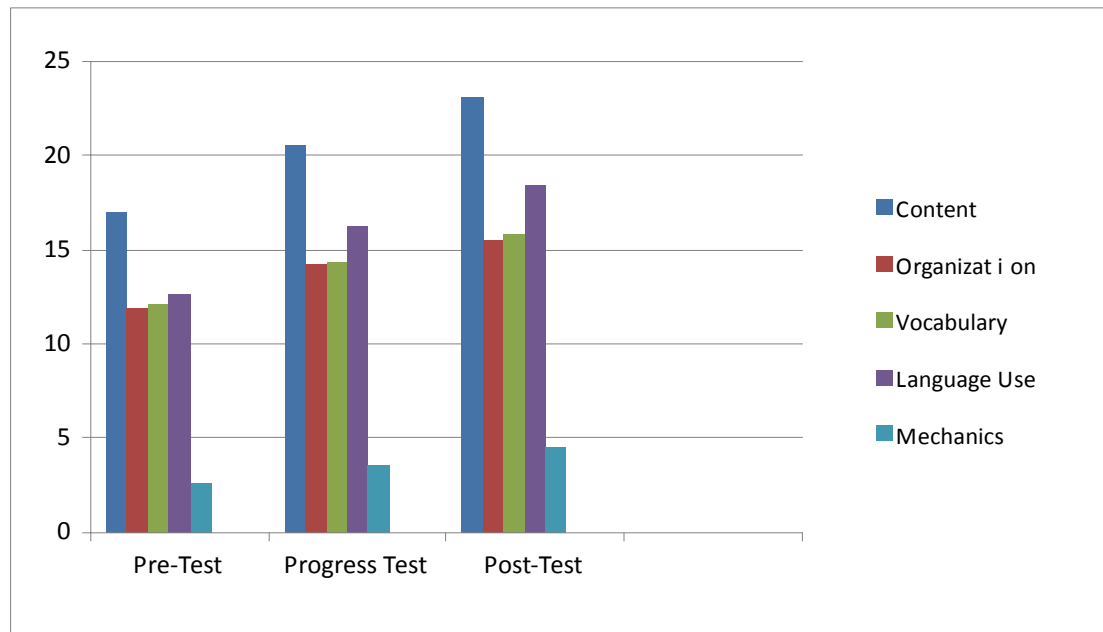
The table above shows the improvement on the students' score in the pre-test and the post-test. In the pre-test, the students only earned 56.2, while in the post test, their score was 78.6. From the changes of their scores, it can be seen that there were significant improvements. Therefore, it can be concluded that the use of mind mapping was proven to be effective to improve the students' writing skills. The change between the results of pre-test and post test can be seen in this following chart.

Chart 1: The Comparison between the Results of Pre-Test and Post Test



To support the finding that the use of mind mapping could improve the students' writing skills, the results of students' writing skills during the implementation of the actions were also presented. The improvement of student's writing skills during the implementation of the actions can be seen in this following chart.

Chart 2: The Mean Scores of the Students' Performance on the Five Aspects of Writing Skills during the Implementation



CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter discusses the conclusion of the research, implications and suggestions. The discussions of each section are presented as follows.

A. Conclusions

This research was conducted to improve the writing skills of the second grade students in class B in SMPN 3 Depok through the use of mind mapping. It was held from August to September 2014, during the first semester of the academic year of 2014/2015. There were two meetings in a week. The research was carried out in two cycles which were able to improve the students' writing skills concerning the content, organization, vocabulary, language use and mechanics. The actions were implemented through the use of mind mapping as a teaching technique and its supporting actions, such as providing various grammar and vocabulary exercises, giving feedback on the students' works, showing a slide show as a guidance and allowing the students to work in groups.

I used text-based syllabus design in this study. The first stage is building the context. I asked the students some questions related to the topic and gave them some texts to stimulate their ideas. The second stage is modeling and deconstructing the text. In this stage, the students analyzed the structure and language features of the model texts. They tried to compare the model text with other examples of the text-type. The third stage is joint construction of the text. In

this stage the students worked together with their friends in groups. The students were asked to make their own mind maps and write descriptive texts based on it with their groups. The fourth stage is independent construction of the text. The students were asked to make mind maps and then they had to write descriptive texts based on it individually.

After implementing the actions in two cycles, I found that the use of mind mapping as a teaching technique was proven to be able to improve the writing skills of the eight grade students in class B at SMPN 3 Depok in the academic year of 2014/2015. The main problem of the students' writing abilities was difficulties in generating and developing ideas. By using mind mapping, the students were able to visualize the topics so that they could express and develop their ideas more easily. The central image of the mind maps helped them to get the clearer image of the main subject that they were going to write. The supporting ideas of the subject radiate from the central image as connected branches. Mind maps also require the students to write only relevant words of the subject as key words. Those key words are printed throughout the branches. It could increase the students' vocabulary mastery and make them more easily to develop and arrange their ideas in an organized way. This also could save time because they would only have to write about what is on the mind maps. Beside, the students were allowed to add pictures and colors on their mind maps so that they were more interested in learning writing. In addition, the students were able to get better understanding about the generic structure of the text because mind map was used as a framework of their writings. Those features of mind maps were

able to give stimulus to the students' brains so that they would work faster and better.

The implementation of mind mapping combined with the supporting actions helped the students to increase their writing abilities. As a consequence, the students' writing skills were improved so that they could write more easily. The students who just gained 56.2 in the pre-test, were able to increase their score up to 78.6 in the post test. It indicated that they made a considerable improvement in aspects of writing skills namely content, organization, vocabulary, language use and mechanics.

B. Implications

The conclusions have described the use of mind mapping is effective to improve students' writing skills. The implications of the research are presented as follow.

1. The use of mind mapping as a teaching technique could improve the students' writing skills. The special features of mind map could make the students easier to generate and develop their ideas. This implies that teachers should use this technique to improve the students' writing skills. By using mind mapping, they can produce well-organized texts since the mind maps will be used as a framework of their writings. Besides, their vocabulary mastery will also be increased because mind maps require them to write key words of the topics. The use of mind mapping in the teaching and learning process is also interesting and

fun. It makes the students more motivated in learning writing and joining the lesson.

2. The grammar exercises were proven to be able to increase the students' grammar mastery. Those exercises were served together with texts so that the students could also increase their knowledge about the language features, vocabulary, and also generic structure in descriptive texts. This implies that teachers should give more grammar exercises to the students as a practice regularly to help them increase their grammar mastery.

3. The feedback given by the teacher and also their friends could make them more aware of their own common mistakes. This implies that teachers should give feedback to students regularly so that they will not make the mistakes again in the future.

4. Allowing the students to work in groups could make them more active and motivated in joining the lesson since they could share their ideas to each other. This implies that group work activity will be the best choice for teachers to make the students more interested in joining the lesson.

C. Suggestions

After conducting this study, I recommended the following suggestions to the English teacher, the students, and other researchers. The suggestions are made based on the conclusions and implications of this research. They are presented as follows:

1. For the English Teacher

It is crucial for the teacher to choose the right technique in teaching writing since it is considered as one of the most difficult skills to learn. It will be easier to teach the students if the process of teaching and learning can attract their interests. Therefore, the English teacher is suggested to use mind mapping in teaching writing. The teacher could make the students more interested and motivated in joining the lesson since mind mapping allowed them to be creative and active in the process of teaching and learning.

2. For the School Institution

The school should apply some efforts to improve the students' writing skills by providing the appropriate media to support the teaching and learning process of writing.

3. For Other Researchers

This study was conducted in a short period of time so that the results are not optimal yet. Therefore, other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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APPENDICES

A. FIELD NOTES

FIELD NOTE

FIELD NOTE 1

Lokasi : Ruang tamu SMPN 3 Depok
 Hari, tanggal : Selasa, 15 April 2014
 P : Peneliti
 KS : Kepala Sekolah

P menemui KS di ruang kepala sekolah SMPN 3 Depok dengan tujuan untuk meminta izin agar bisa melaksanakan penelitian di SMPN 3 Depok. KS menanggapi dengan baik, karena penelitian P adalah Action Research atau PTK, KS menyarankan untuk mengonsultasikan segala materi pada guru bahasa Inggris dalam penelitian tersebut. KS memberikan izin, arahan dan motivasi demi kelancaran penelitian.

FIELD NOTE 2

Lokasi : Ruang tamu SMPN 3 Depok
 Hari, tanggal : Kamis, 17 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris

P menemui G di ruang tamu SMPN 3 Depok dengan membuat janji terlebih dahulu. P dan G sudah saling mengenal karena sebelumnya P melaksanakan program KKN/PPL di sekolah. P menyampaikan maksud kedatangan, yaitu untuk meminta bantuan kepada G untuk menjadi kolaborator dalam penelitian. G menyetujui. Kemudian G memberi tahu materi apa yang harus P ajarkan dalam penelitian sesuai dengan silabus yang telah disusun.

FIELD NOTE 3

Lokasi : Kelas VII B SMPN 3 Depok
 Hari, tanggal : Rabu, 14 Mei 2014
 P : Peneliti
 G : Guru Bahasa Inggris

P sudah membuat janji dengan G untuk mengadakan observasi hari itu. Pelajaran Bahasa Inggris di kelas VII B adalah pada jam ke 3-4 yaitu pukul 09.25-10.45. Setelah bel pergantian jam berbunyi, P dan G memasuki kelas. P melakukan observasi untuk mengetahui proses pembelajaran bahasa Inggris dengan rincian sebagai berikut:

1. G memperkenalkan P di depan para siswa kelas VII B.
2. G lalu mempersilakan P duduk di kursi kosong di belakang siswa agar bisa memperhatikan proses belajar mengajar dengan baik.
3. G menyapa siswa dan memeriksa absensi siswa. Seluruh siswa hadir pada hari itu.
4. G menanyakan beberapa pertanyaan pembuka dan mengingatkan tentang materi yang mereka pelajari di pertemuan sebelumnya, seperti "Did you

study last night?”, “Do you still remember what we discussed in the last meeting?”. Sebagian siswa berusaha menjawab pertanyaan itu dengan bahasa Inggris sebisa mereka.

5. G menanggapi jawaban para siswa.
6. G meminta siswa untuk membuka halaman pada LKS masing-masing dan membahas PR yang diberikan di pertemuan sebelumnya.
7. G menunjuk beberapa siswa untuk menuliskan jawaban mereka di papan tulis. Dari jawaban yang ditulis para siswa, terlihat masih terdapat beberapa kesalahan dalam penulisan seperti spelling dan grammar.
8. Setelah siswa menuliskan jawaban mereka G membahas jawaban yang benar.
9. G meminta siswa membuka halaman selanjutnya dari LKS, kemudian memancing siswa dengan beberapa pertanyaan yang berkaitan dengan unit tersebut.
10. Sebagian siswa mencoba menjawab pertanyaan dari G dengan jawaban singkat, namun hanya beberapa siswa yang terlihat sangat aktif.
11. G kemudian meminta para siswa mengerjakan soal latihan yang ada pada unit selanjutnya.
12. Selama pelajaran berlangsung, beberapa siswa terlihat berdiskusi dengan temannya. Selain itu, hanya beberapa siswa yang terlihat membawa kamus.
13. Setelah siswa selesai mengerjakan, G menunjuk beberapa siswa untuk menuliskan jawaban mereka di papan tulis.
14. G membahas jawaban yang benar dan menjelaskan arti kata-kata yang masih belum dipahami siswa.
15. G menyimpulkan apa yang telah mereka pelajari hari itu bersama siswa.
16. G memberi PR pada siswa dan meminta mereka untuk belajar di rumah.
17. G menutup pelajaran dengan salam.

FIELD NOTE 4

Lokasi : Kelas VIII B SMPN 3 Depok

Hari, tanggal : Selasa, 19 Agustus 2014

P : Peneliti

G : Guru Bahasa Inggris

C : Collaborator (Salah satu teman P)

KBM : Kegiatan Belajar Mengajar

Hari itu pelajaran Bahasa Inggris di kelas VIII B adalah jam ke 2 dan 3 yaitu jam 7.50-9.10. P melakukan pre-test dengan tujuan untuk mengetahui kemampuan awal writing siswa sebelum penelitian dilakukan. P memasuki kelas ditemani G. P memberitahu siswa bahwa hari itu akan dilakukan pre-test. P memberitahu bahwa seluruh siswa harus menulis sebuah teks deskriptif tentang objek wisata yang ada di sekitar rumah mereka. Penilaian dari pre-test ini dilakukan oleh P dan Collaborator yang kemudian dijumlah dan dibagi dua.

FIELD NOTE 5

Lokasi : Kelas VIII B SMPN 3 Depok

Hari, tanggal : Kamis, 21 Agustus 2014

P : Peneliti

G : Guru Bahasa Inggris

C : Collaborator (Salah satu teman P)

KBM : Kegiatan Belajar Mengajar

P dan salah satu temannya tiba di sekolah sekitar pukul 09.00. Pelajaran bahasa Inggris di kelas VIII B pada hari itu adalah pada jam ke 4-5, yaitu pukul 9.25-10.45. P menemui G di kantor Guru lalu memberikan lesson plan dan course grid yang telah disepakati bersama beserta lembar observasi yang akan digunakan pada saat KBM nanti. Saat bel pergantian jam pelajaran berbunyi, P dan G langsung masuk ke kelas.

1. P memulai proses KBM dengan memberi salam "Good morning, everyone", menanyakan kabar "How are you today?" dan mengecek kehadiran siswa "Who is absent today?" Pada hari itu seluruh siswa berjumlah 32 siswa hadir..
2. P menanyakan beberapa hal seperti "Did you study last night?", "What did you study last night?". Setelah menanggapi jawaban para siswa P menanyakan tentang hal-hal yang berhubungan dengan materi yang akan diajarkan untuk membangun pengetahuan dasar siswa seperti "Where do you usually go in holidays?" Beberapa siswa menjawab "Home", "My friend's house". P lalu mencoba memperjelas pertanyaan "How about tourism objects?" kemudian siswa mencoba menjawab dengan Bahasa Inggris sesuai kemampuan mereka seperti "Candi Sambisari", "Museum Affandi" lalu P menanyakan "How does it look like?", "Is it big?", "What can you find there?" "How about the visitors?"
3. P mendengarkan jawaban siswa, lalu menanggapi dan memberikan motivasi dan pujian atas jawaban siswa.
4. P kemudian membagikan kertas berisi teks deskriptif beserta beberapa task. Siswa diminta untuk membaca teks terlebih dahulu sebelum mengerjakan task 1 dan task 2 yaitu mencari makna dari verbs dan adjectives yang berkaitan dengan teks. P memperbolehkan siswa mencari makna kata-kata tersebut dari kamus.
5. Setelah seluruh siswa selesai mengerjakan task 1 and task 2, P mengajak mereka bersama-sama membahas jawaban yang benar di papan tulis. P mengoreksi dan membahas jawaban yang benar. P menjelaskan pada siswa bahwa teks yang mereka pelajari hari ini adalah teks deskriptif, lalu P menjelaskan definisi, tujuan dan language features dari teks deskriptif.
6. Siswa melanjutkan mengerjakan task 3 & 4 yang berisi beberapa soal yang berkaitan dengan informasi tertentu dari isi teks. Setelah siswa selesai mengerjakan soal-soal tersebut, mereka membahas jawaban yang benar bersama P.
7. P lalu menjelaskan bagian-bagian dari teks deskriptif, yaitu; identification dan descriptions. P mengaitkannya dengan teks dan task yang sudah

mereka bahas sebelumnya dan meminta siswa menyebutkan mana bagian dalam teks yang termasuk identification dan descriptions.

8. Siswa lalu menjawab pertanyaan P bersama-sama secara lisan.
9. P menjelaskan tense yang digunakan dalam teks dengan menggunakan salah satu kalimat yang ada dalam teks yang sebelumnya dibahas. P kemudian memberitahu bahwa tense yang digunakan dalam teks deskriptif adalah simple present tense. P menjelaskan kegunaan dan juga struktur dari tense tersebut dengan contoh-contoh sederhana.
10. Bel tanda pergantian jam berbunyi, P memutuskan untuk melanjutkan pelajaran pada pertemuan selanjutnya.
11. P menanyakan hal-hal yang mungkin masih belum dipahami siswa.
12. P menyimpulkan pelajaran hari itu.
13. P meminta siswa untuk belajar di rumah dan membawa pewarna pada pertemuan berikutnya.
14. P menutup pelajaran dengan salam.

FIELD NOTES 6

Lokasi : Kelas VIII B SMPN 3 Depok

Hari, tanggal : Selasa, 26 Agustus 2014

P : Peneliti

G : Guru Bahasa Inggris

C : Collaborator (Salah satu teman P)

KBM : Kegiatan Belajar Mengajar

P datang ke sekolah pagi-pagi sekitar pukul 09.00. Pelajaran bahasa Inggris di kelas VIII B pada hari itu adalah pada jam 2 dan 3 yaitu jam 7.50-9.10.. P mempersiapkan materi yang akan diajarkan di Ruang tamu SMPN 3 Depok. P Lalu menemui G di kantor Guru dan memberikan lesson plan yang telah disepakati beserta lembar observasi yang akan digunakan pada saat KBM nanti. Begitu bel pergantian jam pelajaran berbunyi, P dan G memasuki kelas setelah Guru jam pelajaran sebelumnya keluar.

1. P memulai proses KBM dengan memberi salam, bertanya kabar dan mengecek kehadiran siswa. Pada hari itu seluruh siswa hadir. Berjumlah 32 siswa.
2. Setelah mengecek kehadiran siswa, P menanyakan beberapa pertanyaan-pertanyaan untuk memeriksa kesiapan siswa dalam mengikuti pelajaran, seperti “Did you study last night?”, “Do you remember what we have discussed in the last meeting?”, “Do you remember what I asked you to do in the last meeting?”.
3. Siswa mencoba menjawab pertanyaan P dan menjelaskan sebisa mereka dalam bahasa Inggris. Sebagian besar siswa masih ingat apa yang dipelajari pada pertemuan sebelumnya. Beberapa siswa menjawab “yes, we study about descriptive text”, “Mind map”, etc. Mereka berusaha

menjawab pertanyaan dari P dalam bahasa Inggris meskipun dengan grammar sebisanya, namun masih bisa dipahami.

4. Setelah P menjelaskan kembali tentang tense dan language features dari teks dekriptif, para siswa melanjutkan mengerjakan beberapa soal latihan terakhir yaitu mengisi paragraf rumpang dan menyusun kata-kata acak ke dalam bentuk kalimat yang benar. Setelah itu P dan siswa bersama-sama membahas jawaban yang benar.
5. P menampilkan sebuah mind map lewat LCD yang ada di kelas. Pertama-tama, P menanyakan apakah siswa melihat hubungan antara mind map dan teks yang sebelumnya di berikan di task mereka atau tidak. Lalu siswa menjawab “ya”. Setelah itu P memberitahu mereka bahwa gambar tersebut adalah sebuah mind map, lalu menjelaskan pengertian dan kegunaannya. Kemudian P menjelaskan bagian-bagian mind map pada siswa serta langkah-langkah pembuatan mind map. Siswa terlihat memahami dan mengerti langkah-langkah yang diberikan P.
6. Setelah itu, P memberitahu siswa bahwa hari ini mereka akan bekerja dalam kelompok beranggotakan empat orang.
7. Setelah para siswa membentuk kelompok, mereka diminta untuk memilih salah satu judul topik yang disediakan lalu mereka harus membuat sebuah mind map dari judul tersebut bersama kelompoknya.
8. Setelah itu, setiap kelompok menulis sebuah deskriptif teks berdasarkan mind map yang telah mereka buat.
9. P mengamati pekerjaan masing-masing kelompok, kemudian P memilih beberapa pekerjaan kelompok untuk ditampilkan di depan kelas.
10. P menjelaskan bagian-bagian mana yang masih salah dan sudah benar dari mind map beserta deskriptif teks yang ditampilkan.
11. P mengkoreksi bagian-bagian yang masih salah dari dari mind map beserta deskriptif teks tersebut. P kemudian bertanya pada siswa apakah masih ada yang ingin mereka tanyakan atau tidak.
12. P menyimpulkan pelajaran hari itu.
13. P meminta siswa untuk belajar di rumah.
14. P menutup pelajaran dengan salam.

FIELD NOTE 7

Lokasi : Kelas VIII B SMPN 3 Depok

Hari, tanggal : Kamis, 28 Agustus 2014

P : Peneliti

G : Guru Bahasa Inggris

C : Collaborator (Salah satu teman P)

KBM : Kegiatan Belajar Mengajar

Pada hari itu P dan C sudah tiba di SMPN 3 Depok pukul 09.00. Hari itu pelajaran Bahasa Inggris adalah jam ke 4 & 5 yaitu sekitar pukul 09.25-10.45. Setelah bel berbunyi, P, G dan C masuk ke dalam kelas VIII B. P membuka dengan salam, mengecek kehadiran siswa, dan memberikan beberapa pertanyaan untuk mengecek kesiapan siswa.

1. P memulai proses KBM dengan memberi salam, bertanya kabar dan mengecek kehadiran siswa. Pada hari seluruh siswa hadir. Seluruh siswa berjumlah 32 siswa.
2. Setelah mengecek kehadiran siswa, P mengingatkan kembali tentang apa yang diajarkan di pertemuan sebelumnya.
3. P memandu siswa untuk mendiskusikan kesalahan-kesalahan pada hasil tulisan dan mind map mereka di pertemuan sebelumnya.
4. P membahas dan memberi koreksi pada kesalahan-kesalahan siswa dengan menuliskannya di papan tulis.
5. P menanyakan masih aada hal yang tidak dipahami oleh siswa atau tidak.
6. P lalu memberitahu bahwa hari itu siswa diminta bekerja secara individu.
7. P membagikan kertas dan meminta siswa untuk membuat mind map tentang salah satu objek wisata yang ada di sekitar rumah atau tempat tinggal mereka dan menuliskan deskriptif teks dari mind map tersebut.
8. Setelah siswa selesai, mereka mengumpulkan pekerjaan mereka pada P.
9. P menyimpulkan pelajaran hari itu.
10. P meminta siswa untuk belajar di rumah.
11. P menutup pelajaran dengan salam.

FIELD NOTE 8

Lokasi : Kelas VIII B SMPN 3 Depok

Hari, tanggal : Selasa, 2 September 2014

P : Peneliti

G : Guru Bahasa Inggris

C : Collaborator (Salah satu teman P)

KBM : Kegiatan Belajar Mengajar

P dan C sudah tiba di SMPN 3 Depok sebelum pukul 07.00. Pelajaran Bahasa Inggris pada hari itu ada pada jam ke 1 & 2, yaitu pukul 07.10-8.25 karena adanya perubahan jadwal. P mempersiapkan materi yang akan digunakan dalam KBM pada pertemuan pertama di cycle ke 2 ini, kemudian menyerahkan lesson plan dan observation checklist pada G dan C.

1. P memulai proses KBM dengan memberi salam, bertanya kabar dan mengecek kehadiran siswa. Pada hari seluruh siswa hadir. Seluruh siswa berjumlah 32 siswa.
2. Setelah mengecek kehadiran siswa, P mengingatkan kembali tentang apa yang diajarkan di pertemuan sebelumnya.
3. P membagikan beberapa soal latihan beserta teks pada siswa.
4. P memandu para siswa untuk membaca teks pertama yang berisi paragraf rumpang. Mereka harus melengkapi teks tersebut dengan kosa kata yang tepat. Para siswa diperbolehkan membuka kamus untuk mengerjakan task 1.
5. Setelah pembahasan task 1 selesai, para siswa melanjutkan mengerjakan task 2 yaitu menyusun kalimat acak menjadi sebuah teks dengan paragraf yang urut. Setelah itu, P dan siswa mendiskusikan jawaban yang benar bersama.

6. P lalu memandu siswa untuk memahami generic structure dari kalimat acak yang sudah disusun tadi. Para siswa lalu menjawab beberapa pertanyaan mengenai informasi yang terdapat dalam teks.
7. Setelah P dan siswa membahas jawaban yang benar dari task 2, para siswa melanjutkan task terakhir yaitu melengkapi teks rumpang. Para siswa harus memilih kata kerja yang tepat untuk melengkapi teks tersebut. Mereka diperbolehkan mengerjakan task terakhir bersama teman sebangkunya.
8. Setelah para siswa selesai, P memandu para siswa untuk mendiskusikan jawaban mereka dengan menuliskannya di papan tulis.
9. P meneruskan pelajaran dengan membahas kesalahan-kesalahan pada pekerjaan siswa pada pertemuan sebelumnya.
10. P menuliskan beberapa kesalahan siswa pada pembuatan mind map maupun teks yang mereka tulis di papan tulis.
11. P memandu siswa untuk membenarkan kesalahan-kesalahan tersebut.
12. P menanyakan pada siswa apakah ada pertanyaan atau hal yang masih belum mereka mengerti.
13. P menyimpulkan pelajaran hari itu.
14. P meminta siswa untuk belajar di rumah.
15. P menutup pelajaran.

FIELD NOTE 9

Lokasi : Kelas VIII B SMPN 3 Depok

Hari, tanggal : Kamis, 4 September 2014

P : Peneliti

G : Guru Bahasa Inggris

C : Collaborator (Salah satu teman P)

KBM : Kegiatan Belajar Mengajar

P dan C sudah tiba di SMP N 3 Depok Pukul 09.00 karena pelajaran Bahasa Inggris pada hari itu adalah pada jam ke 4 & 5 yaitu sekitar pukul 09.25-10.45. Setelah bel berbunyi, P, G dan C masuk ke dalam kelas VIII B.

1. P membuka dengan salam, mengecek kehadiran siswa, dan memberikan beberapa pertanyaan untuk mengecek kesiapan siswa.
2. P membuka dengan beberapa pertanyaan pembuka.
3. Pada hari itu P menunjukan sebuah slide show tentang "Malioboro". Slide show tersebut berisi beberapa gambar tentang keadaan Malioboro.
4. Siswa kembali diminta untuk bekerja dalam kelompok berjumlah empat orang. P memberitahu bahwa saat slide show diputar, P akan mengajukan beberapa pertanyaan pada siswa, sehingga mereka diminta menulis kata-kata sulit yang mereka temukan saat slide show ditayangkan.
5. P menayangkan slide show lalu mengajukan beberapa pertanyaan seperti "Do you know where is it?" "Have you ever gone there?" "What transportations can you use to go there?". Para siswa terlihat antusias dengan menjawab pertanyaan-pertanyaan tersebut.

6. Para siswa membuat mind map dari topik yang ada dalam slide show yaitu “Malioboro”.
7. Setelah siswa membuat mind map, mereka menulis deskriptif teks dari mind map bersama kelompok masing-masing.
8. Siswa diminta menukarkan pekerjaan mereka kepada kelompok lain untuk dikoreksi.
9. P membantu siswa saat mereka mengoreksi pekerjaan kelompok lain.
10. Para siswa mengumpulkan pekerjaan mereka masing-masing kepada P.
11. P menanyakan apakah masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti. Beberapa siswa mengajukan pertanyaan mengenai hal-hal yang masih belum mereka pahami.
12. P menjawab pertanyaan-pertanyaan siswa.
11. P menyimpulkan pelajaran hari itu.
13. P meminta untuk berlatih di rumah.
14. P menutup pelajaran dengan salam.

FIELD NOTE 10

Lokasi : Kelas VIII B SMPN 3 Depok

Hari, tanggal : Selasa, 9 September 2014

P : Peneliti

G : Guru Bahasa Inggris

C : Collaborator (Salah satu teman P)

KBM : Kegiatan Belajar Mengajar

P dan C sudah tiba di SMPN 3 Depok sebelum pukul 07.00. Pelajaran Bahasa Inggris pada hari itu ada pada jam ke 1 & 2, yaitu pukul 07.10-8.25. Setelah bel berbunyi, P, G dan C masuk ke dalam kelas VIII B. Setelah membuka dengan salam dan mengecek kehadiran siswa, P mengungkapkan bahwa hari ini adalah akan diadakan penilaian writing untuk terakhir kalinya seperti yang telah diberitahukan pada pertemuan sebelumnya. Post test ini berlangsung selama 2 X 40 menit dan bertujuan untuk mengetes kemampuan writing setiap anak. Siswa diminta untuk membuat mind map dari objek wisata favorit mereka lalu menuliskan deskriptif teks dari mind map tersebut secara individu. Setelah selesai test, bel berbunyi. P menutup pelajaran dan keluar kelas.

B. INTERVIEW GUIDELINES AND TRANSCRIPTS

INTERVIEW GUIDELINES

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

1. IN THE RECONNAISSANCE PROCESS

a. Interviewee: English Teacher

b. Questions:

- 1) Bagaimana proses belajar mengajar bahasa Inggris di kelas yang ibu ampu?
- 2) Bagaimana kemampuan bahasa Inggris siswa kelas VIII terutama dalam hal writing?
- 3) Aktivitas apa yang biasa dilakukan ketika siswa belajar writing?
- 4) Menurut ibu, kendala dan kesulitan apa saja yang ditemukan dalam mengajar writing?
- 5) Apa yang ibu lakukan untuk mengatasi masalah atau kendala tersebut?
- 6) Apakah Ibu pernah menggunakan mind mapping dalam pembelajaran sebelumnya?

a. Interviewee: Students

b. Questions :

- 1) Apakah Anda suka pelajaran Bahasa Inggris?
- 2) Skill manakah yang paling sulit menurut Anda diantara listening, speaking, reading dan writing?
- 3) Bagian apakah dari skill tersebut yang sulit menurut Anda?
- 4) Apa yang anda lakukan untuk mengatasi kesulitan tersebut?
- 5) Bagaimana proses mengajar writing yang biasanya dilakukan oleh Guru Anda?

2. DURING THE IMPLEMENTATION OF THE ACTION

Cycle 1

a. Interviewee : English Teacher

b. Questions :

- 1) Bagaimana pendapat Ibu mengenai kemampuan menulis siswa di cycle I?
- 2) Apakah materi dan teknik pembelajaran yang dipakai sesuai?
- 3) Apa saja kekurangan yang terdapat di cycle I yang perlu dikembangkan?
- 4) Apa saja kemajuan yang telah dicapai siswa dalam cycle I ini?
- 5) Apa saran Ibu untuk cycle berikutnya?

a. Interviewee : Students

b. Questions :

- 1) Bagaimana pendapatmu mengenai kegiatan di kelas Bahasa Inggris selama ini?
- 2) Apakah kamu menyukai pembelajaran Bahasa Inggris terutama writing dengan menggunakan mind mapping? Mengapa?

- 3) Apakah penggunaan mind mapping membantu kamu dalam belajar writing?
Mengapa?
- 4) Apa kesulitanmu selama belajar writing?
- 5) Bagaimana menurutmu dengan materi yang diajarkan?

Cycle 2

a. Interviewee: English Teacher

b. Questions :

- 1) Bagaimana pendapat Ibu mengenai kemampuan menulis siswa di cycle 2?
- 2) Apakah materi dan teknik pembelajaran yang dipakai sesuai?
- 3) Apa saja kekurangan yang terdapat di cycle 2 yang perlu dikembangkan?
- 4) Apa saja kemajuan yang telah dicapai siswa dalam cycle 2 ini?
- 5) Apa saran Ibu untuk cycle berikutnya?

a. Interviewee : Students

b. Questions :

- 1) Bagaimana pendapatmu mengenai kegiatan di kelas Bahasa Inggris selama ini?
- 2) Apakah kamu menyukai pembelajaran Bahasa Inggris terutama writing dengan menggunakan mind mapping? Mengapa?
- 3) Apakah penggunaan mind mapping membantu kamu dalam belajar writing?
Mengapa?
- 4) Kemajuan apa yang kamu rasakan setelah belajar writing menggunakan mind mapping?
- 5) Kesan apa yang kamu dapat dari kegiatan ini?

INTERVIEW TRANSCRIPTS

Hari, tanggal : Selasa, 15 April 2014

Tempat : Ruang Tamu SMPN 3 Depok

KS : Kepala Sekolah

P : Peneliti

P menemui KS di ruang tamu SMPN 3 Depok, yaitu di dekat ruang Tata Usaha dan pintu masuk.

Interview 1

P : “Assalamualaikum, wr.wb. Selamat pagi, Pak.”

KS : “Walaikumsalam, wr.wb. Selamat pagi. Silakan, mbak.”

P : “Sebelumnya perkenalkan nama saya Cinthya Dewi Matahari, mahasiswa UNY semester 8 jurusan Pendidikan Bahasa Inggris. Tahun ajaran kemarin saya KKN/PPL disini, sebelum Bapak pindah kesini. Maksud kedatangan saya kesini adalah untuk meminta ijin Bapak untuk mengadakan penelitian skripsi di SMPN 3 Depok.”

KS : “Oh..begitu. Silakan saja mbak, asalkan sudah konsultasi kepada wali kelasnya. Ini mau ngajar kelas berapa ya?”

P : “Kelas VIII B, Pak. Kelas yang diampu Bu Diah.”

KS : “Iya, silakan saja, mbak. Yang penting konsultasikan materinya dengan Bu Diah agar materi yang diajarkan sesuai.

P : “Iya, sudah, Pak. Beliau mengizinkan saya apabila saya sudah mendapat izin dari Bapak. Saya juga sudah mengkonsultasikan RPP dan course grid pada beliau”

KS : “Oh..ya..ya. Penelitiannya tentang apa, mbak?”

P : “PTK, Pak. Tentang upaya peningkatan kemampuan writing skill siswa melalui penggunaan mind mapping, Pak.”

KS : “Ya kalau sudah diskusi dengan Bu Diah, dan beliau tidak keberatan, silakan saja, mbak. Yang penting disiapkan segala keperluan-keperluannya.”

P : “Iya, Pak. Terimakasih banyak. Kalau begitu saya pamit dulu, Pak. Sekali lagi terimakasih.”

KS : “Iya, mbak. Sama-sama.”

Hari, tanggal : Kamis, 17 April 2014

Tempat : Ruang tamu SMPN 3 Depok

G : Guru Bahasa Inggris

P : Peneliti

P menemui G di ruang guru SMPN 3 Depok.

Interview 2

P : “Selamat pagi, Bu Diah.”

G : “Pagi, Mbak Tata.”

P : “Maaf mengganggu, Bu. Sedang sibuk ya, Bu?”

G : “Tidak, Mbak. Santai saja. Jadi penelitian disini, Mbak?”

P : “Iya, Bu. Saya juga sudah izin pada Pak Kepala dan beliau sudah mengizinkan asal Ibu sudah berkenan.”

G : “Oh ya..kalau sudah dapat izin sudah tenang. Langkah berikutnya apa, Mbak?”

P : “Begini, Bu saya akan melakukan observasi di kelas VII B, Bu.”

G : “Ya, boleh saja mbak. Hari Rabu besok ya Mbak, jam keempat dan kelima.”

P : “Baik, Bu. Saya akan datang lagi Rabu, Bu. Oya, saya mau minta tolong Ibu untuk menjadi collaborator dalam penelitian saya ini bisa Bu.?”

G : “Bisa, Mbak.”

P : “Baik, Bu. Terimakasih banyak sebelumnya, Bu.”

G : “Sama-sama, Mbak.”

P : “Kalau begitu saya pamit dulu, Bu. Selamat Pagi, Bu.”

G : “Iya Mbak, hati-hati di jalan.”

Hari, tanggal : Rabu, 14 Mei 2014

Tempat : Kelas VIII B dan halaman depan kelas VIII B

P : Peneliti

S1 : Rama

S2 : Edra

S3 : Tazkiya

S4 : Veni

S5 : Andhika

S6 : Faisal

S7 : Reffina
 S8 : Prima
 S9 : Fatika
 S10 : Feby

Pada saat istirahat pertama sekitar pukul 11.00, setelah P melakukan observasi, P mencoba untuk berbicara pada beberapa siswa kelas VIII B.

Interview 3

P : “Halo, Rama...?”
 S1 : “Eh..Miss Tata!”
 P : “Lagi sibuk gak? Mau tanya-tanya dikit nih”
 S1 : “Enggak kok, Miss. Mau tanya apa Miss? hehe”
 P : “Mau tanya soal pelajaran Bahasa Inggris nih. Rama suka Bahasa Inggris gak?”
 S1 : “Suka, Miss, tapi ya gitu..kadang pelajarannya susah.”
 P : “Kira-kira yang paling susah bagian mananya?”
 S1 : “Hmmm.. itu kalo speaking sama kalo suruh nulis, Miss”
 P : “Oh...writing maksudnya?”
 S1 : “Iya, Miss! Hehee.”
 P : “Susahnya gimana emang?”
 S1 : “Itu Miss, kata-kata Bahasa Inggrisnya, banyak yang gak tahu. Bingung apa yang mau ditulis dan diomongin.”
 P : “Kira-kira lebih sulit mana writing atau speaking?”
 S1 : “Writing, Miss, soalnya kalau nulis itu biasanya trus dikumpulin kan padahal nulisnya biasanya cuma bisa dikit. Bingung mau nulis apa.”
 P : “ Oh gitu..., makasih ya Rama.”
 S1 : “Sama-sama, Miss. Hehe”

Interview 4

P : “Edra, lagi ngapain?”
 S2 : “Halo, Miss. Lagi gambar-gambar aja nih, Miss.”
 P : “Gambar apa? Ganggu gak nih kalo Miss Tata sambil tanya-tanya?”
 S2 : “Gak papa, Miss. Hehe. Cuma gambar iseng kok.”
 P : “Oke. Edra suka pelajaran bahasa Inggris gak?”
 S2 : “Suka sebenarnya, Miss. Tapi kadang susah”
 P : “Susah bagian mananya , Dek?”
 S2 : “Susahnya itu kalau nulis-nulis gitu, Miss.”
 P : “Susah gimana?”
 S2 : “Kalau suruh nulis itu bingung mau nulis apa...hehee.”
 P : “Bingungnya karena apa kira-kira?”
 S2 : “Ya itu....kata-katanya gitu , Miss.”
 P : “Kalau Miss Diah di kelas menjelaskan pake bahasa Inggris paham enggak?”
 S2 : “Paham dikit, Miss.”
 P : “Oh, gitu. Oke. Makasih ya, Edra.”
 S2 : “Iya, Miss.”

Interview 5

- P : “Halo, Dek.... Lagi ngobrol apa nih? Kayaknya seru banget. Hehe.”
- S3 : “Eh, Miss Tata! Lagi nggosip, Miss. Hehe”
- P : “Hayo..nggosipin siapa?..hehe. Miss Tata mau nganggu bentar nih. Mau tanya-tanya boleh?”
- S4 : “Hehe..boleh! Mau tanya apa, Miss?”
- P : “Hehe. Gini, kalian suka pelajaran bahasa Inggris enggak?”
- S3: “Suka, Miss!”
- S4 : “Suka sebenarnya, tapi kadang takut, Miss.”
- P : “Kenapa takut?”
- S4 : “Kalau lagi pelajaran kadang takut kalau suruh njawab pertanyaan, soalnya gak ngerti hehe.”
- P : “Kalau menurut kalian bagian mana yang paling susah kalau Bahasa Inggris?”
- S3 & S4 : “Kalau suruh nulis, Miss. Hehe.”
- P : “Jadi menurut kalian yang paling susah writing ya. Kalau writing susahnya apa?”
- S3: “Grammarnya, Miss.”
- S4: “Iya, Miss. Sama itu banyak kata-kata yang kita gak paham. Jadinya gak ngerti mau nulis apa.”
- P : “Oh..gitu ya. Ok. Makasih ya, Dek.”
- S3 & S4 : “Sama-sama, Miss Tata.”

Interview 6

- P : “Halo, Faisal, Andhika. Lagi ngapain nih?”
- S5: “Halo, Miss. Lagi duduk-duduk aja, Miss.”
- S6 : “Mau ngajar Bahasa Inggris lagi di sini ya , Miss?”
- P : “Iya, tapi bukan sekarang. Hehe. Oya, Miss Tata boleh tanya-tanya dikit ya?”
- S5 & S6: “Boleh kok, Miss.”
- P: “Kalian suka pelajaran Bahasa Inggris gak?”
- S5 : “Sebenarnya suka, Miss. Tapi kadang bosan pelajarannya.”
- S6 : “Iya, Miss. Pelajarannya gitu-gitu aja. Hehe.”
- P : “Memang kalau pelajaran gimana biasanya?”
- S6 : “Ya gitu.. Paling mengerjakan soal...atau maju ke depan.”
- S5: “Iya, Miss”
- P : “Kalau Bahasa Inggris yang paling susah apa menurut kalian? Listening, reading, speaking atau writing?”
- S5: “Writing, Miss.”
- S6: “Iya, writing sama speaking juga Miss.”
- P : “Apa yang bikin susah?”
- S5 : “Banyak banget kata-kata yang kita gak ngerti artinya, Miss.”
- S6 : “Iya, Miss. Kalau nulis itu sering bingung mau nulis apa trus grammarnya juga masih sering gak paham.”
- P : “Oh jadi gitu ya..Kalau gitu Makasih ya”
- S5& S6 : “Siap, Miss. Sama-sama.”

Interview 7

P : “Halo, dek. Baru gak sibuk kan? Miss Tata tanya-tanya dikit boleh gak?”

S9 : “Boleh banget, Miss. Hehe. Iya gak sibuk kok.”

P : “Fatika suka pelajaran Bahasa Inggris gak sih?”

S9 : “Hmm...suka sih..tapi susah e, Miss.”

P : “Yang paling susah diantara listening, reading, speaking sama writing yang mana?”

S9 : “Sebenarnya speaking sama writing. Tapi aku paling gak bisa writing, Miss.

P : “Kenapa?”

S9 : “Hmmm soalnya ya kalau nulis itu sering gak tau gimana Bahasa Inggrisnya, Miss. Terus susah mau mengembangkan ide kalau suruh ngarang.”

P : “Oke deh, makasih ya, Fatika.”

S9 : “Sama-sama.”

Interview 8

P : “Halo..halo..Kalian kok di kelas aja. Gak ke kantin? Jajan gitu”

S7, S8, S10 : “Lagi males, Miss. Hehe”

P : “Hehe..Kalau Miss Tata tanya-tanya boleh?”

S8 & S7: “Boleh , Miss”

S10: “Tanya apa dulu ni, Miss? Hehe.”

P: “Soal Pelajaran kok. Hehe. Kalian suka pelajaran Bahasa Inggris gak?”

S9 : “Suka, Miss!”

S8 & S10: “Biasa aja sih, Miss.”

P: “Kenapa emang?”

S8 & S10 : “Lha susah je, Miss. Hehe.”

P : “Yang paling susah apa menurut kalian? Listening, reading, speaking atau writing?”

S7, S8, S10 : “Writing.”

P : “Apa yang bikin susah?”

S7 & S9 : “Kata-katanya, Miss.”

P : “Kenapa kata-katanya?”

S8 : “Itu lho sering salah nulisnya.”

P: “Terus apa lagi?”

S10 : “Bingung ngubah bahasa Indonesia ke Bahasa Inggris, Miss.”

S7 : “Iya, Miss! Kita sering kebalik-balik kalau nulis kalimat”

P: “Oh.. grammarnya ya.”

S7, S8, S10 : “Iya, Miss!”

P: “Oke kalau begitu. Makasih ya semua.”

S7, S8, S10 : “Sama-sama.”

Hari, tanggal : Jum’at, 16 Mei 2014

Tempat : Ruang tamu SMPN 3 Depok

G : Guru Bahasa Inggris

P : Peneliti

P melakukan wawancara dengan G mengenai proses dan permasalahan yang terjadi di kelas VIII B, dengan membuat janji terlebih dahulu.

Interview 9

P : “Selamat pagi, Bu?”

G : “Selamat pagi, mbak. Sudah jadi interview mbak?”

P : “Alhamdulillah sudah, Bu. Menurut pengamatan saya saat PPL juga memang skill yang mereka anggap paling sulit adalah writing, Bu.”

G : “Iya memang begitu mbak. Mereka susah sekali kalau disuruh menulis.”

P : “Beberapa siswa sebenarnya sudah lumayan bisa menulis. Tapi ya kebanyakan dari mereka sudah berpikir dulu kalau Bahasa Inggris susah sehingga mereka kurang semangat saat akan menulis. Lalu menurut Ibu bagaimana kemampuan writing kelas VII B ini, Bu?”

G : “Ya seperti yang mbak lihat hanya beberapa siswa yang aktif dan berani maju ke depan untuk menulis jawaban mereka. Yang lainnya biasanya takut maju karena takut salah. Kebanyakan siswa masih sering menulis tanpa memperhatikan *rules* yang benar.”

P : “Iya, Bu. Jadi dari hasil interview, mereka sebagian besar siswa merasa kesulitan saat writing dan speaking. Untuk writing, biasanya mereka berusaha mengubah kalimat dari Bahasa Indonesia ke Bahasa Inggris secara langsung padahal *rules*nya berbeda. Kebanyakan siswa juga kesulitan menuangkan dan mengembangkan ide-ide saat menulis. Selain itu, masih banyak kosa kata yang tidak mereka ketahui. Jadi mereka selalu bingung mau menulis apa. Sedangkan untuk speaking, mereka terkadang kurang berani dan gugup karena harus berbicara di depan kelas. Jadi, setelah saya pikir, sepertinya skill yang dianggap para siswa paling susah adalah writing. Bagaimana menurut Ibu?”

G : “Iya, mbak. Memang kesulitan mereka terbesar mereka adalah mengembangkan ide dan grammar. Selain itu, mereka juga masih kurang di vocabulary. Writing memang butuh banyak latihan dan di *expose* berbagai macam teks.”

P : “Iya, Bu. Rencananya saya akan menggunakan mind map sebagai teknik untuk meningkatkan kemampuan writing siswa, tidak apa-apa kan, Bu?”

G : “Iya, tidak apa-apa mbak. Kalau menggunakan mind map anak-anak akan terbantu untuk mengembangkan ide. Selain itu juga untuk variasi agar anak-anak lebih tertarik karena mereka bisa menggambar mind mapnya sendiri-sendiri. Saya juga belum pernah menggunakan itu dalam kegiatan pembelajaran karena terbatasnya banyak hal seperti waktu, dll”

P : “Baik, Bu. Terima kasih banyak. Maaf sudah mengganggu, Bu. Hehe. Kalau begitu saya pamit dulu.”

G : “Tidak apa-apa, Mbak. Hati-hati.”

P : “Baik, Bu.”

Hari, tanggal : Kamis, 28 Agustus 2014

Tempat : Kelas VIII B

P : Peneliti

S1 : Edra

S2 : Alfath
 S3 : Rama
 S4 : Veni
 S5 : Tazkiya
 S6 : Alditya
 S7 : Hanin
 S8 : Dewi
 S9 : Aya
 S10 : Reffina

P melakukan wawancara pada siswa-siswa kelas VIII B mengenai proses pembelajaran bahasa Inggris pada cycle 1.

Interview 10

P : “Halo, Edra, Alfath, Rama, Miss Tata mau tanya-tanya sebentar nih. Gak papa kan?”
 S1, S2, S3: “Iya, Miss Tata. Tanya apa, Mbak?”
 P : “Mau tanya ni, gimana pelajaran bahasa Inggris yang Miss Tata ajarkan selama ini? Materinya mudah dipahami atau tidak?”
 S1 : “Asik kok, Miss! Soalnya bisa nggambar-nggambar gitu.”
 S3 : “Iya, Miss. Terus materinya juga karena cerita soal objek wisata.”
 P : “Syukur deh kalo suka. Menurut kalian belajar pake mind map membantu atau gak?”
 S1: “Iya membantu, Miss. Kalau pake mind map jadi mudah ngembangin ide.”
 S2 : “Kita jadi lebih tertarik soalnya ya itu tadi bisa nggambar dan mewarnai juga, Miss. Hehe”
 P : “Terus menurut kalian Miss Tata waktu ngajar jelas atau gak ?”
 S1 : “Jelas kok, Miss. Sekarang jadi tau grammar yang dipake gimana.”
 S3: “Iya, Miss. Jadi tau nulis kata-kata Bahasa Inggris dan bagian-bagian teks itu bagaimana. Hehe.”
 P : “Jadi kalian merasa lebih mudah menulis sekarang setelah menggunakan mind map?”
 S1 & S2 : “Iya, Miss!”
 S3: “Iya, Miss. Jadi bisa lebih gampang mbayangkan objek yang mau ditulis sekarang.”
 P: “Oke. Baguslah. Makasih ya Edra, Alfath, Rama.”
 S1, S2, S3: “Sama-sama, Miss.”

Interview 11

P : “Halo..Veni..Tazkiya...Miss Tata mau tanya-tanya sebentar boleh?”
 S4 & S5 : “Boleh, Miss. Tanya apa, Miss?”
 P : “Gini, menurut kalian pelajaran Bahasa Inggris yang Miss Tata ajar selama ini gimana? Materinya mudah dipahami atau tidak?”
 S4 : “Enak kok, Miss. Materinya juga. Hehe”
 S5: “Iya! Terus asik soalnya cerita tentang tempat-tempat wisata.”
 P : “Hehe. Menurut kalian, mind map membantu pembelajaran selama ini gak?”

S5 : “Membantu banget, Miss. Kita bisa punya gambaran gitu tentang apa aja yang mau ditulis.”

P : “Terus menurut kalian belajar pake mind map gimana rasanya?”

S4: “Asik, soalnya kita boleh nggambar dan mewarnai sendiri, Miss.”

P : “Terus Miss Tata waktu ngajar di kelas menurut kalian gimana?”

S4 : “Ngajarnya enak. Soalnya santai, hehe.”

S5: “Jelas kok, Miss. Sekarang tau kalo mau nulis bagian-bagiannya gimana.”

P : “ Oh, gitu ya. Hehe. Oke deh. Makasih ya, semuanya.”

S4 & S5 : “Sama-sama, Miss Tata.”

Interview 12

P : “Halo, hehe. Lagi pada istirahat ya? Miss Tata mau ganggu bentar boleh gak? Mau interview nih”

S6 & S7 : “Boleh-boleh, Miss.”

P: “Oke. Menurut kalian pelajaran Bahasa Inggris yang Miss Tata ajar selama ini gimana? Materinya mudah dipahami atau tidak?”

S7: “Asik kok, Miss. Kegiatannya gak bikin bosan, hehe.”

S6: “Paham kok, Miss. Materinya juga menarik.”

P : “Kalo menurut kalian Miss Tata waktu ngajar jelas atau gak?”

S6 & S7 : “Jelas, Miss.”

P: “Gimana rasanya belajar pakai mind map menurut kalian?”

S6: “Seru, Miss. Kita bisa nggambar dan mewarnai soalnya, jadi gak bosan.”

P : “Sekarang kalian merasa lebih mudah menulis setelah menggunakan mind map atau tidak?”

S7: “Iya, Miss. Jadi gak bingung apa aja yang mau ditulis.”

S6: “Terus itu Miss...sekarang jadi lebih gampang mengembangkan ide.”

P: “Sip. Makasih ya, Hanin, Alditya.”

S6 & S7: “Sama-sama, Miss.”

Interview 13

P: “Dewi, Aya, Reffina lagi sibuk gak? Miss Tata mau tanya-tanya, nih.”

S8,S9,S10 : “Engga kok, Miss.”

P: “Sejauh ini menurut kalian pelajaran Bahasa Inggris yang Miss Tata ajar materinya mudah dipahami atau tidak?”

S8 & S9: “Iya, Miss. Gampang dipahami, hehe.”

S10: “Iya, Miss. Apalagi tentang objek wisata gitu...asik.”

P: “Menurut kalian Miss Tata waktu ngajar jelas atau gak?”

S9&S10: “Jelas kok, Miss.”

S8: “Jelas, cuma kadang-kadang aku gak ngerti kalau Miss Tata lagi ngomong di kelas.”

P: “Hehe. Nanti lama-lama pasti paham kok, dek. Jadi kalian merasa terbantu gak sekarang setelah menggunakan mind map?”

S10: “Banget, Miss. Sekarang lebih gampang kalau mau nulis. Dulu bingung apa yang mau ditulis.”

S8 & S9 : “Iya, Miss. Terus pake mind map juga asik, Miss.”

P: “Kira-kira apa yang bikin lebih gampang?”

S8 : “Ya itu...kan jadi tau apa aja yang mau ditulis dari gambar-gambar yang ada di mind map, Miss.”

S9 & S10: “Jadi punya gambaran tentang objeknya, Miss.”

P: “Oh..oke.. Kalau gitu makasih ya semuanya.”

S8, S9, S10: “Iya, Miss.”

Hari, tanggal : Kamis, 28 Agustus 2014

Tempat : Ruang Tamu SMPN 3 Depok

P : Peneliti

G : Guru

P melakukan wawancara dengan Guru Bahasa Inggris mengenai proses pembelajaran di kelas VIII B pada cycle pertama.

Interview 14

P : “Selamat siang, Bu. Maaf Bu, saya mau menanyakan beberapa hal mengenai kegiatan belajar mengajar di cycle 1.”

G : “Oh...Silakan saja, Mbak.”

P : “Begini Bu, menurut Ibu apakah penggunaan mind map cukup membantu siswa dalam kegiatan pembelajaran?”

G : “Ya mbak. Menurut saya cukup membantu karena mereka lebih tertarik pada kegiatannya. Mereka juga lebih bisa menulis dan dapat memahami bagian-bagian dari ceritanya.”

P : “Baik, Bu. Lalu menurut Ibu apakah materi yang digunakan sudah sesuai dengan kebutuhan siswa?”

G : “Iya, sudah, Mbak. Tasks yang diberikan sudah cukup baik dan sesuai. Hanya saja mungkin yang perlu diperbaiki manajemen waktunya.”

P : “Iya, Bu. Hehe. Kemarin mengerjakan tasksnya memang memakan waktu lumayan banyak.”

G : “Iya, Mbak. Soalnya kalau latihan seperti itu memang kita harus memberikan batasan waktu yang tegas pada anak-anak.”

P : “Baik, Bu. Menurut Ibu selama kegiatan pembelajaran, apa kelebihan dan kekurangan di cycle 1?”

G : “Kalau soal mind map itu mereka juga perlu diingatkan bahwa mind map itu untuk membantu mereka menulis sehingga mereka tidak salah fokus. Tadi masih banyak sekali siswa yang lebih sibuk dalam proses membuat mind map daripada menulisnya”

P : “Hehe, iya, Bu. Anak-anak memang terlihat lebih fokus membuat mind mapnya dari pada menulis teksnya. Nanti di cycle 2 akan saya coba perbaiki, Bu.”

G : “Oh iya, Mbak, ada baiknya jika di cycle 2 nanti anda menggunakan media untuk membantu pembelajaran siswa. Media itu nanti digunakan untuk guidance. Kalau bisa media yang bisa diperlihatkan ke seluruh siswa, seperti video atau slide show.”

P : “Baik kalau begitu, Bu. Nanti saya pilih media dan topik yang familiar dengan para siswa.”

G: "Iya, Mbak. Penggunaan media juga bisa menambah variasi di kegiatan pembelajaran."

P: "Benar, Bu. Lalu, menurut Ibu kemampuan writing siswa setelah menggunakan mind map bagaimana, Bu?"

G: "Sejauh ini, sudah kelihatan peningkatannya kalau dibandingkan dengan saat pre-test. Mereka sudah lebih paham apa saja yang mau ditulis, vocabularynya juga bertambah. Yang masih harus ditingkatkan lagi itu grammarnya, Mbak. Tadi saya masih lihat beberapa siswa grammarnya masih banyak salahnya."

P: "Baik, Bu. Kalau begitu saya akan menyiapkan materi dan medianya untuk cycle 2. Terima Kasih banyak, Bu."

G: "Iya, Mbak. Sama-sama."

Hari, tanggal : Selasa, 9 September 2014

Tempat : Kelas VIII B 2014

P : Peneliti

S1 : Fahri

S2 : Faisal

S3 : Hanin

S4 : Jihan

S5 : Fatika

S6 : Edra

S7 : Rama

S8 : Feby

S9 : Tazkiya

S10 : Reffina

P melakukan wawancara dengan siswa-siswa kelas VIII B mengenai pembelajaran bahasa Inggris pada cycle 2 dan program secara keseluruhan.

Interview 15

P : "Halo dek, Miss Tata mau interview sebentar, boleh gak?"

S1, S2, S3 : "Boleh, Miss."

P : "Hehe. Oke. Menurut kalian, gimana rasanya pelajaran bahasa Inggris waktu diajar sama Miss Tata?"

S1 : "Enak, Miss! Hehe"

S2 & S3 : "Iya enak, kok Miss."

P: "Enaknya gimana? Hehe."

S1, S2, S3: "Gak tegang, Miss. Santai gitu pelajarannya."

P: "Oh, gitu. Terus kalian merasa sudah lebih meningkat belum kemampuan writingnya sekarang?"

S2: "Iya, Miss. Dulu kan bingung kalau suruh nulis. Sekarang sudah tau apa yang mau ditulis terus juga paham bagian-bagian critanya"

P: "Jadi kalian merasa terbantu atau tidak dengan mind mapnya?"

S3: "Iya, Miss. Jadi lebih gampang mengembangkan idenya."

S2: "Kita jadi lebih gampang kalau manu nulis soalnya bisa liat dari gambar dan kata-kata di mind mapnya, Miss."

P: "Terus belajar writing pake mind map gimana rasanya?"

S3: "Asik mbak. Bisa nggambar-nggambar gitu. Hehe"

S1: "Jadi gak ngebosenin pelajarannya, Miss."

P: "Oke, makasih ya kalau gitu semuanya. Hehe."

Interview 16

P : "Halo, Jihan, Fatika, Miss Tata mau tanya-tanya sedikit ganggu gak?"

S4 & S5: "Gak kok, Miss."

P : "Oke. Pertama, menurut kalian, gimana rasanya pelajaran bahasa Inggris waktu sama Miss Tata?"

S4: "Enak, kok, Miss!"

S5 : "Enak banget, Miss. Hehe. Santai, jadi gak tegang."

P: "Terus kalian merasa sudah lebih meningkat belum kemampuan writingnya sekarang?"

S5: "Ya sudah ada perubahan, Miss. Dulu kayaknya parah. Hehe."

P: " Jadi kalian merasa terbantu atau tidak dengan mind mapnya?"

S4: "Hmm iya, Miss. Soalnya bisa tahu mau nulis apa dari gambarnya."

S5: "Iya, Miss. Walaupun aku belum terlalu bisa, tapi mind mapnya bikin lebih gampang nulis sekarang."

P: "Terus belajar apaki mind map gimana rasanya?"

S4: "Asik kok, Miss."

S5: "Iya, lebih nyenengin, gak bikin bosan."

P : " Sip kalo gitu. Makasih ya semuanya."

S4 & S5 : "Iya, Miss."

Interview 17

P: "Halo...lagi sibuk gak dek? Miss Tata mau interview sedikit nih. Hehe."

S6 , S7, S8: "Engga kok, Miss. Hehe"

P: "Menurut kalian, gimana rasanya pelajaran bahasa Inggris waktu diajar sama Miss Tata?"

S7: "Enak kok, Miss. Kegiatannya juga gak bikin bosan."

S6: "Enak banget! Hehe."

S8: "Enak. Enjoy, Miss."

P: "Hehe. Terus kalian merasa sudah lebih meningkat belum kemampuan writingnya sekarang?"

S6: "Udah, Miss. Dulu masih sering takut salah grammarnya kalo nulis sekarang uda lebih bisa."

S7: "Iya, Miss. Dulu juga masih sering nulis kata-kata Bahasa Inggrisnya, sekarang meningkat."

P: " Jadi kalian merasa terbantu atau tidak dengan mind mapnya?"

S8: "Iya, jadi lebih gampang nulis sekarang, Miss."

S7: "Iya, Miss. Sekarang sebelum nulis jadi punya gambaran apa aja bagian yang mau ditulis."

S6: "Lebih gampang, Miss. Terus itu juga kalau pake mind map enak bisa mewarnai sama nggambar, hehe."

P: "Oke deh. Makasih ya Edra, Rama, Feby."

S6, S7, S8: "Sama-sama, Miss."

Interview 18

P : "Halo Tazkiya, Reffina, Miss Tata mau interview sebentar boleh? Hehe."

S9 & S10 : "Boleh banget, Miss."

P: "Menurut kalian, gimana rasanya pelajaran bahasa Inggris waktu diajar sama Miss Tata?"

S10: "Enak..hehe Mbaknya baik-baik."

S9: "Enak banget, Miss. Seruu."

P: "Hehe, gitu ya. Sekarang kalian merasa sudah lebih meningkat belum kemampuan writingnya?"

S9: " Kalau aku, iya Miss soalnya jadi gak bingung sekarang kalau mau nulis. Oh iya, terus nambah pengetahuan kosa katanya."

S10: "Iya, Miss, lebih meningkat dari pada dulu."

P: " Jadi kalian merasa terbantu atau tidak dengan mind mapnya?"

S10: " Iya, soalnya ada kerangkanya, Miss. Jadi ya kita lebih gampang nulis sekarang."

S9: "Iya, lebih jelas sekarang, Miss. Kan nulisnya berdasarkan mind mapnya."

P: "Terus pake mind map gimana rasanya? Asik gak?"

S9: "Banget soalnya bisa gambar-gambar, Miss. Hehe."

S10: "Iya, Miss. Bisa mewarnai juga."

P: "Oke, sip. Makasih ya semua."

Hari, tanggal : Selasa, 9 September 2014

Tempat : Ruang Tamu SMPN 3 Depok

P : Peneliti

G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas VIII B pada cycle kedua dan keseluruhan program.

Interview 19

P : "Selamat siang, Bu. Maaf, Bu, saya ingin bertanya beberapa hal lagi tentang kegiatan pembelajaran di cycle 2. Hehe."

G : "Iya, Silakan, Mbak. Tidak apa-apa."

P : "Menurut pengamatan Ibu, bagaimana kegiatan belajar mengajar di cycle 2 dan secara keseluruhan selama ini, Bu?"

G: "Menurut saya cycle 2 ini sudah lebih baik dari cycle 1. Manajemen waktunya juga, hanya saja masih ada beberapa anak yang masih terlalu fokus pada mind mapnya."

P : "Iya, Bu. Saya juga berpikir seperti itu. Karena mind map ini anak-anak harus membuat sendiri jadi memang bebarap siswa masih salah fokus. Lalu menurut ibu apakah materi yang digunakan sudah sesuai dengan tujuan dari penelitian ini?"

G : “Sudah, Mbak. Materi dan tasksnya sudah sesuai dengan tujuannya. Latihan di dalam tasksnya sudah mencakup banyak hal dan lengkap seperti vocabulary, grammar, dan pertanyaan-pertanyaan mengenai konten teks.”

P : “Kalau penggunaan mind mappingnya sebagai teknik pembelajaran bagaimana, Bu? Apakah sudah efektif dan sesuai untuk meningkatkan kemampuan writing siswa?”

G : “Iya, Mbak sudah. Dari mind map kan mereka jadi lebih mudah mengembangkan ide saat menulis. Mereka juga lebih kaya vocabularynya. Hanya saja karena waktu yang terbatas jadi jangka waktu mengajarnya pendek. Kalau jangka waktunya lama mungkin akan semakin meningkat dan baik hasilnya.”

P: “Menurut Ibu apakah kemampuan writing siswa sudah meningkat setelah penelitian ini?”

G: “Iya, Mba, ada peningkatan yang signifikan. Dari organisasi teksnya sudah lebih tertata, pengembangan idenya, spellingnya, generic structurenya dan pengetahuan tentang kosa katanya. Keseluruhan sudah meningkat kok, Mbak.”

P : “Baik, Bu. Terima kasih atas waktu dan bantuan Ibu selama ini, Bu.”

G : “Iya, Mbak, sama-sama.”

P : “Iya, Bu. Kalau begitu saya pamit dulu. Terima kasih banyak, Bu.”

G : “Iya, Mbak. Hati-hati. Semoga sukses ya Mbak”

C. COURSE GRIDS

COURSE GRID OF CYCLE 1 AIM AT IMPROVING THE WRITING SKILLS OF GRADE VIII B STUDENTS OF SMP NEGERI 3 DEPOK YOGYAKARTA THROUGH MIND MAPPING

School : SMP Negeri 3 Depok
Class/Semester : VIII B/I
Subject : English
Academic Year : 2014/2015

Cycle	Standard of Competence	Basic Competence	Indicators	Materials	Teaching Activities	Media & Learning Resources
1.	To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.	To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the	1) Finding the meaning of the difficult words from the text. 2) Answering written questions related to the story. 3) Completing the blank parts of the text. 4) Arranging the jumble words into good sentences. 5) Writing an	1. Input text: Descriptive text a. Gembiraloka Zoo b. Parangtritis beach 2. The function and characteristic of the descriptive text. <ul style="list-style-type: none"> The function of descriptive text is to describe something in particular. It can be a person, a place, or thing. The descriptive text includes <ul style="list-style-type: none"> ❖ Identification: it identifies the phenomenon in the 	Pre-Teaching 1) Greet the students and checking the attendance. 2) Asking /reminding a little bit about the last meeting material. 3) Building knowledge about the material that will be taught by asking them what stories they have heard before, etc. Whilst teaching a. Meeting 1(BKOF	-Worksheets -Dictionary -Laptop -LCD

		form of descriptive and recount.	<p>essay text in the form of descriptive in groups.</p> <p>6) Writing an essay text in the form of descriptive individually.</p>	<p>text.</p> <ul style="list-style-type: none"> ❖ Descriptions: it describes the parts, qualities, and characteristic in the text. a. Language features: <ul style="list-style-type: none"> • Descriptive uses simple present tense • Simple present tense pattern: <p>(+) S + Verb1 + O</p> <p>e.g. Gembira means happy</p> <p>S + be (am/is/are) + C</p> <p>e.g. Gembira Loka zoo is one of the most famous places in Yogyakarta</p> <p>(-) S + do + not + Verb1</p> <p>e.g. The stalls do not sell clothes.</p> <p>S + does + not + verb1</p> <p>e.g. Gembiraloka zoo</p>	<p>and MOT)</p> <ol style="list-style-type: none"> 1) The students are given a short simple descriptive text titled “Gembiraloka Zoo”. 2) The students try to find the meaning of the verbs and adjectives from the text. 3) The students try to answer written questions related to the story. 4) The teacher and the students discuss the answers together. 5) The teacher explains the right answers to the students. 6) The teacher explains the generic structure and the tenses used in descriptive text. 7) The students 	
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				<p>does not open on the weekends.</p> <p>S + be (am/is/are) + not</p> <p>e.g. The waves are not very strong.</p> <p>(?) Do + S + Verb1 + O</p> <p>e.g. Do the stalls sell accessories?</p> <p>Does + S + Verb1 + O</p> <p>e.g. Does Gembiraloka zoo open on weekends?</p> <p>Be (am/is/are) + S+ C</p> <p>e.g. Are the waves very strong?</p>	<p>complete blank parts of the text.</p> <p>8) The students arrange the jumble words into good sentences.</p> <p>9) The students are given a mind map of the previous text.</p> <p>10) The teacher and the students discuss about the relationship between the story and the mind map.</p> <p>11) The teacher explains the steps to make a mind map.</p> <p>b. Meeting 2 (JCOT)</p> <p>1) The students are required to form a group of four.</p> <p>2) The students have to choose one of the titles provided and then they have to make a</p>	
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					<p>mind map of it in groups.</p> <p>3) The students write a descriptive text based on the mind map they have made before in groups.</p> <p>c. Meeting 3 (ICOT)</p> <p>1) The students are required to make mind maps about certain topic individually.</p> <p>2) The students have to write descriptive texts based on the mind maps they have made individually.</p> <p>Post-Teaching</p> <p>1) The teacher gives the students opportunity to ask about what they have not understood yet.</p>	
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					2) The teacher concludes what they have learned in the teaching and learning process.	
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COURSE GRID OF CYCLE 2 AIM AT IMPROVING THE WRITING SKILLS OF GRADE VIII B STUDENTS OF SMP NEGERI 3 DEPOK YOGYAKARTA THROUGH MIND MAPPING

School : SMP Negeri 3 Depok
Class/Semester : VIII B/I
Subject : English
Academic Year : 2014/2015

Cycle	Standard of Competence	Basic Competence	Indicators	Materials	Teaching Activities	Media & Learning Resources
2.	To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.	To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the	1) Completing the blank parts of the text. 2) Arranging the jumble sentences into a good text. 3) Answering written questions related to the story. 4) Finding the correct verbs to complete the blank parts of the text. 5) Writing an	1. Input text: Descriptive text a. Borobudur Temple b. The Must-see Ambarawa Railway Museum c. Jatim park 2. The function and characteristic of the descriptive text. <ul style="list-style-type: none"> • The function of descriptive text is to describe something in particular. • The narrative text includes <ul style="list-style-type: none"> ❖ Identification: it 	Pre-Teaching 1) Greet the students and checking the attendance. 2) Asking /reminding a little bit about the last meeting material. 3) Building knowledge about the material that will be taught by asking them what stories they have heard before, etc. Whilst teaching a. Meeting 1	-Hand out -Dictionary -Laptop -LCD -Slide Show

		form of descriptive and recount.	<p>essay text in the form of descriptive in groups.</p> <p>6) Writing an essay text in the form of descriptive individually.</p>	<p>identifies the phenomenon in the text.</p> <p>❖ Descriptions: it describes the parts, qualities, and characteristic in the text.</p> <p>a. Language features:</p> <ul style="list-style-type: none"> • Descriptive uses simple present tense • Simple present tense pattern: <p>(+) S + Verb1 + O</p> <p>e.g. Gembira means happy</p> <p>S + be (am/is/are) + C</p> <p>e.g. Gembira Loka zoo is one of the most famous places in Yogyakarta</p> <p>(-) S + do + not + Verb1</p> <p>e.g. The stalls do not sell clothes.</p>	<p>1) The students complete the blank parts of the text titled “Borobudur” by finding the correct words (nouns).</p> <p>2) The teacher and the students discuss the answers together.</p> <p>3) The students arrange jumbled sentences into a good descriptive text in the task 2.</p> <p>4) The students answer some questions related to the story.</p> <p>5) The teacher and the students discuss the answers together.</p> <p>6) The students do the task 3 in pairs (finding the correct verbs form to complete the blank parts of the text).</p> <p>7) The teacher discusses the</p>	
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				<p>S + does + not + verb1</p> <p>e.g. Gembiraloka zoo does not open on the weekends.</p> <p>S + be (am/is/are) + not</p> <p>e.g. The waves are not very strong.</p> <p>(?) Do + S + Verb1 + O</p> <p>e.g. Do the stalls sell accessories?</p> <p>Does + S + Verb1 + O</p> <p>e.g. Does Gembiraloka zoo open on weekends?</p> <p>Be (am/is/are) + S+ C</p> <p>e.g. Are the waves very strong?</p>	<p>answer together with the students.</p> <p>b. Meeting 2</p> <p>1) The teacher shows a slide show about “Malioboro”.</p> <p>2) The teacher asks some questions related to the pictures.</p> <p>3) The students write difficult words and also answer questions from the teacher.</p> <p>4) Then, the teacher asks them to make a group of four then make a mind map based on the slide show.</p> <p>5) After they make mind map, they are required to write a descriptive text based on it with their groups.</p> <p>c. Meeting 3</p> <p>1) The teacher asks</p>	
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					<p>the students to make a mind map about their favorite tourism objects individually.</p> <p>2) After that, they are required to write a descriptive text based on the mind map they made.</p> <p>Post-Teaching</p> <p>1) The teacher gives the students opportunity to ask about what they have not understood yet.</p> <p>2) The teacher concludes what they have learned in the teaching and learning process.</p>	
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D. LESSON PLANS

LESSON PLAN I

(Cycle 1)

School : SMP N 3 Depok
Grade/Semester : VIII/1
Subject : English
Text Type : Descriptive
Language Skill : Writing
Character : Accurate and Creative
Academic Year : 2014/2015
Time Allocation : 6 x 40 minutes (3 Meetings)

A. STANDARD OF COMPETENCE

6. To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.

B. BASIC COMPETENCE

6.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount.

C. INDICATORS

1. Finding the meaning of the verbs and adjectives from the text.
2. Answering written questions related to the story.
3. Completing the blank parts of the text.
4. Arranging the jumble words into good sentences.
5. Writing an essay text in the form of descriptive in groups & individually.

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. Find the meaning of the verbs and adjectives from the text
2. Answer written questions related to the text.
3. Complete the blank parts of the text.
4. Arrange the jumble words into good sentences.
5. Understand the purpose, generic structure and the language feature used in descriptive text.
6. Write an essay text in the form of descriptive in groups & individually.

E. LEARNING MATERIAL

1. Descriptive text

Text 1

Gembiraloka Zoo

Gembira Loka Zoo is one of the most famous places in Yogyakarta. It is located in Jalan Kebun Raya No. 2, Rejowinangun, Yogyakarta. It is about 4 Km east of Central Post-Office. Gembira means happy and Loka means a place, so Gembira Loka means a place that can make people happy when visit it. Many local and foreign visitors come here, especially during the holidays.

We can find many animals here, such as elephants, rhinoceros, tigers, crocodiles, snakes, birds, and monkeys. There are two animal parks: Reptile & Amphibian Park, and Bird Park. In Reptile and Amphibian Park we can see turtles, komodos, snakes, etc, while in Bird Park the visitors can see many kinds of birds such as flamingos, eagles and penguins.

Besides, the visitors can also enjoy some facilities and games here, such as cafeteria, free Wi-Fi, souvenirs shops, rest room and musholla, botanical garden, mini train, pedal boats, go-kart, etc. In the weekends and school holidays, we can also see the animals show.

The Zoo opens daily from 7.30 a.m to 5.30 p.m The Entry ticket for weekdays is Rp12, 000 and for weekend and public holidays is Rp 15,000.

Text 2

Parangtritis Beach

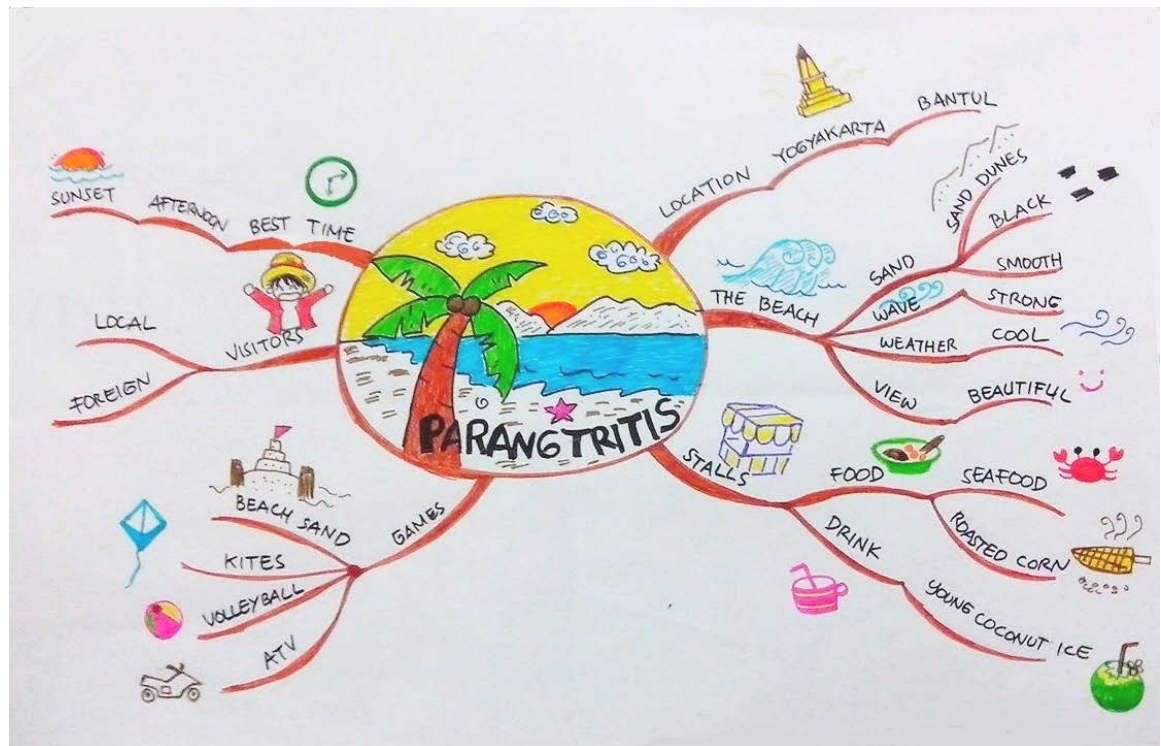
There are many beaches in Yogyakarta. One of the most popular beaches is Parangtritis. It is located on the southern coast of Java in the Bantul Regency. It's about one hour from Yogyakarta city.

Parangtritis Beach is the only beach in Indonesia that has sand dunes. The sand is black and smooth. Parangtritis Beach also has strong waves and cool weather even in sunny day. The beach is bordered with a hilly area of Gunung Kidul regency that makes the Parangtritis beach has beautiful view.

If you come to Parangtritis beach don't forget to try some delicious foods and drinks here. There are many stalls that provide various foods and drinks, such as seafood, roasted corn, and young coconut ice. Besides, you can also play many games here, such as beach sand, kites, volleyball, and ATV.

Many local and foreign visitors come here especially in holidays. The best time to visit Parangtritis is in the afternoon because you can see amazing sunset from here.

Mind Map



2. The function and characteristic of descriptive text

- The function of descriptive text is to describe something in particular. It can be a person, a place, or thing.
- The descriptive text includes
 - ❖ Identification: it identifies the phenomenon in the text.
 - ❖ Descriptions: it describes the parts, qualities, and characteristic in the text.

3. Konsep

- Descriptive uses simple present tense
 - Simple present tense pattern:

Jenis kalimat	Rumus	Contoh Simple Present Tense
(+)	<ul style="list-style-type: none"> - S + Verb1 + O - S + be (am/is/are) + C 	<ul style="list-style-type: none"> - Gembira means happy. - Gembira Loka zoo is one of the most famous places in Yogyakarta.
(-)	<ul style="list-style-type: none"> - S + do + not + Verb1 - S + does + not + verb1 - S + be (am/is/are) + not 	<ul style="list-style-type: none"> - The stalls do not sell clothes. - Gambiraloka zoo does not open on the weekends. - The waves are not very strong.
(?)	<ul style="list-style-type: none"> - Do + S + Verb1 + O - Does + S + Verb1 + O - Be (am/is/are) + S+ C 	<ul style="list-style-type: none"> - Do the stalls sell accessories? - Does Gambiraloka zoo open on weekends? - Are the waves very strong?

It also uses adjectives, such as *far*, *big*, *beautiful*, *small*, *etc.*

F. TEACHING-LEARNING METHOD

Genre Based Approach

Consisting of:

1. Building Knowledge of the Field (BKOF)
2. Modelling of the Text (MOT)
3. Joint Construction of the Text (JCOT)
4. Independent Construction of Text (ICOT)

G. LEARNING SOURCES AND MEDIA

- a. Board markers
- b. Laptop
- c. LCD
- d. Mind map

H. TEACHING AND LEARNING ACTIVITIES

Meeting 1 (2x 40 minutes)

1. Pre-Activities

Opening

- a. Greet the students and checking the attendance.
- b. Asking /reminding a little bit about the last meeting material.
- c. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.

2. Main Activities

Building the Knowledge of the Field and Modeling of the Text (BKOF and MOT)

- a. The students are given a short simple descriptive text titled “Gembira Loka”.
- b. The students try to find the meaning of the difficult words from the text.
- c. The students try to answer written questions related to the story.
- d. The teacher and the students discuss the answers together.
- e. The teacher explains the right answers to the students.
- f. The teacher explains the generic structure and the tenses used in descriptive text.
- g. The students complete blank parts of a descriptive text titled “Parangtritis Beach”.
- h. The students arrange the jumble words into good sentences.
- i. The students are given a mind map of the previous text.
- j. The teacher and the students discuss about the relationship between the story and the mind map.
- k. The teacher explains the steps to make a mind map.

Meeting 2 (2x 40 minutes)

Joint Construction of the Text (JCOT)

- a. The students are required to form a group of four.
- b. The students have to choose one of the titles provided and then they have to make a mind map of it in groups.
- c. The students write a descriptive text based on the mind map they have made before in groups.

Meeting 3 (2x 40 minutes)

Independent Construction of the Text (ICOT)

1. The students have to make a mind map of certain topic individually.
2. The students write a descriptive text based on the mind map they have made before individually.

3. Post-Teaching

1. The teacher gives the students opportunity to ask about what they have not understood yet.
2. The teacher concludes what they have learned in the teaching and learning process.

H. ASSESMENT

1. Technique : Productive test
2. In the form of : Written test
3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max score}} \times 100 = \text{Score}$
 - b. Scoring rubric : JCOT & ICOT (Writing Scoring Rubric by Jacobs *et al.* (1981) in Weigle (2002))

Writing Scoring Rubric

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : some knowledge of subject – adequate range– limited development of thesis – mostly relevant to topic, but lacks of detail
	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor : does not show knowledge of subject – non-substantive – not pertinent – not enough to evaluate
ORGANIZATION	20-18	Excellent to Very good: Fluent expression – idea clearly stated/supported – well-organized – logical sequencing – cohesive
	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	Good to Average : Adequate range – occasional errors of word/idiom form, choice, usage, but

		meaning not obscured
	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning confused or obscured
	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very poor: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not

		obscured
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

I . LEARNING RESOURCES AND MEDIA

- a. Board markers
- b. Laptop
- c. LCD

Depok, Agustus 2014

English teacher

Researcher

Dra. Y. Dyah Murti M
NIP. 19601027 19803 2 008

Cinthya Dewi Matahari
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BKOF & MOT

Task 1

Find the meaning of the verbs of the text from dictionary!

No	Verb	Meaning
1.	is located	
2.	means	
3.	visit	
4.	come	
5.	find	
6.	see	
7.	enjoy	

Task 2

Find the meaning of the adjectives from the dictionary!

No	Adjective	Meaning
1.	Famous	
2.	Happy	
3.	Beautiful	
4.	Exciting	
5.	Amazing	

Task 3

Answer the questions based on the text!

1. Where is Gembira Loka zoo located?
2. Why does the zoo named “Gembira Loka”?
3. *It* is located in Jalan Kebun Raya No.2, Rejowinangun, Yogyakarta. *It* refers to.....
4. Who are the visitors there?
5. What animals can we find there?
6. Mention the facilities that people can get there!
7. From the text we can conclude that the zoo opens hours every day.

8. How much are the tickets for weekdays and holidays?

Task 4

Read the text once more and answer the following questions!

1. What is the text about?
2. What does paragraph 2 tell you about?
3. Paragraph 3 tells us about...
4. Paragraph 4 is about.....

Task 5

Fill the blanks with the words below!

has	visit	bordered	strong	located
amazing	popular	are	stalls	come

Parangtritis Beach

There (1)..... many beaches in Yogyakarta. One of the most (2)..... beaches is Parangtritis. It is (3)..... on the southern coast of Java in the Bantul Regency. It's about one hour from Yogyakarta city.

Parangtritis beach is the only beach in Indonesia that has sand dunes. The sand is black and smooth. Parangtritis beach also has (4)..... waves and cool weather even in sunny day. The beach is (5) with a hilly area of Gunung Kidul regency that makes the Parangtritis beach (6) beautiful view.

If you come to Parangtritis beach don't forget to try some delicious foods and drinks here. There are many (7)..... that provide various foods and drinks, such as seafood, roasted corn, and young coconut ice. Besides, you can also play many games here, such as beach sand, kites, volleyball, and ATV.

Many local and foreign visitors (8)..... here especially in holidays.
 The best time to (9) Parangtritis is in the afternoon because you can
 see (10) sunset from here.

Task 6

Arrange the following words into good sentences!

1. zoo-is-where-located-Gembiraloka?
2. waves-view-and-beach-Parangtritis-strong-has-amazing
3. are-visitors-to-in-not-Parangtritis-swim-beach-allowed
4. beach-children-sand-the-make-in-castles-the
5. does-ticket-much-how-the-cost-?
6. from-souvenir-you-shop-gift buy-can-the

JCOT

Task 7

Choose one of the titles provided, then make a mind map and write a descriptive text of it in groups!

- a. Prambanan Temple
- b. Indrayanti Beach

ICOT

Task 8

Make a mind map of a tourism object in your area, then write a descriptive text of it individually!

LESSON PLAN II

(Cycle 2)

School : SMP N 3 Depok
Grade/Semester : VIII/1
Subject : English
Text Type : Descriptive
Language Skill : Writing
Character : Accurate and Creative
Academic Year : 2014/2015
Time Allocation : 6 x 40 minutes (3 Meetings)

A. STANDARD OF COMPETENCE

6. To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.

B. BASIC COMPETENCE

6.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount.

C. INDICATORS

1. Completing the blank parts of the text.
2. Arranging the jumble sentences into a good text.
3. Answering written questions related to the story.
4. Finding the correct verbs to complete the blank parts of the text.
5. Writing an essay text in the form of descriptive in groups & individually

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. Complete the blank parts of the text.
2. Arrange the jumble sentences into a good text.
3. Answer written questions related to the story.
4. Find the correct verbs to complete the blank parts of the text.
5. Write an essay text in the form of descriptive in groups & individually

E. LEARNING MATERIAL

1. Descriptive text

Text 1

Borobudur Temple

Borobudur is a Buddhist monument in Central Java. It is one of the most interesting tourist attractions in Indonesia. It was built in the ninth century. Borobudur has 2.672 reliefs and 504 Buddha statues. The reliefs illustrate the journey of pilgrims to three levels in Buddhist cosmology. Those three levels are Kmadhatu, Rupadhatu, and Arupadhatu. Borobudur is still used for pilgrimage. Once a year Buddhist in Indonesia celebrate Vesak there.

Text 2

The Must-see Ambarawa Railway Museum

You can easily be accused of committing a tourism sin if you are in Semarang and failed to visit the Ambarawa Railway Museum. This museum is situated less than an hour's drive from the capital of Central Java.

During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you unpolluted fresh air to breathe.

The Ambarawa Railway Museum is well-maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. All in all, this is a truly exciting treasure to visit.

Text 3

Jatim Park

Jatim Park is one of the famous tourism objects in East Java province. Jatim Park offers a recreation place as well as a study center. It is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2,5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of ‘Galeri Nusantara’ area. This study offering continues to step on ‘Taman Sejarah’ area, which contain of miniature temples in East Java like Sumberawan temple, custom house of Kiai Hasan Besari Ponorogo and Sumber awan Statue.

The other facility which is able to be enjoyed is ‘Agro Park’ area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.

2. The function and characteristic of descriptive text

- The function of descriptive text is to describe something in particular. It can be a person, a place, or thing.
- The descriptive text includes
 - ❖ Identification: it identifies the phenomenon in the text.

- ❖ Descriptions: it describes the parts, qualities, and characteristic in the text.

3. Konsep

- Descriptive uses simple present tense
 - Simple present tense pattern:

Jenis kalimat	Rumus	Contoh Simple Present Tense
(+)	<ul style="list-style-type: none"> - S + Verb1 + O - S + be (am/is/are) + C 	<ul style="list-style-type: none"> - Gembira means happy. - Gembira Loka zoo is one of the most famous places in Yogyakarta.
(-)	<ul style="list-style-type: none"> - S + do + not + Verb1 - S + does + not + verb1 - S + be (am/is/are) + not 	<ul style="list-style-type: none"> - The stalls do not sell clothes. - Gambiraloka zoo does not open on the weekends. - The waves are not very strong.
(?)	<ul style="list-style-type: none"> - Do + S + Verb1 + O - Does + S + Verb1 + O - Be (am/is/are) + S+ C 	<ul style="list-style-type: none"> - Do the stalls sell accessories? - Does Gambiraloka zoo open on weekends? - Are the waves very strong?

It also uses adjectives, such as *far*, *big*, *beautiful*, *small*, *etc.*

F. TEACHING-LEARNING METHOD

Genre Based Approach

Consisting of:

1. Building Knowledge of the Field (BKOF)
2. Modeling of the Text (MOT)
3. Joint Construction of the Text (JCOT)
4. Independent Construction of Text (ICOT)

G. TEACHING AND LEARNING ACTIVITIES

Meeting 1 (2x 40 minutes)

1. Pre-Activities

Opening

- a. Greet the students and checking the attendance.
- b. Asking /reminding a little bit about the last meeting material.
- c. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.

2. Main Activities

Building the Knowledge of the Field and Modeling of the Text (BKOF and MOT)

- a. The students complete the blank parts of the text titled “Borobudur” by finding the correct words (nouns).
- b. The teacher and the students discuss the answers together.
- c. The students arrange jumbled sentences of a descriptive text in the task 2.
- d. The students answer some questions related to the story.
- e. The teacher and the students discuss the answer and also generic structure of the text together.
- f. The students do the task 3 in pairs (finding the correct verbs form to complete the blank parts of the text).
- g. The teacher discusses the answers together with the students.

Meeting 2 (2x 40 minutes)

Joint Construction of the Text (JCOT)

- a. The teacher shows a slide show about “Malioboro”.
- b. The students are required to make a note about difficult words related to the slide show.
- c. The students were asked some questions related the topic.

- d. The teacher asked the students to write important things like vocabulary and difficult words of the topic.
- e. The students are required to form a group of four.
- f. The students have to make a mind map of the topic shown in the slide show before in groups.
- g. The students write a descriptive text based on the mind map they have made in groups.

Meeting 2 (2x 40 minutes)

Independent Construction of the Text (ICOT)

- 1. The students have to make a mind map of their favorite tourism objects individually.
- 2. The students write a descriptive text based on the mind map they have made individually.

3. Post-Teaching

- 1. The teacher gives the students opportunity to ask about what they have not understood yet.
- 2. The teacher concludes what they have learned in the teaching and learning process.

H. ASSESMENT

- 1. Technique : Productive test
- 2. In the form of : Written test
- 3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max score}} \times 100 = \text{Score}$
 - b. Scoring rubric : JCOT & ICOT (Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002))

Writing Scoring Rubric

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : some knowledge of subject – adequate range– limited development of thesis – mostly relevant to topic, but lacks of detail
	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor : does not show knowledge of subject – non-substantive – not pertinent – not enough to evaluate
ORGANIZATION	20-18	Excellent to Very good: Fluent expression – idea clearly stated/supported – well-organized – logical sequencing – cohesive
	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	Good to Average : Adequate range – occasional errors of word/idiom form, choice, usage, but

		meaning not obscured
	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning confused or obscured
	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very poor: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not

		obscured
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

I. LEARNING RESOURCES AND MEDIA

- a. Board markers
- b. Laptop
- c. LCD
- d. Slide Show
- e. Priyana, Joko, et.al. 2008. *Scaffolding, English for Grade VIII Students*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional.
- f. Widiati, Utami, et. al. 2008. *Contextual Teaching and Learning Bahasa Inggris*. Sekolah Menengah. Pertama/Madrasah. Tsanawiyah Kelas VIII Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- g. <http://swahyuningsihcpu.blogspot.com/2013/05/descriptive-text.html>

Depok, September 2014

English teacher

Researcher

Dra. Y. Dyah Murti M
NIP. 19601027 19803 2 008

Cinthya Dewi Matahari
NIM. 10202241034

BKOF & MOT

Task 1

Fill the blanks with suitable words in the table!

Journey	century	monument	statues	celebrate	attractions
---------	---------	----------	---------	-----------	-------------

Borobudur Temple



Borobudur is a Buddhist 1) in Central Java. It is one of the most interesting tourist 2)..... in Indonesia. It was built in the ninth 3)..... Borobudur has 2.672 reliefs and 504 Buddha 4) The reliefs illustrate the 5)..... of pilgrims to three levels in Buddhist cosmology. Those three levels are Kmadhatu, Rupadhatu, and Arupadhatu. Borobudur is still used for pilgrimage. Once a year Buddhist in Indonesia 6) Vesak there.

Task 2

Read the sentences and put them in a good order. Then identify the generic structure of the text!

The Must-see Ambarawa Railway Museum



- a. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati.
- b. This museum is situated less than an hour's drive from the capital of Central Java.
- c. You can enjoy the beautiful panorama during the route.
- d. All in all, this is a truly exciting treasure to visit.
- e. The railway route is offered to visitors.
- f. It is a medium-sized building.
- g. You can easily be accused of committing a tourism sin if you are in Semarang and failed to visit the Ambarawa Railway Museum.
- h. The Ambarawa Railway Museum is well-maintained.
- i. It is at 474m above sea level, giving you unpolluted fresh air to breathe.

Task 3

Answer the questions based on the previous text!

1. What is the text mainly about?
2. Where is it located?
3. How did the Dutch use the Ambarawa railway station?

4. Why can we breathe fresh air there?
5. Why is it a must for us to visit this place?

Task 4

In pairs, choose the correct verbs to complete the text below.

Jatim Park

Jatim Park (are/is) one of the famous tourism objects in East Java. Jatim Park (offers/offer) a recreation place as well as a study center. It (are/is) located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2,5 km from Batu city. This Jatim Park tourism object (is/are) about 22 hectares width.

Visitor can (enjoy/enjoys) at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will (find/finds) an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contain of miniature temples in East Java like Sumberawan temple, custom house of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

The other facility which is able to be enjoyed is 'Agro Park' area. It (presents/present) crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc.

Jatim Park (is/are) suitable for family and school recreation. The recreation area sites (offers/offer) precious tour and can be used as alternative media of study.

JCOT

Task 4

Make a mind map of the topic shown in the slide show, then write a descriptive text based on the mind map in groups!



ICOT

Make a mind map of your favorite tourism object and then write a descriptive text based on it individually!

E. OBSERVATION SHEETS

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing through Mind Mapping

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher gives a descriptive text entitled "Gembiraloka Zoo"				
	b. The students find the meaning of the difficult words of the text.				

	c. The students answer the questions related to the text.				
	d. The teacher and the students discuss the answers together.				
	e. The teacher explains the right answers to the students.				
	f. The teacher explains the generic structure and the tenses used in descriptive text.				
	g. The students are given a blank paragraphs of the text entitled “Parangtritis Beach”				
	h. The students complete the blank parts of the text.				
	i. The students arrange the jumble words into good sentences				
	j. The students are given a mind map entitled “Parangtritis Beach”				
	k. The teacher and the students discuss about the relationship between the story and the mind map				
	l. The teacher and the students discuss the relationship between the text and the mind map				
	m. The teacher explain the steps to make a mind map				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				

	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the descriptive text.				
	5. The students are able to answer simple questions.				
	6. The students are able to complete the blank parts of the descriptive text.				
	7. The students are able to arrange the jumble words into good sentences.				
	8. The students understand the relationship between mind map and the text.				
	9. The students understand how to make a mind map				
	10. The students are interested and motivated by the use of mind map in the teaching and learning process of writing.				

	11. The students ask the researcher or their friends if they find difficulties.				
	12. The students practice their tasks.				

Observer

.....

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing through Mind Mapping

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher asks the students to form a group of four.				
	b. The students have to choose one of the titles provided and then they				

	have to make a mind map of it in groups.				
	c. The students write a descriptive text based on the mind map they have made before in groups.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
	B. Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the descriptive text.				
	5. The students understand the relationship between mind map and the text.				
	6. The students understand how to make a mind map				
	7. The students are interested and motivated				

	by the use of mind map in the teaching and learning process of writing.				
	8. The students ask the researcher or their friends if they find difficulties.				
	9. The students are able to write a descriptive text by using mind mapping in groups.				

Observer

.....

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing through Mind Mapping

Instruction:

3. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
4. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher asks the students to make a mind map about certain topic individually.				
	b. The students have to write descriptive texts				

	based on the mind maps they have made individually.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the descriptive text.				
	5. The students understand the relationship between mind map and the text.				
	6. The students understand how to make a mind map				
	7. The students are interested and motivated by the use of mind map in the teaching and learning process of writing.				

	8. The students ask the researcher or their friends if they find difficulties.				
	9. The students are able to write a descriptive text by using mind mapping individually.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing through Mind Mapping

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The students complete the blank parts of the text titled "Borobudur" by finding the correct words (nouns).				
	b. The teacher and the				

	students discuss the answers together.				
	c. The students arrange jumbled sentences into a good descriptive text in the task 2.				
	d. The students answer some questions related to the story.				
	e. The teacher and the students discuss the answer together				
	f. The students do the task 3 in pairs (finding the correct verbs form to complete the blank parts of the text).				
	g. The teacher discusses the answer together with the students.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate				

	to the researcher's explanation.				
	4. The students understand the story of the descriptive text.				
	5. The students are able to answer simple questions.				
	6. The students are able to arrange jumbled sentences into a good descriptive text.				
	7. The students are able to find correct verbs to complete the blank parts of the text.				
	8. The students ask the researcher or their friends if they find difficulties.				
	9. The students practice their tasks.				

Observer

.....

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing through Mind Mapping

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher shows a slide show about "Malioboro".				
	b. The teacher asks some questions related to the pictures.				

	c. The students write difficult words and also answer questions from the teacher.				
	d. The teacher asks them to make a group of four then make a mind map based on the slide show.				
	e. They are required to write a descriptive text based on their mind maps with their groups.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
	B. Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the descriptive text.				

	5. The students understand the relationship between mind map and the text.				
	6. The students understand how to make a mind map				
	7. The students are interested and motivated by the use of mind map in the teaching and learning process of writing.				
	8. The students ask the researcher or their friends if they find difficulties.				
	9. The students are able to write a descriptive text by using mind mapping in groups.				

Observer

.....

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing through Mind Mapping

Instruction:

3. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
4. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher asks the students to make a mind map about their favorite tourism objects individually.				
	b. The students are required				

	to write a descriptive text based on the mind map they made individually.				
	3. Closing Activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the descriptive text.				
	5. The students understand the relationship between mind map and the text.				
	6. The students understand how to make a mind map				
	7. The students are interested and motivated by the use of mind map in the teaching and learning process of writing.				

	8. The students ask the researcher or their friends if they find difficulties.				
	9. The students are able to write a descriptive text by using mind mapping individually.				

Observer

.....

F. SCORING RUBRIC

Writing Scoring Rubric by Jacobs *et al.* in Weigle (2002)

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks of detail
	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor : does not show knowledge of subject – non-substantive – not pertinent – not enough to evaluate
ORGANIZATION	20-18	Excellent to Very good: Fluent expression – idea clearly stated/supported – well-organized – logical sequencing – cohesive
	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	Good to Average : Adequate range – occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning confused or obscured

	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very poor: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

G. STUDENTS' SCORES

PRE-TEST SCORES (RATER 1)

No.	Name	C	O	V	LU	M	Total
1.	Akbar Primahendra	16	10	9	10	2	47
2.	Alditya Wahyu W.	18	13	11	13	2	57
3.	Alfath Kharisma M.	18	13	12	12	3	58
4.	Andhika Azriel Putra	17	13	13	15	3	61
5.	Anggun Pertiwi	17	11	14	11	2	55
6.	Ani Gusti Ayu	17	15	13	14	3	62
7.	Aya Yuvira Nova A.	17	11	12	13	3	56
8.	Dewi Ayu Ningtyas	17	13	13	13	3	59
9.	Dila Silvia	17	11	12	12	2	54
10.	Dyah Putri Utami	16	10	10	12	3	51
11.	Edra Jayeng Katon	17	13	12	14	2	58
12.	Evi Dini Subekti	16	10	11	11	3	51
13.	Fahri Setiawan	16	10	11	13	2	52
14.	Faisal Ardiansyah	18	11	12	13	3	57
15.	Fatika Nur Hasanah	17	10	10	14	2	53
16.	Febrina Nuranisa Iswari	18	12	13	12	3	58
17.	Febriyanti Rizka N.	16	10	11	10	3	49
18.	Feby Dwiyanto	15	10	11	12	3	51
19.	Hanindya Nugraha	14	9	9	10	2	44
20.	Ikhwan Duta Pratama	16	9	11	10	2	48
21.	Jihan Insiyaturrohman	16	9	10	11	2	48
22.	Nurusmawati S. P.	17	12	11	13	3	56
23.	Reffina Prima Hardiyanti	17	12	13	15	3	60
24.	Rizqi Ramadhan	18	13	13	13	3	60
25.	Rizqi Ramakrisna G.	19	13	14	13	3	62
26.	Syahira Ayunandini	17	10	11	12	2	52
27.	Syifa Salsabila Putri P.	18	13	13	14	3	61
28.	Tazkiya Alifatul Hanan	18	13	13	14	3	61
29.	Veni Nur Aviani	16	10	11	13	3	53
30.	Wigo Sumahar	16	9	11	12	2	50
31.	Wulan Puteri K.	18	13	13	12	3	59
32.	M. Anindyo P.M.	18	13	13	11	3	58

PRE-TEST SCORES (RATER 2)

No.	Name	C	O	V	LU	M	Total
1.	Akbar Primahendra	16	11	9	10	2	48
2.	Alditya Wahyu W.	17	14	12	13	2	58
3.	Alfath Kharisma M.	18	13	13	13	3	60
4.	Andhika Azriel Putra	17	14	13	15	3	62
5.	Anggun Pertiwi	17	12	14	12	2	57
6.	Ani Gusti Ayu	17	15	14	14	3	63
7.	Aya Yuvira Nova A.	17	12	13	13	3	58
8.	Dewi Ayu Ningtyas	17	13	14	12	3	59
9.	Dila Silvia	17	12	12	12	2	55
10.	Dyah Putri Utami	17	11	11	12	3	54
11.	Edra Jayeng Katon	18	13	13	14	2	60
12.	Evi Dini Subekti	17	11	11	11	3	53
13.	Fahri Setiawan	16	11	12	13	2	54
14.	Faisal Ardiansyah	18	12	13	13	3	59
15.	Fatika Nur Hasanah	17	11	11	14	2	55
16.	Febrina Nuranisa Iswari	18	13	13	12	3	59
17.	Febriyanti Rizka N.	16	11	11	12	3	51
18.	Feby Dwiyanto	15	11	11	12	3	52
19.	Hanindya Nugraha	14	9	10	10	2	45
20.	Ikhwan Duta Pratama	16	10	11	11	2	50
21.	Jihan Insiyaturrohman	16	10	10	11	2	49
22.	Nurusmawati S. P.	17	13	12	13	3	58
23.	Reffina Prima Hardiyanti	17	13	14	15	3	62
24.	Rizqi Ramadhan	18	13	14	14	3	62
25.	Rizqi Ramakrisna G.	19	14	14	13	3	63
26.	Syahira Ayunandini	17	11	12	12	2	54
27.	Syifa Salsabila Putri P.	18	14	14	14	3	63
28.	Tazkiya Alifatul Hanan	18	14	15	14	3	64
29.	Veni Nur Aviani	16	11	12	13	3	55
30.	Wigo Sumahar	16	10	10	12	2	50
31.	Wulan Puteri K.	18	13	13	13	3	60
32.	M. Anindyo P.M.	18	13	13	13	3	60

PROGRESS TEST SCORES (RATER 1)

No.	Name	C	O	V	LU	M	Total
1.	Akbar Primahendra	21	12	14	15	3	65
2.	Alditya Wahyu W.	18	14	14	14	3	63
3.	Alfath Kharisma M.	22	14	15	16	4	71
4.	Andhika Azriel Putra	21	14	14	15	3	67
5.	Anggun Pertiwi	22	15	14	15	4	70
6.	Ani Gusti Ayu	24	17	15	18	4	78
7.	Aya Yuvira Nova A.	22	14	15	16	3	70
8.	Dewi Ayu Ningtyas	22	15	15	16	4	72
9.	Dila Silvia	23	16	15	17	4	75
10.	Dyah Putri Utami	18	14	13	14	4	63
11.	Edra Jayeng Katon	22	15	15	18	4	74
12.	Evi Dini Subekti	17	14	14	14	4	63
13.	Fahri Setiawan	22	15	15	18	4	74
14.	Faisal Ardiansyah	24	15	16	17	4	76
15.	Fatika Nur Hasanah	22	14	14	17	3	70
16.	Febrina Nuranisa Iswari	22	15	15	17	4	73
17.	Febriyanti Rizka N.	16	14	14	13	3	60
18.	Feby Dwiyanto	22	14	15	18	4	73
19.	Hanindya Nugraha	18	14	14	15	3	64
20.	Ikhwan Duta Pratama	17	14	14	15	3	63
21.	Jihan Insiyaturrohman	17	13	14	13	3	60
22.	Nurusmawati S. P.	21	15	14	15	4	69
23.	Reffina Prima Hardiyanti	24	16	16	16	4	76
24.	Rizqi Ramadhan	21	14	14	17	4	70
25.	Rizqi Ramakrisna G.	22	15	16	17	4	74
26.	Syahira Ayunandini	18	15	15	17	3	68
27.	Syifa Salsabila Putri P.	23	15	15	18	4	75
28.	Tazkiya Alifatul Hanan	23	14	15	18	4	74
29.	Veni Nur Aviani	18	14	15	15	4	66
30.	Wigo Sumahar	17	14	14	16	3	64
31.	Wulan Puteri K.	23	15	16	18	4	76
32.	M. Anindyo P.M.	24	15	16	18	4	77

PROGRESS TEST SCORES (RATER 2)

No.	Name	C	O	V	LU	M	Total
1.	Akbar Primahendra	21	13	13	16	3	66
2.	Alditya Wahyu W.	18	13	13	14	3	61
3.	Alfath Kharisma M.	21	14	14	17	4	70
4.	Andhika Azriel Putra	20	13	13	16	3	65
5.	Anggun Pertiwi	21	14	15	14	3	67
6.	Ani Gusti Ayu	23	17	14	18	4	76
7.	Aya Yuvira Nova A.	21	13	13	16	3	66
8.	Dewi Ayu Ningtyas	21	14	14	17	4	70
9.	Dila Silvia	22	16	15	17	4	74
10.	Dyah Putri Utami	17	13	12	14	4	60
11.	Edra Jayeng Katon	22	14	15	17	4	72
12.	Evi Dini Subekti	17	14	13	13	4	61
13.	Fahri Setiawan	21	14	14	18	4	71
14.	Faisal Ardiansyah	23	15	15	17	4	74
15.	Fatika Nur Hasanah	21	13	13	17	3	67
16.	Febrina Nuranisa Iswari	22	14	15	17	4	72
17.	Febriyanti Rizka N.	17	13	13	12	3	58
18.	Feby Dwiyanto	22	14	14	18	4	72
19.	Hanindya Nugraha	17	14	14	15	3	63
20.	Ikhwan Duta Pratama	17	13	13	15	3	61
21.	Jihan Insiyaturrohman	17	13	13	13	3	59
22.	Nurusmawati S. P.	20	14	14	16	4	68
23.	Reffina Prima Hardiyanti	24	15	15	17	4	75
24.	Rizqi Ramadhan	20	14	13	17	4	68
25.	Rizqi Ramakrisna G.	22	15	15	18	4	74
26.	Syahira Ayunandini	17	14	14	17	3	65
27.	Syifa Salsabila Putri P.	22	14	14	18	4	72
28.	Tazkiya Alifatul Hanan	22	14	14	18	4	72
29.	Veni Nur Aviani	18	13	14	15	4	64
30.	Wigo Sumahar	18	12	13	16	3	62
31.	Wulan Puteri K.	24	14	15	18	4	72
32.	M. Anindy P.M.	24	15	15	17	4	75

POST-TEST SCORES (RATER 1)

No.	Name	C	V	O	LU	M	Total
1.	Akbar Primahendra	22	14	15	18	4	73
2.	Alditya Wahyu W.	21	15	15	18	4	73
3.	Alfath Kharisma M.	23	15	17	23	5	83
4.	Andhika Azriel Putra	23	15	16	18	4	76
5.	Anggun Pertiwi	22	17	17	18	4	78
6.	Ani Gusti Ayu	25	17	15	18	5	80
7.	Aya Yuvira Nova A.	22	15	14	18	4	73
8.	Dewi Ayu Ningtyas	23	16	15	18	4	76
9.	Dila Silvia	23	14	15	18	4	74
10.	Dyah Putri Utami	24	16	17	22	5	84
11.	Edra Jayeng Katon	25	17	17	21	4	84
12.	Evi Dini Subekti	22	15	15	17	3	72
13.	Fahri Setiawan	23	14	15	19	3	74
14.	Faisal Ardiansyah	25	18	18	20	5	86
15.	Fatika Nur Hasanah	23	16	15	18	4	76
16.	Febrina Nuranisa Iswari	22	15	15	17	3	72
17.	Febriyanti Rizka N.	24	16	16	18	5	79
18.	Feby Dwiyanto	22	14	14	18	4	72
19.	Hanindya Nugraha	22	15	15	18	4	74
20.	Ikhwan Duta Pratama	21	15	15	18	4	73
21.	Jihan Insiyaturrohman	21	17	16	18	3	75
22.	Nurusmawati S. P.	25	18	18	22	5	88
23.	Reffina Prima Hardiyanti	25	16	16	18	4	79
24.	Rizqi Ramadhan	24	17	19	23	5	88
25.	Rizqi Ramakrisna G.	24	15	15	24	4	82
26.	Syahira Ayunandini	26	15	15	19	4	79
27.	Syifa Salsabila Putri P.	28	18	18	22	5	91
28.	Tazkiya Alifatul Hanan	28	17	17	21	4	87
29.	Veni Nur Aviani	23	16	16	17	3	75
30.	Wigo Sumahar	22	15	15	17	3	72
31.	Wulan Puteri K.	24	16	15	18	4	77
32.	M. Anindy P.M.	23	16	16	21	5	81

POST-TEST SCORES (RATER 2)

No.	Name	C	V	O	LU	M	Total
1.	Akbar Primahendra	23	15	15	18	3	74
2.	Alditya Wahyu W.	22	15	15	18	4	74
3.	Alfath Kharisma M.	24	16	17	23	5	85
4.	Andhika Azriel Putra	24	16	17	18	5	80
5.	Anggun Pertiwi	23	17	17	17	3	77
6.	Ani Gusti Ayu	25	17	16	18	5	81
7.	Aya Yuvira Nova A.	23	15	15	17	4	74
8.	Dewi Ayu Ningtyas	23	16	16	18	4	77
9.	Dila Silvia	23	15	15	18	4	75
10.	Dyah Putri Utami	24	16	17	22	5	84
11.	Edra Jayeng Katon	26	17	17	21	4	85
12.	Evi Dini Subekti	23	15	15	17	3	73
13.	Fahri Setiawan	24	14	16	17	3	74
14.	Faisal Ardiansyah	25	18	18	20	5	86
15.	Fatika Nur Hasanah	24	16	16	18	4	78
16.	Febrina Nuranisa Iswari	23	15	15	17	3	73
17.	Febriyanti Rizka N.	24	16	16	19	5	80
18.	Feby Dwiyanto	22	15	15	18	4	74
19.	Hanindya Nugraha	22	15	15	18	3	73
20.	Ikhwan Duta Pratama	22	15	15	17	3	72
21.	Jihan Insiyaturrohman	21	15	15	17	3	71
22.	Nurusmawati S. P.	25	17	17	22	5	86
23.	Reffina Prima Hardiyanti	25	17	17	18	4	81
24.	Rizqi Ramadhan	24	17	18	22	5	86
25.	Rizqi Ramakrisna G.	24	15	15	23	4	81
26.	Syahira Ayunandini	26	16	15	19	4	80
27.	Syifa Salsabila Putri P.	28	18	18	23	5	92
28.	Tazkiya Alifatul Hanan	28	17	17	23	5	90
29.	Veni Nur Aviani	23	16	16	18	3	76
30.	Wigo Sumahar	23	15	15	18	3	74
31.	Wulan Puteri K.	24	16	16	19	4	79
32.	M. Anindyo P.M.	23	14	16	20	5	78

H. STUDENTS' WORKS

PRE-TEST

B. Inggris

Selasa, 12 Agustus 2014

Nama = Dila Silvina

Kelas = VIII B

No = 9

"Sambisari Temple"

Sambisari temple is near from my house. Sambisari temple sometimes busy. The located at Purwamartani, Kalasan, Sleman, Yogyakarta. It is not very big temple but it is clean and consinien.

Sambisari temple crowded in holiday, and week days sometimes busy. There are many tourist and local visitor. Sambisari temple in ha harrinteng from Budha.

Sambisari temple made of rock, and the rock a ranged orderly. The tourist also can take a picture because the new of beautiful. Some times me and my friend go to Sambisari temple.

No. _____

Date : _____

SAMBISARI TEMPLE

Sambisari Temple is one of tourism objects in Yogyakarta.
Sambisari Temple is located in Kolasan, Yogyakarta.

We can find many facilities. They are toilet, musholla, and information centre. We can find many information in information centre. And we can pray in musholla.

Everyday many people come there. They are foreign tourist and local tourist. This place is crowded everyday, especially in holiday time.

The temple is open everyday. The price ticket for adult are Rp2000, for child Rp1000 and for baby is free.

The condition there is cool. And the view is very beautiful. We can take a picture in there.

Nama : Syifa Salasilo P.P.

No/Class : 27/VIII B.

Rizqi Ramadhan

8B/25

No. _____

Date: _____

Sambisari Temple

Yogyakarta has any tourism objects & one of them is Sambisari Temple. Located of Sambisari temple is in Purwomartani, Kasan Depok, Sleman.

Any tourism go there for Holiday. Sambisari have 5 temples & one of them will be favorites place in Sambisari temple.

Sambisari temple can be refreshing & relaxing place because that place is comfortable. Sambisari temple is a beautiful place.

Nama: ALFATH kharisma .M.
 No : 03
 Kls : VIII B

No.:

Date: :

Prambanan temple

- Prambanan temple location at Kalasan, Sleman. Prambanan temple is a tourism object in Yogyakarta. Prambanan temple is from Mataram kingdom. Prambanan temple is one of the tourism objects often visited. Prambanan temple is open from morning to afternoon.

- Usually people come here by bus, car, and motorcycle. Prambanan temple have many temples. Prambanan temple have big temple. the place is clean and beauty.

- There are local tourist and international tourist. Prambanan temple is very popular. In Prambanan temple there are also many people sell many food and many accessories. I love Prambanan temple.

PROGRESS-TEST

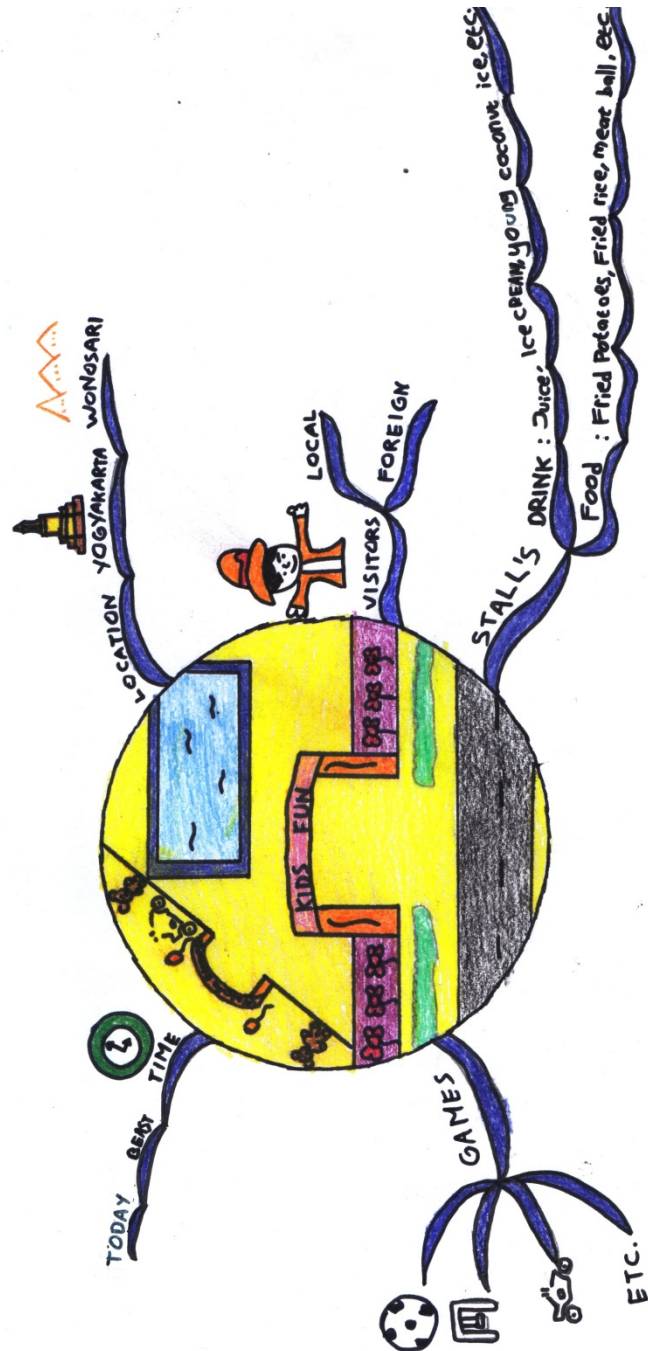
"KIDS FUN"

Kids Fun is one of them tourism objects in Yogyakarta. Loca
ted Kids Fun is very far from my house. The place of Kids
Fun is very big.

There are have a beautiful place, park, locket, parking area,
 stalls, swimming pool, and the place of play games.

In holiday, Kids Fun always crowded of visitors. There are
 many stalls that sell goods and drinks. Usually there is place
of picnic. The good are noodle, bread, meatball, fried pota-
 toes, fried rice and etc. The drink are ice lemon, juice, milk,
 ice cream, juice, ice tea, young coconut ice, and etc.

Nama: Dila Silvina
 Kelas : VIII B / 9



No. _____

Date : _____

SAMBISARI TEMPLE

Sambisari Temple is one of tourism objects in Yogyakarta.
Sambisari Temple is located in Kolasan, Yogyakarta.

We can find many facilities. They are toilet, musholla, and information centre. We can find many information in information centre. And we can pray in musholla.

Everyday many people come there. They are foreign tourist and local tourist. This place is crowded everyday, especially in holiday time.

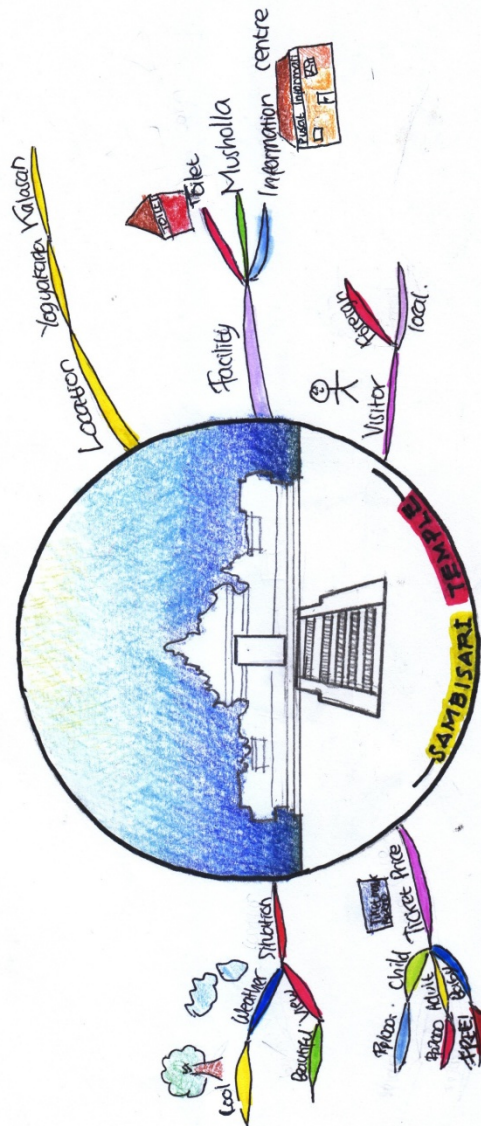
The temple is open everyday. The price ticket for adult are Rp2000, for child Rp1000 and for baby is free.

The condition there is cool. And the view is very beautiful. We can take a picture in there.

Nama : Syifa Salasila P.P.

No/Class : 27/VIII B.

MIND MAP



Name = Syifa Salsabila P.P.
Class/no = VIII 8 / 27

No. Selasa

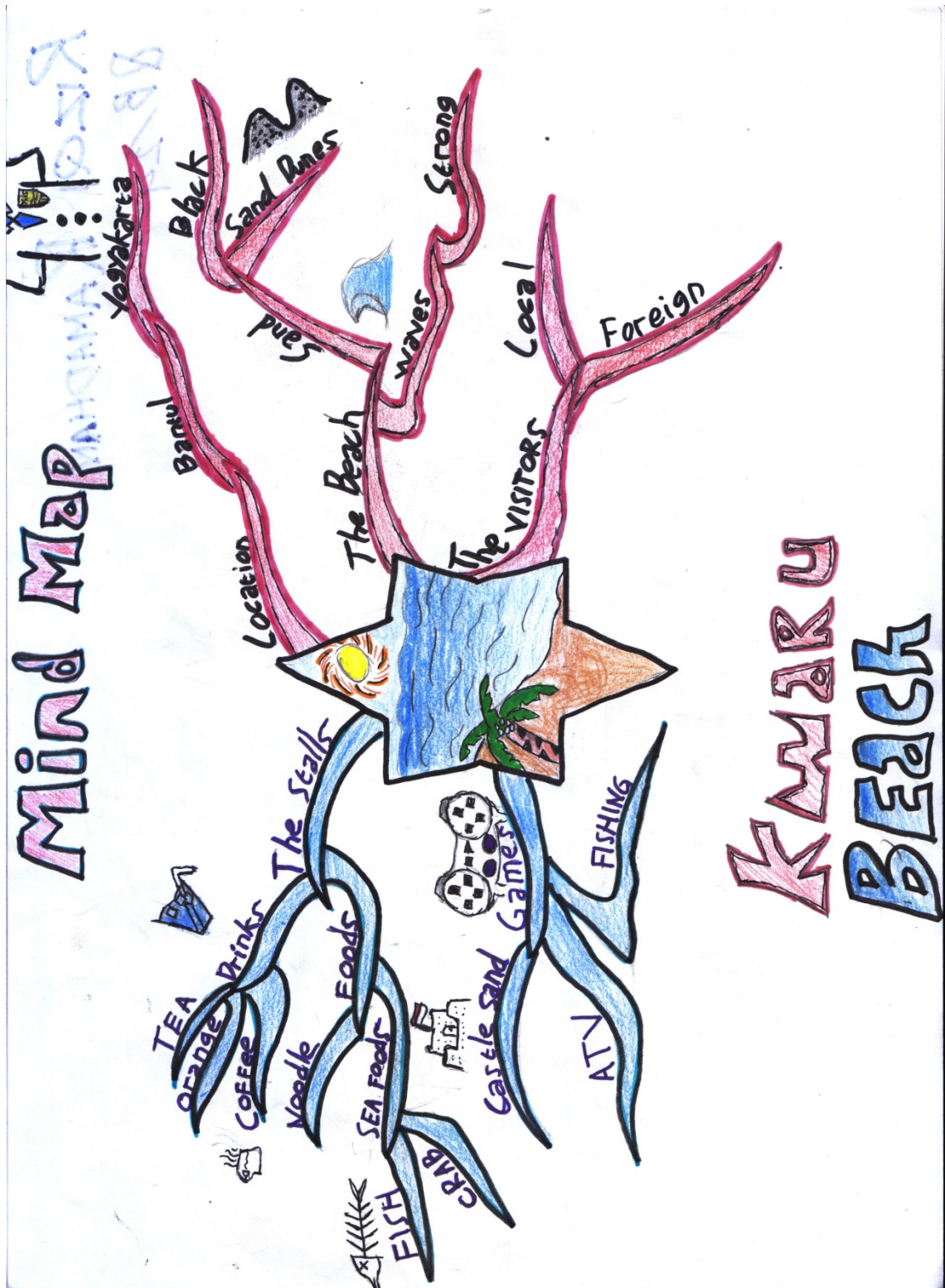
Date: 2 September 2014

Rizqi Ramadhan/8B/24

Kwaru Beach

Located of Kwaru Beach is in Bantul, Yogyakarta. The Beach has Black Sand, Strong waves, etc. The Sand Dunes in there is look like hills. Many visitors in there, they are Local visitors & Foreign visitors.

Many games in there, they are Castles sand, ATV, Fishing, etc. The Sealls in there provide many foods & drinks they are noodle, seafoods (crab fish, etc), tea, orange, coffee.



Nama : Alfan Kharisma
 NO : 03
 KIS : U11B

No.:

Date:

Krakal Beach

Krakal Beach is amazing in DIY.

Krakal Beach ^{is} located in DIY, Gunung Kidul

The Beach has strong and Big waves, white sand.

There are many stalls ^{that} sell food, seafood

Drink, fruit, ^{if} we want to go there

we can go by Bus, car, or motor cycle.

If we in the Krakal Beach we can ^{Playing} kite, Netting, or make sand castle

And ^{the} facilities ^{is} Toilet, parking, shop, eat place, etc. visitor ^{is} Local, foreign.

I Love Krakal beach.



POST-TEST

No. Selasa

Date 9/9/2014

☐ Name : Dila Silvina

☐ Class : VIII B/9

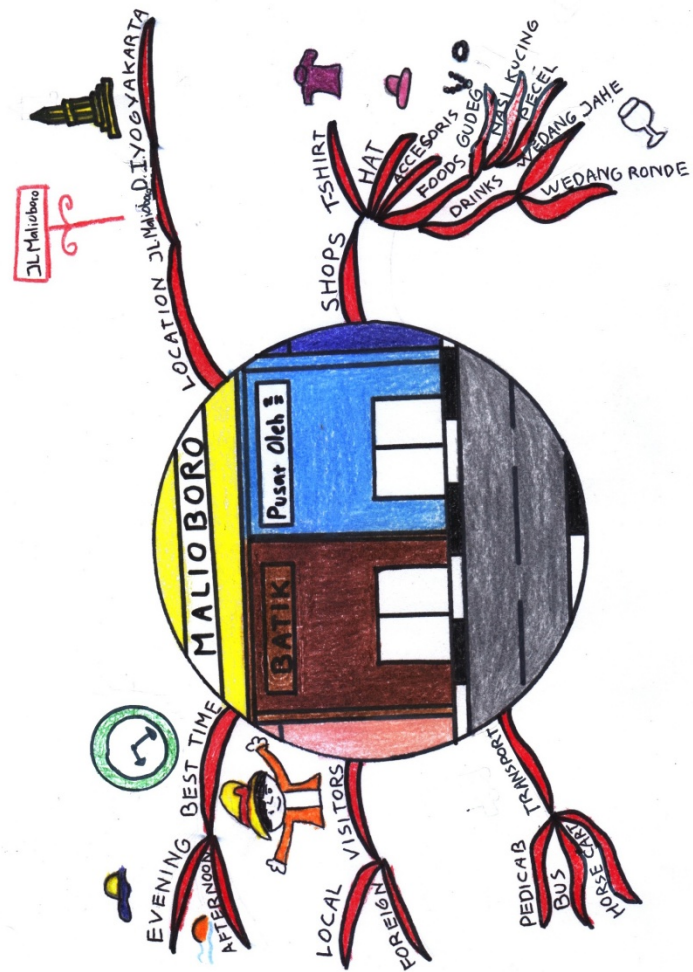
"MALIOBORO"

☐ There are many Batik seller ^{is} in Malioboro. It is located
☐ in Malioboro Street, Yogyakarta. The weather in Malioboro
☐ is very hot, maybe if you want to walk ~~the~~ longer you may
☐ need to wear an umbrella so you do not very heat.

☐ In holiday ^{is} Malioboro always crowded of visitors. The
☐ visitors are local visitors and foreign visitors. The parking
☐ area is always full of vehicles.

☐ You can visit Malioboro by : pedi cab, horse care, bus,
☐ car, bicycle, motorcycle. ^{is} In Malioboro has many stalls. In stalls
☐ you can buy goods or drinks. The goods ^{is} pecel, nasi kucing,
☐ gudeg, tahu and tempe bacem, bakmi, etc. The drinks ^{is} wedang
☐ ronde, wedang jahe, hot coffee, tea, etc.

Name : Dila Silvina
Class : VIII B



No. _____

Date : _____

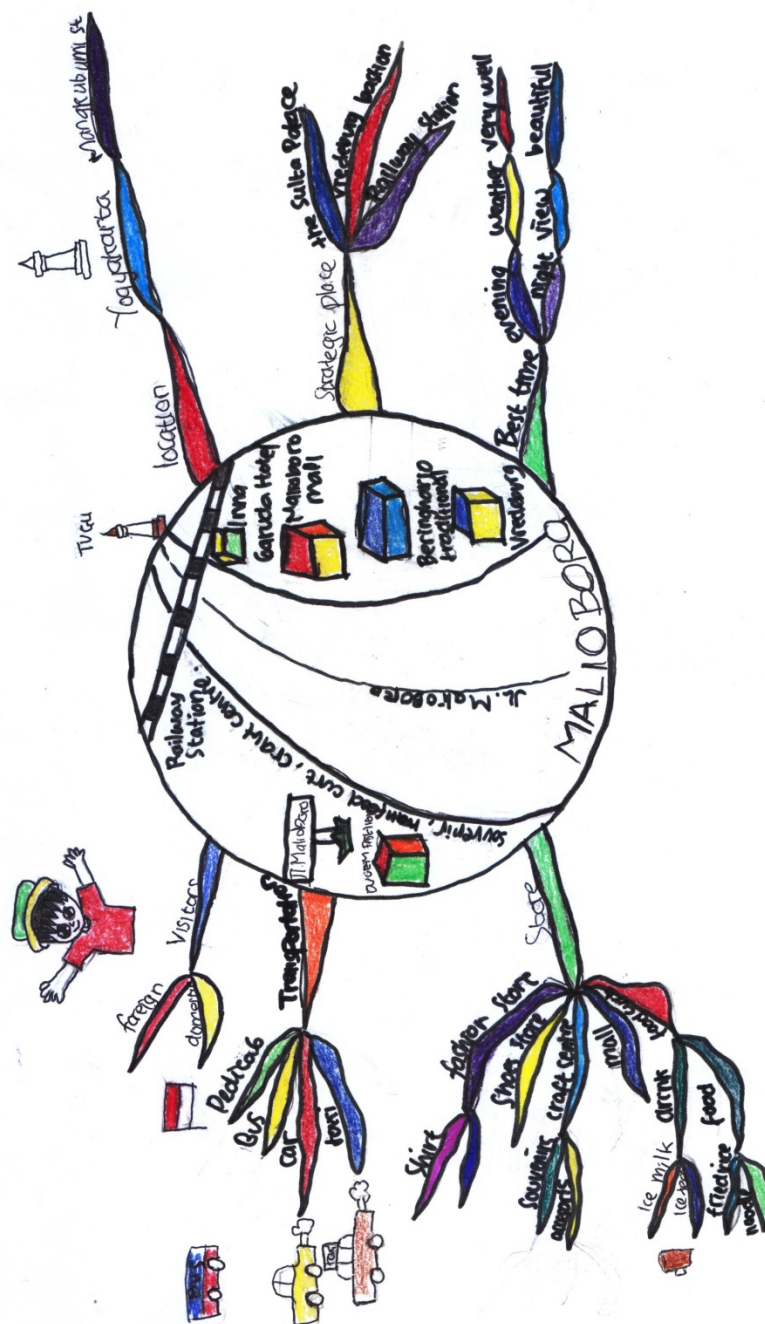
Maliboro.

Maliboro is one of the most popular tourism object in Yogyakarta. Maliboro is located in mangkubumi street. It is the south of tugu railway station. It is a strategic place, because the location is near the sultan palace, railway station, Vredenburg bastion and the other public place.

There are so many stores in maliboro. They are, fashion store, shoes store, craft centre, mall, food court, etc. For the travelers they can stay or spend the nights in the hotel, because in maliboro there are many hotels. We can get maliboro by horse cart, pedicab, bus, car, motor-cycletaxi, etc. Maliboro is crowded everyday, especially in holiday time. There are so many visitors everyday. They are domestic and foreign tourists. They usually buy souvenirs to give their families or friends.

The best time to visit maliboro is at evening or night. In the evening the weather is very well. In the night the view is very beautiful along the maliboro street, because there are many lights.

Syifa Salsabata P.P.
VIII B (27).



Rizai Ramadhan 8B²⁴

No. Sebsa, 9 September 201

Date: 20 Ramadhan

Kwaru Beach

Yogyakarta has many tourism objects. One of them is Kwaru Beach. Kwaru Beach is located at Bangul Yogyakarta.

The Beach has Black sand, Sand Dunes, Strong waves & beautiful view. There are many visitors in Kwaru Beach. They are local visitors & foreign visitors. We can go there with car, Pedicab, motorcycle, etc.

There are many Games in Kwaru Beach, such as castle Sand & Kites. The stalls provide many foods & drinks, such as Seafoods (fish Crab), Ice (orange, tea), juice (Avocado, Apple), etc.



Nama : Alfath kharisma

KIS : VIII B

No : 03

No.:

Date:

DEPOK Beach

Depok Beach is located in Bantul, Yogyakarta.

The beach has strong and big waves and the sand is white.

There are many stalls in Depok Beach.

They sell many food, seafood, and drink. The drink are ice tea and coconut ice. We can go there by motorcycle, car, or bus. There are many facilities in Depok Beach, for example shop, ^{area} parking, toilet, etc.

There are also several interesting games in Depok Beach. They are kite, ATV, and sand castle. The visitors are local and foreign visitors. Depok Beach is very beautiful.



I. ATTENDANCE LIST

ABSENSI KELAS VIII B

No	Name	Date						
		19/8	21/8	26/8	28/8	2/9	4/9	9/9
1.	Akbar Primahendra	V	V	V	V	V	V	V
2.	Alditya Wahyu Wardhana	V	V	V	V	V	V	V
3.	Alfath Kharisma Mardiana	V	V	V	V	V	V	V
4.	Andhika Azriel Putra	V	V	V	V	V	V	V
5.	Anggun Pertiwi	V	V	V	V	V	V	V
6.	Ani Gusti Ayu	V	V	V	V	V	V	V
7.	Aya Yuvira Nova Alhumaira	V	V	V	V	V	V	V
8.	Dewi Ayu Ningtyas	V	V	V	V	V	V	V
9.	Dila Silvia	V	V	V	V	V	V	V
10.	Dyah Putri Utami	V	V	V	V	V	V	V
11.	Edra Jayeng Katon	V	V	V	V	V	V	V
12.	Evi Dini Subekti	V	V	V	V	V	V	V
13.	Fahri Setiawan	V	V	V	V	V	V	V
14.	Faisal Ardiansyah	V	V	V	V	V	V	V
15.	Fatika Nur Hasanah	V	V	V	V	V	V	V
16.	Febrina Nuranisa Iswari	V	V	V	V	V	V	V
17.	Febriyanti Rizka Nasution	V	V	V	V	V	V	V
18.	Feby Dwiyanto	V	V	V	V	V	V	V
19.	Hanindya Nugraha	V	V	V	V	V	V	V
20.	Ikhwan Duta Pratama	V	V	V	V	V	V	V
21.	Jihan Insiyaturrohman	V	V	V	V	V	V	V
22.	Nurusmawati Sholekhah Perdanasari	V	V	V	V	V	V	V
23.	Reffina Prima Hardiyanti	V	V	V	V	V	V	V
24.	Rizqi Ramadhan	V	V	V	V	V	V	V
25.	Rizqi Ramakrisna Gustiarto	V	V	V	V	V	V	V
26.	Syahira Ayunandini	V	V	V	V	V	V	V
27.	Syifa Salsabila Putri P.	V	V	V	V	V	V	V
28.	Tazkiya Alifatul Hanan	V	V	V	V	V	V	V
29.	Veni Nur Aviani	V	V	V	V	V	V	V
30.	Wigo Sumahar	V	V	V	V	V	V	V
31.	Wulan Puteri Kusumaningtyas	V	V	V	V	V	V	V
32.	M. Anindyo P.M.	V	V	V	V	V	V	V

IMPROVING THE WRITING SKILLS OF GRADE VIII B STUDENTS OF SMP NEGERI 3 DEPOK YOGYAKARTA THROUGH MIND MAPPING

Cinthy Dewi Matahari
10202241034

ABSTRACT

This research was aimed at improving students' writing skills of the class VIII B students of SMP Negeri 3 Depok Sleman Yogyakarta in the academic year of 2014/2015.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 32 students of class VIII B of SMP Negeri 3 Depok Sleman Yogyakarta in the academic year of 2014/2015 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process, interviewing the students of class VIII B and the English teacher, holding discussion with the collaborator and taking pictures. The quantitative data were acquired through pre-test, progress test, and post test. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity.

The research findings showed that the use of mind mapping as the teaching technique combined with the use of writing activities and grammar and vocabulary exercises was proven to be able to improve the students' writing skills. It could attract the students' attention and increased their learning motivation. The students could generate and develop their ideas more easily since the mind maps were used as a framework of their writings. The students also had sufficient vocabulary mastery. Mind maps required them to write keywords so that they had opportunities to learn new words. The students who just gained 56.2 in the pre-test, were able to increase their score up to 78.6 in the post test. It indicated that they made a significant improvement in writing aspects, such as content, organization, vocabulary, language use and mechanics.